

# Hatch Ride Primary School Pupil premium strategy statement and report – 2022-2023

This statement details our school’s use of pupil premium 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   | Hatch Ride Primary School |
| Number of pupils in school  | 203                       |
| Proportion (%) of pupil premium eligible pupils                         | 5%                        |
| Academic year/years that our current pupil premium strategy plan covers | 2022-23                   |
| Date this statement was published                                       | October 2022              |
| Date on which it will be reviewed                                       | July-September 2023       |
| Statement authorised by   | J Sparrowhawk             |
| Pupil premium lead  | J Sparrowhawk             |
| Governor / Trustee lead   | G Hayward                 |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 20,005 |
| Recovery premium funding allocation this academic year  |          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 20,005 |

## Part A: Pupil premium strategy plan

### Statement of intent

As a school, we recognise that having a great teacher makes a huge difference and our priority is to ensure that all our pupils, including those in receipt of the Pupil Premium Grant, receive Quality First teaching.

Therefore, a significant amount of our Pupil Premium budget is spent on our teaching staff budget to ensure the recruitment and retention of high-quality teachers. We use our Pupil Premium Funding to renew our subscription to the PiXL assessment package in order to help target gaps in children's understanding and use the package's Therapies to conduct laser sharp intervention to fill these gaps in learning and raise attainment to all middle and high attainers with a specific focus on Pupil Premium pupils.

We also recognise that a 'little and often' approach for securing basic skills can have a huge impact and so we also invest heavily in our team of Learning Support Assistants to ensure that disadvantaged pupils have access to regular reading and other targeted work to ensure our children reach their full potential.

Our PP children with an underlying learning difficulty require a more regular approach to their intervention in order to ensure they make good progress for them and meet their personalised SMART targets and we utilise our most experienced Learning Support Assistants for this. We also have a specific higher Learning Teacher Assistant role to target the learning of Pupil Premium Pupils in KS2.

Through rigorous profiling of our Pupil Premium pupils and the evaluation of the impact of intervention funded by the Pupil Premium Grant, we have further identified the need for provision to support the emotional wellbeing of some of our pupils. We especially recognise how those pupils in receipt of Service Pupil Premium Funding may require this type of support. As a result, we have 3 fully trained Nurture Support assistants with dedicated time in the school timetable. In addition, we launched our Healthy Minds initiative in 2018 with the emotional barriers to learning of our Pupil Premium Pupils' at the forefront of our minds when planning the content. This is an ongoing initiative which we recognise as crucial to enable all our children to reach their academic potential.

We also recognise that oracy and language development for all disadvantaged pupils is an area of weakness and we are continuing to direct pupil premium funds to fund further training and resourcing for the development of these skills.

Attendance is a key factor for all children in school achieving their full potential and not missing essential learning time. The use of school clubs to support attendance is also supplemented by the Pupil Premium Grant.

### Overall aims of our pupil premium strategy:

- To raise the in-school attainment of both disadvantaged pupils and their peers
- To ensure our Pupil Premium Pupils reach their full academic potential and that all pupils without identified cognition and learning barriers to achieving expected, reach expected or better in GLD, Phonics, Reading, Writing and Maths at end of EYFS, Year 1, KS1 and KS2
- To ensure attendance of our Pupil Premium pupils is above 97% or, at least, in line with our average

## Challenges

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

| Challenge number   | Detail of challenge  |
|--|--|
| 1.<br>Vocabulary and Language                                | A deficit in vocabulary acquirement on entry to school in Reception year<br>Appropriate modes of communication   |
| 2.<br>Cognition and learning                                 | Difficulties in maths and literacy, including retention of previously learned facts and skills<br>Having the tools at home to continue practicing their new learning   |
| 3.<br>Writing  | Spelling, sentence construction, creativity/idea for writing, pace, stamina  |
| 4.<br>Reading  | Access to appropriate material, regular reading at home, reading a variety of texts, comprehension - understanding of the material's context   |
| 5.<br>Emotional wellbeing, resilience and aspiration         | Emotional resilience and skill set – confidence<br>Positive role models to aspire to<br>Parents requiring support<br>High anxiety<br>Early childhood trauma  |
| 6.<br>Financial, emotional and academic restrictions at home | Access to extra-curricular clubs, having the equipment/resources needed including PE kit and uniform. Parents require guidance on how to support their children academically and emotionally. Family commitments during term time. Lack of support network for child care. |
| 7. Continued Impact of Covid 19                              | Financially – worry over food and jobs   |

|                                       |   |
|---------------------------------------|---|
|                                       | Home stability and parental relationship<br>Isolation – increased anxiety<br>Lack of home learning support including technology |
| 8.<br>Attendance of particular groups | Those that cross more than one category not just PP   |

## 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   |
|---|--|
| To ensure PP children return to school confidently after the summer and with all they need to be ready to learn | Attendance of PP children will be good (95%+)<br>They will have full uniform and resources upon return<br>Parents will feel confident in their children returning to school<br>They will engage with an extra-curricular activity  |
| To improve attainment of Pupil Premium and disadvantaged pupils in Phonics, Reading, Writing and Maths          | Children, unless identified as having a specific Special Educational Need in Cognition and Learning leading to a barrier to reaching expected, will have made expected or better progress and will be working at least within Age Related Expectations<br>Pupil premium pupils in Year 1 will pass the phonics screener<br>Children who do not pass the phonics screener (at all or well) will improve score year on year<br>Pupil premium pupils at end of KS1 will reach ARE in R, W and M.<br>Pupil premium pupils at end of KS2 will reach ARE in GPS, R, W and Ma |
| To improve the oracy skills and vocabulary of our children  | Children will confidently give definitions of selected topic vocabulary and other identified and specifically taught vocabulary and the correct use of this vocabulary will be evidenced contextually in pupils' writing (KS2) and talk  |
| To improve the emotional resilience, mental wellbeing and aspirations of all our pupils                         | Rigorous implementation of Jigsaw PSHE and Jigsaw Resilience and Engagement scheme.<br>Pupils can articulate what helps them to be emotionally resilient and what they need more help with<br>Pupils will be well voiced in the Zones of Regulation<br>Pupils can articulate their aspirations   |


|  |  |
|--|--|
|  | Parents feel equipped to manage challenging behaviours   |
| For all Pupil Premium pupils to have the opportunity to access wider, enriching extra-curricular opportunities | All Pupil Premium children will have taken part in at least one club/extra-curricular activity this year<br>PP children will be put forward for other opportunities such as sport trials |

