

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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. The split of resources across the schools reflects the proportion of pupils in receipt of pupil premium in any school year.

School overview

Detail	Data
School name	Sand Hutton and Warthill Federated Schools
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Beverley Pawson (Head)
Pupil premium lead	Beverley Pawson (Head)
Governor / Trustee lead	(Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26170
Recovery premium funding allocation this academic year	£ 4000
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	£ 30170

Part A: Pupil premium strategy plan

Statement of intent

At Sand Hutton and Warthill Federated Schools we recognise that Pupil Premium financing is aimed at addressing the current underlying inequalities which exist between children from 'disadvantaged' backgrounds and their more affluent peers. We also note that the concept of deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is our intent to lessen, or perhaps even dispel the gap, between these two groups both in terms of academic outcome and also personal wellbeing; increasing cultural capital and enjoyment of school.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The percentage of our pupils eligible for pupil premium (currently 14%) is generally lower than the national average (24.3%). However we are mindful that while this demographic may be relatively low in number, they must remain of high importance.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all student receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

Challenges

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

Challenge number	Detail of challenge
1	Lack of understanding of individual barriers to learning and subsequent application of pedagogy that enables individual needs to be met more effectively
2	Due to cohabiting issues related to PP/SEND many of our PP pupils require Individualised Instruction, focused support in enabling pre- and post-teaching as appropriate.
3	Pace of learning and ensuring progress remain key issues to address which can be difficult when levels of achievement are significantly below peers. Providing out of class, individual / small group work can counteract this
4	A number of our PP learners require access to emotional and social interventions to support SEMH development.
5	Financial barriers can prevent Pupil Premium children achieving full participation in school life, including extra- curricular and enrichment activities.

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
Time for Head to meet with class teachers and consider their needs and possible interventions plan with them	All PP pupils have been discussed at length so that this need is considered as thoroughly as any pupil with SEND.
To pay for staff training, upskilling on social and emotional skills, phonics knowledge, working with children with SLCN (Speech, Language and Communication Needs) and autism, impacting upon intervention opportunities for vulnerable pupils.	Suitably experienced TAs to be allocated to classes. Improved progress for PP pupils Head and governor monitoring to ensure impact
Trained TAs to be allocated to classes, who teachers are able to deploy for individualised instruction	Improved progress for PP pupils. Particularly in the field of writing stamina. Achievement of pupils to be recorded as PP Assessment module
Targeted support driven by analysis of need; TA delivery in 1:1 or small groups, Maths SLCN, Emotional support	Monitoring attendance and behaviour; feedback from pupils / parents / teachers
Funded places on trips and residential, clubs, uniform and PE kit. In addition, support towards PTA organised events.	Monitoring attendance and participation ; feedback from pupils / parents / teachers, reported in HT report to Governors

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

Budgeted cost: £ 9320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ staff to provide targeted support, with SPAG/phonics/Maths for pupils requiring additional interventions.	Numerous sources, including DfE. High impact. Pupil progress and year end attainment data	2, 3
Dedicated time to monitor barriers to learning, identifying pupils not meeting their expected progress. Identify required additional support.	Half termly “data drops” for Governors Pupil progress and year end attainment data	1
Time for Head to meet teachers individually and write their support plan with them. This will allow us to identify pupil need and allocate activities to pupils effectively, therefore underpins all others.	Pupil progress and year end attainment data, behaviour, well-being. Pupils enjoy school, parental feedback	1

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

Budgeted cost: £15850

Activity	Evidence that supports this approach	Challenge number(s) addressed
ATA to provide target support, SLCN interventions	Education Endowment Research, Reading comprehension strategies, Very high impact for low cost based on extensive evidence. Built on Fast Track and Fresh Start RWI Oral language interventions, Very high impact for low cost based on extensive evidence See pupil progress evidence Phonics High impact for low cost based on very extensive evidence: Supported by English Hub	2, 3
Providing an Intervention Package Socially Speaking, TA provides targeted	Learning through talking research (Talk for Learning) – numerous studies, including	2, 3, 4, 5

support to pupils on 1 to 1 basis	Education Endowment Research. High impact, moderate cost	
Providing an Intervention Package Time to talk , TA provides targeted support to pupils	Education Endowment Research, High impact, moderate cost	2, 3, 4, 5
Targeted support in social and emotional areas of need, driven by analysis of individual pupil need; Compass Buzz trained TA delivery in 1:1 or small groups as required	Education Endowment Foundation research results Social and emotional learning Moderate impact for very low cost based on very limited evidence: Number of pupils on CAMHS waiting list is linked	4

Wider strategies

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talking and drawing intervention to targeted pupils	Pupil progress and year end attainment data, behaviour, well-being. Pupils enjoy school, parental feedback	4, 5
Funded places on trips and residential, clubs, provide uniform and PE kit, met with families to ensure parents have confidence to share financial concerns which may limit access to activities. Provide additional curriculum opportunities, to promote independent learning SEMH/wellbeing	Recent academic research carried out by The Nature Partner Journals showed ; the relationship between school enjoyment at age 6 and nationally standardised test results at age 16 to be; Children who enjoyed school at age six scored on average 29.34 more points at GCSE compared to children who did not enjoy school.	4, 5

Total budgeted cost: £ 30170

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Assessment of actions taken – 2022 / 2023			
Identified barrier to learning	Action	Estimated impact: Did we meet the success criteria?	Lessons learned
Many PP pupils identified as requiring in-class support for learning to offer Individualised Instruction to pupils, enabling pre- and post-teaching if appropriate.	Suitably experienced TAs to be allocated to classes, who teachers are able to deploy for individualised instruction	Given data around PP progress/attainment in comparison to all pupils this resulted in reasonably positive results. 'Catch up' support and regular access to home learning was closely monitored throughout as necessary to context.	Data suggests this may have been reasonably impactful – more so perhaps in Maths and Reading. To be reinstated in the coming academic year and applied with more consistency now context allows. Will look at how to best support progress in writing.
The dilution of the phonics programme seemed to be having the greatest impact on PP pupils.	RWI audit and training for all staff	Rigor around the delivery of phonics is already having impact of progress for PP children	Data suggests that this level of consistence is vital to the continuations of improved outcomes for PP pupils alongside other pupils in the cohort.