# Airy Hill Primary School: Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Airy Hill Primary School |
| Number of pupils in school  | 176 + nursery |
| Proportion (%) of pupil premium eligible pupils | 52/176 = 30% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-20222022 - 20232023 - 2024 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | Termly over the three years |
| Statement authorised by | Sam Butters |
| Pupil premium lead | Sam Butters  |
| Governor / Trustee lead | Deborah Hall |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £69,940 |
| Recovery premium funding allocation this academic year | £7540 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £77,480 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Our ultimate aim for disadvantaged children is as follows:* Through consistently high-quality teaching and learning, remove the attainment gap in core subjects between disadvantaged children and their peers.
* Through a high-quality curriculum and accessible enrichment activities, provide disadvantaged children with the knowledge, skills and cultural capital to succeed at least as well as their peers.
* Through a strong PSHE curriculum, health and well-being teaching and a supportive, nurturing environment, enable children to overcome personal challenges and maintain a strong school attendance.
 |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Attendance of pupil premium children (93.6%) during the academic year 2022-2023. |
| 2 | Low attainment of all children in writing as a result of school closures. |
| 3 | Gaps in learning in mathematics due to school closures and a remote learning curriculum.  |
| 4 | Reduced access to high quality enrichment activities due to financial restraints and geographical location. |
| 5 | Poor mental health and resilience exacerbated by pandemic |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| Rapid progress in writing and maths. | Disadvantaged pupils will make more than expected progress from their current assessments in September 21 in order to reach ARE by 2024 (except for identified SEND) |
| Increased attendance. | Attendance of all PP children to increase year on year so that this is at least 96% by 2024. |
| Increased cultural capital. | As a result of access to wider opportunities within school including visits, visitors, residentials, London visit, children can demonstrate increase cultural capital |
| Increased resilience. | All disadvantaged pupils to be provided with focused teacher support and intervention in the classroom resulting in more than expected progress from current assessments in September 21 in order to reach ARE by 2024 (except for identified SEND) |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum Development | Ofsted Curriculum ReportsDepartment for Education aims and expectations for curriculum study | 2, 3, 4 |
| *Assessment training* | Dylan Wiliam / Rosenshine – impact of increasing pupil participationEEF – using assessment as an effective tool for learning.  | 3, 4 |
| *Support for pedagogy*  | EEF Toolkit indicates that mastery learning has a very high positive impact. Rosenshine’s principals are widely recognised for their potential to support teachers in engaging with cognitive science. | 2, 3, 4 |
| *Support for Early Career Teachers* | DfE recognise the positive impact of an extended support phase for early career teachers. | 2, 3, 4 |
| *NPQs*  | Nationally recognised qualificationsStatutory Requirement - DfE | 2, 3, 4, 5 |
| *Little Wandle Phonics* | EEF Toolkit indicates that high quality phonics teaching has a very high positive impact. Little Wandle is a DfE validated scheme.  | 2 |
| *Maths Hub Support* | EEF Toolkit indicates high quality mathematics teaching has a positive impact.NCETM are validated by the DfE.  | 3 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *45,000*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TAs in class to support with same day ‘keep up not catch up’ support and closing specific gaps | DFE Maths Hub DFE English HubEEF research – interventions  | 2, 3, 5 |
| *Targeted, structured Interventions* | EEF research – interventions | 2, 3 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £25,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Boxall Profile and teaching adjustments.* | Nurture UK – research based | 1, 5 |
| *Dedicated attendance lead time.* | EEF | 1, 5 |
| *Healthy Schools Gold, RRSA, Sports Award* | EEF - Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil’s positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels. | 1, 5 |
| *Children’s University* | 1, 4, 5 |
| *Funded places at breakfast/after school club* | EEF | 1, 4, 5 |

**Total budgeted cost: £***75,000*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Part B: Review of outcomes in the previous academic yearTargeted academic support for current academic year

|  |  |  |
| --- | --- | --- |
| **Measure** | **Activity** | **Review** |
| Priority 1 |  Balance tool was introduced and showed impact in the core subject areas. Implementation was slower than planned due to Covid 19 school closures.Through RAP meetings, precisely focussed teaching techniques were planned for summer term which accelerated learning. | Balance tool was introduced and showed impact in the core subject areas. Implementation was slower than planned due to Covid 19 school closures.Through RAP meetings, precisely focussed teaching techniques were planned for summer term which accelerated learning.  |
| Priority 2 | Work with the Ed Tech Partnership (Grimsby Institute) to develop a high quality approach to using digital technology to innovate classroom teaching and provide blended/home learning when needed. | The school’s remote learning offer was very high quality and had a positive impact on pupil progress. Digital technology is now used regularly within the classrooms to improve pupil engagement, participation and accessibility.  |
| Barriers to learning these priorities address | Ensuring that staff work/life balance is maintained whilst introducing new initiatives in challenging circumstances. | Staff well-being surveys show that staff feel well supported by the school and that additional workload is offset with well-being strategies.  |

Wider strategies for current academic year

|  |  |  |
| --- | --- | --- |
| **Measure** | **Activity** | **April Review** |
| Priority 1 | Sustain and increase working hours of attendance lead in order to improve attendance of disadvantaged children and improve pastoral/parental support.  | Now referred to as the ‘Attendance and Engagement Lead’, this role has been invaluable during school closures and as children return. Attendance since schools reopened has been strong with numerous strategies in place to sustain and improve this further. |
| Priority 2 | Increase the school’s capacity to support children’s mental health and well-being through training, support and resources. | The school has provided weekly well-being support throughout school closures and now reopening. The school has committed to significant training through Nurture UK throughout the summer term and into the next academic year.  |
| Barriers to learning these priorities address | A group of hard to reach parents. | The attendance lead has built up positive and effective relationships with the significant majority of these parents. |

 |