

Pupil premium strategy statement 2021 - 2024



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Hotham Primary School |
| Number of pupils in school | 350 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years (2021-22 to 2023-24) |
| Date the first version of this statement was originally published | 2nd December 2021 |
| Date this statement was published | 1st November 2022 |
| Date on which it will be reviewed | 1st December 2024 |
| Statement authorised by | Children, Families and Community Committee |
| Pupil premium lead | Olivia Ridout-Doyle |
| Governor / Trustee lead | Sarah Bellis |

Funding overview 2023 - 2024

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £90,790 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Recovery premium funding allocation this academic year | £8,475 |
| 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 | £99,265 |



Part A: Pupil premium strategy plan

Statement of intent

At Hotham, we expect all pupils to achieve their potential, regardless of background or starting point. However, we have identified a number of barriers (through pupil voice and trends identified in data) which disadvantaged pupils face through their time at Hotham Primary School. These are barriers which can impact on pupils' attainment, progress and wellbeing, particularly in comparison to their peers.

There are a number of ways in which we support disadvantaged pupils at Hotham. Over the next few years we are going to carefully track the support that we implement and its effectiveness. Along with our internal evaluation we will look at the strategies that are proven through research to have greatest impact. We are looking at how we can use the Education Endowment Foundation's (EEF) impact rating to predict the 'months' impact' a particular intervention will have on learning.

The principles behind our support strategy are as follows:

1. An ethos of high achievement for all pupils

We expect all pupils to reach their potential; we do not stereotype disadvantaged pupils as having less potential or facing similar barriers.

2. Early and targeted support for behaviour and attendance

We recognise that good attendance and positive behaviour for learning form the foundation of a successful school experience.

3. High quality teaching for all pupils

We believe that quality teaching in the classroom is the most effective way to raise standards.

4. Tailored support for individual learning needs

We identify pupils' needs and provide individualised support if required.

5. Effective staff deployment

We use the most skilled staff to work with the pupils who need most support.

6. Use of data to monitor impact

We are constantly using assessment data to monitor impact of our work and make adjustments as necessary

7. Clear leadership and recruitment incentives

We aim to recruit and retain the best staff, set extremely high aspirations and hold everyone accountable for raising attainment.

Some areas of our support strategy have a financial implication; some do not. Where our support for disadvantaged pupils incurs a cost, we are careful to use our Pupil Premium funding to sustain these activities.

We track our expenditure carefully through the year, and we are continuously assessing the impact of this funding.



Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Increased levels of in-year mobility, with pupils more likely to join Hotham after Reception |
| 2 | Starting at Hotham with below average attainment |
| 3 | Fewer opportunities outside school for enrichment and developing wider skills |
| 4 | Inconsistent attendance and punctuality |
| 5 | Inconsistent support and engagement with home learning and access to supporting resources |
| 6 | Increased risk of social and emotional difficulty |
| 7 | Increased risk of parents being harder to reach |

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.

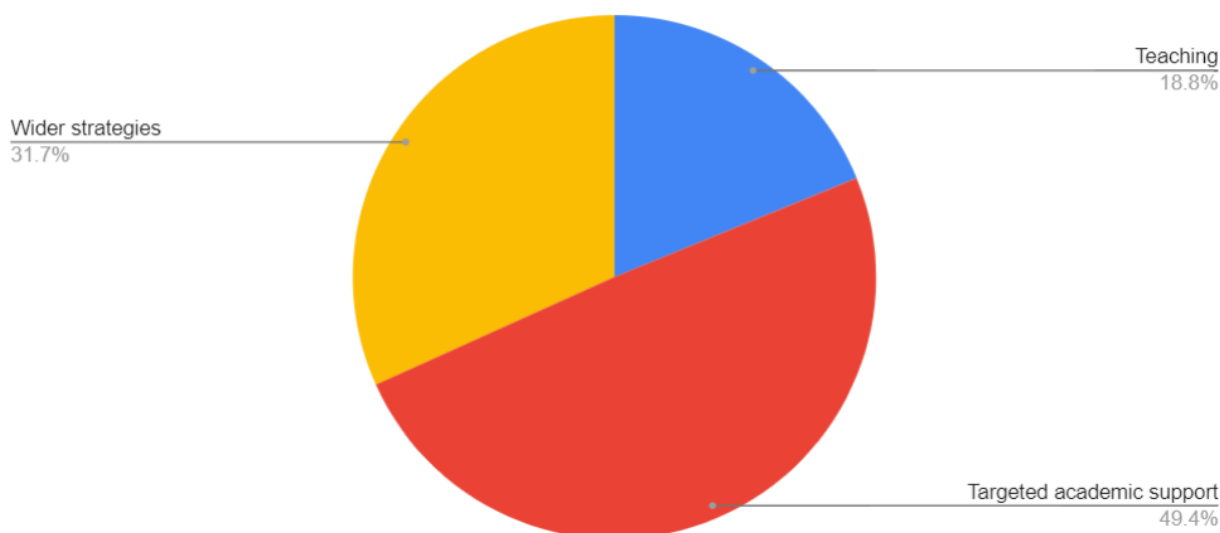
| Intended outcome | Success criteria |
|--|---|
| Disadvantaged pupils who join the school in-year are well supported socially and academically | <ul style="list-style-type: none"> • Quick and smooth handover from previous school. • Induction process for new pupils. • Wellbeing team identifies any required support and this is in place within the first half-term of arrival. |
| Gaps in attainment between disadvantaged pupils and their peers are narrowed | <ul style="list-style-type: none"> • Gap narrows as pupils go up the school. • By Y6 there is little or no gap between disadvantaged pupils and their peers in all subjects. |
| All pupils have a wide range of opportunities for enrichment and developing their wider skills | <ul style="list-style-type: none"> • Curriculum club take up is representative of our school community • Access to extra-curricular provision (e.g. music lessons) supported to enable all pupils to access equally • Pupil representation at all levels in the school is proportionate (e.g. school council, pupil leaders, sports teams) |
| Disadvantaged pupils attend school in line with school expectations | <ul style="list-style-type: none"> • Disadvantaged pupils attendance is 96%+ as a group • Individual pupils with lower attendance have package of support to ensure this improves • Punctuality is in line with peers |
| Disadvantaged pupils engage with home learning at levels in line with their peers | <ul style="list-style-type: none"> • Homework club is well attended. • All pupils who need a device have access to one. • Monitoring of home learning shows engagement is in line with peers. |
| Social and emotional difficulty among disadvantaged pupils is well supported | <ul style="list-style-type: none"> • ELSA monitoring shows the impact of sessions. • Behaviour incidents are proportionate and reduced over time. |



| | |
|---|---|
| | <ul style="list-style-type: none"> Wellbeing team monitoring shows positive change over time. |
| Parents become increasingly more involved in the life of the school | <ul style="list-style-type: none"> Increased numbers of parents attending parents evening. Increased numbers of parents attending assemblies / project outcomes. Disadvantaged families represented on PTA / parent volunteers / board of governors. |

How we intend to spend our pupil premium (and recovery premium funding) this academic year

How we plan to spend our PP and RP funding in 2023 - 2024



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,488

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Phase leadership TLRs (specific accountability for disadvantaged academic progress)</p> <p>= £17,988</p> | <p><i>Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment.</i></p> | 1-7 |



| | | |
|---|--|------------------|
| <p>CPD - training for class teachers</p> <ul style="list-style-type: none"> building teacher knowledge and pedagogical expertise <p>= £2500</p> | <p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</i></p> | <p>1,2,4,5,6</p> |
| <p>CPD - MPTA training for support staff</p> <p>= £3,000</p> | <p>+ 7 months</p> <p><i>The EEF's guidance 'Making best use of Teaching Assistants' evidences the best use of support staff in class. The MPTA course meets recommendations – it provides TAs with the skills to scaffold learning, provide quality feedback and help pupils become confident, independent learners and boost pupil attainment.</i></p> | <p>2, 4, 6</p> |

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

Budgeted cost: £61,670

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Speech and Language support (1:1 SALT TLA)</p> <p>3 hours daily = £16,040</p> | <p>+ 6 months</p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> | <p>2</p> |
| <p>Communication and language groups (SALT TLA)</p> <p>1 hour daily = £4,680</p> | <p>+ 6 months</p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> | <p>2</p> |
| <p>Boosters (1:3 SLT)</p> <p>11 hours weekly = £17,160</p> | <p>+ 4 months</p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i></p> | <p>1, 2</p> |
| <p>Rapid Read (TLAs)</p> <p>20 children x 1 hour weekly = £14,040</p> | <p>+ 4-6 months</p> <p><i>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i></p> | <p>1, 2</p> |
| <p>Additional english group Y6 (1:8 DHT)</p> <p>1 hour daily = £9,750</p> | <p>+ 2 months</p> <p><i>The average impact for reducing class size is around 2 months additional progress over the course of an academic year.</i></p> | <p>1, 2</p> |

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

Budgeted cost: £39,615

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| New-starter induction 20hrs across the year = £480 | + 2 months <i>Some studies have found more positive impacts of mentoring for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitude to school, attendance and behaviour.</i> | 1, 5, 7 |
| Informal attendance support (AHT) 5 hours weekly = £4,680 | + 4 months <i>The average impact of parental engagement approaches is about an additional four months' progress over the course of a year for a very low cost based on extensive evidence.</i> | 4, 7 |
| Attendance meetings (AHT) 10 hours per term = £2,220 | + 4 months <i>The average impact of parental engagement approaches is about an additional four months' progress over the course of a year for a very low cost based on extensive evidence.</i> | 4, 7 |
| Wellbeing team meetings Fortnightly = £3,900 | + 2 months <i>Some studies have found more positive impacts of mentoring for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitude to school, attendance and behaviour.</i> | 1, 5, 6, 7 |
| Playground support (LM) 1 hour daily = £4,860 | + 4 months <i>Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</i> | 3, 6 |
| ELSA sessions (1:1) 15 slots x 30 min weekly = £5,265 | + 7 months <i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i> | 6 |
| Social skills groups (1:4) (LM) 6 groups weekly = £4,212 | + 4 months <i>The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year.</i> | 6 |
| Responsive behaviour support (LM) 5 hours weekly = £4,680 | + 4 months <i>The average impact of behaviour interventions is four additional months' progress over the course of a year.</i> | 6 |
| Parental support including workshops, meetings and daily presence on playground (LM) 5 hours weekly = £4,680 | + 4 months <i>The average impact of parental engagement approaches is about an additional four months' progress over the course of a year for a very low cost based on extensive evidence.</i> | 5, 7 |

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| | | |
|--|--|----------|
| <p>Homework club (AHT)</p> <p>1 hour weekly = £1,638</p> | <p>+ 5 months</p> <p><i>Homework has a positive impact on average and homework that is linked to classroom work tends to be more effective.</i></p> | <p>5</p> |
| <p>Targeted club places</p> <p>= £2,000</p> | <p>+ 3 months</p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p> | <p>3</p> |
| <p>Funded places for instrumental lessons</p> <p>3 places for clarinet lessons =£1000</p> | <p>+3 months</p> <p>Arts participation can have a positive benefit on improved academic outcomes. Improved attendance and positive attitudes to learning are also positive impacts.</p> | <p>3</p> |

Total budgeted cost: £124,773

(Additional costs supplemented from school budget: £25,508)

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Part B: Review of outcomes in previous academic years

Pupil premium strategy outcomes 2022 - 2023

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Engagement with extra-curricular learning

All disadvantaged pupils were offered access to a free extra-curricular club for each term of the last academic year. 90% of pupils took up places during the year. This is 4% higher than last year.

Attendance (2022-23)

Whole school: 94%

Pupil Premium: 91% (gap was 3% this year; 4% last year; therefore gap is closing and above national averages)

End of KS2 Attainment

Percentage of pupils achieving EXS at the end of KS2

| | Reading | Writing | Maths | RWM |
|---------------------------|---------|---------|-------|-----|
| National disadvantaged | 60% | 58% | 59% | 44% |
| Disadvantaged (13 pupils) | 77% | 69% | 69% | 54% |
| Not disadvantaged | 95% | 87% | 92% | 84% |
| Disadvantaged - No SEN | 100% | 92% | 85% | 85% |

Year 1-5

Percentage of pupils achieving At/above expected in Years 1 - 5

| | Reading | Writing | Maths |
|-------------------|---------|---------|-------|
| Disadvantaged | 60% | 35% | 51% |
| Non Disadvantaged | 86% | 72% | 87% |

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| N/A | |
| | |

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Pupil premium strategy outcomes 2021 - 2022

This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

Engagement with extra-curricular learning

All disadvantaged pupils were offered access to a free extra-curricular club three times during the academic year. 86% of pupils took up places during the year.

Attendance (2021-22)

Whole school: 95%

Pupil Premium: 91% (gap closing despite COVID and above national averages)

End of KS2 Attainment

Percentage of pupils achieving EXS at the end of KS2

| | Reading | Writing | Maths | RWM |
|--------------------------|---------|---------|-------|-----|
| Disadvantaged | 83% | 75% | 75% | 75% |
| Non Disadvantaged | 90% | 87% | 78% | 78% |

Year 1-5

Percentage of pupils in target group (just below or expected)

| | Reading | Writing | Maths |
|--------------------------|---------|---------|-------|
| Disadvantaged | 55% | 60% | 52% |
| Non Disadvantaged | 45% | 72% | 54% |