## 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: £ 7,611
















| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| LSA's in classes of Pupil Premium children for at least half of the school day   | Teaching Assistant Interventions <br><small>Moderate impact for moderate cost based on moderate evidence</small>   | 1,2,3,4                       |
| Continued implementation of PiXL assessment                                      | <i>Founded by Sir John Rowling, PiXL emerged in 2008 from the school improvement programme, the London Challenge. When government funding for the initiative ceased, the 50 member schools at that time decided voluntarily to continue with its model of collaboration around leadership and shared resources. PiXL has since grown to become the largest network of schools in England and Wales. Pixl website</i><br>Pixl has been implemented in Corvus academy schools with success and impact.   | 1,2,3,4                       |
| Subscription to National College CPD programme for all staff including governors | Designed to support leaders and managers in keeping up to date with the most critical topics focused on the latest policy, practice and research. Covering topics relevant to the entire SLT and aspiring leaders, including (but not limited to) Leadership, Mental Health, Relationships Education, Core & Non-Core Teaching & Learning Topics, Safeguarding, Research, Policy and Best Practice.<br><i>A consistent and shared approach to many training areas. Subject leadership development. Supporting our Quality First teaching for all children.</i> | 1,2,3,4,5,7,8                 |

|   |  |         |
|---|--|---------|
| Nurture time given for groups after referral with trained LSA's | <p><i>Budget suggests that there is a systemic issue where we are not targeting SEMH of pupils to enable them to thrive and develop emotional competencies and good mental health . Pan Berkshire Breaking Through Barriers Conference 2018</i></p> <p>Social and emotional learning<br/>Moderate impact for very low cost based on very limited evidence</p> <p>Teaching Assistant Interventions<br/>Moderate impact for moderate cost based on moderate evidence</p> | 5,6,7,8 |
| PDA, ESBA and ADHD training                                     | To raise understanding of what ADHD, ESBA and PDA are, what might cause them or why might they present for a child, and most importantly: how to support children achieve personal, occupational, educational, and social success.   | 5, 8    |

## Targeted academic support







Budgeted cost: £ 4,503

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| IDL – international dyslexia learning  | International Dyslexia Learning Solutions (IDL) offers both Literacy and Numeracy intervention software that has a proven track record of helping dyslexic and dyscalculic children. Our software is used in over 2,300 schools worldwide and has helped over 40,000 children. The IDL Literacy package provides a multi-sensory system that supports learners (especially those with dyslexia) to improve their reading and spelling ages. | 1,2,3,4                       |
| Sound Linkage  | A proven, integrated programme for overcoming reading difficulties  | 4                             |
| Bracknell Learning Support Service – LSA to use resources and strategies ongoing | <p>Individualised instruction<br/>Moderate impact for very low cost based on limited evidence</p> <p>Small group tuition<br/>Moderate impact for low cost based on moderate evidence</p>  | 3, 4                          |
| Phonics play   | Phonics<br>High impact for very low cost based on very extensive evidence   | 3, 4                          |

|   |  |            |
|---|--|------------|
| Nessy subscription  | <p>Oral language interventions   </p> <p><small>Very high impact for very low cost based on extensive evidence</small></p>  | 3, 4       |
| <p>1:1 tutoring (Sept 22 carry forward)</p> <p>Invest in teaching budget for Quality First Teaching</p> | <p><i>It all goes back to quality first teaching. Having a great teacher makes a huge difference.</i> Pan Berkshire Breaking Through Barriers Conference 2018</p> <p>One to one tuition   </p> <p><small>High impact for moderate cost based on moderate evidence</small></p> <p>Mastery learning   </p> <p><small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Reading comprehension strategies   </p> <p><small>High impact for very low cost, based on extensive evidence.</small></p> <p>Within-class attainment grouping   </p> <p><small>Moderate impact for very low cost, based on limited evidence.</small></p> | 2, 3, 4, 7 |

## Wider strategies

Budgeted cost: £ 7,320

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Social skills and 'learning to learn' sessions with SENDCo</p> | <p>Social and emotional learning   </p> <p><small>Moderate impact for very low cost based on very limited evidence</small></p> <p>Metacognition and self-regulation   </p> <p><small>Very high impact for very low cost based on extensive evidence</small></p> | 2, 5, 8                       |

|  |  |                |
|--|--|----------------|
| <p>Healthy Minds Week planning, preparation and activities</p>                   | <p>Social and emotional learning<br/>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +4</p>  | <p>5,7</p>     |
| <p>Soft starts</p>   |  | <p>8</p>       |
| <p>Lego therapy</p>  | <p>Several educational and medical studies in the <a href="#">UK</a> and found that facilitated group projects with Legos can help develop and reinforce play skills and social skills such as:</p> <ul style="list-style-type: none"> <li>• Verbal and non-verbal communication</li> <li>• Joint attention</li> <li>• Task focus</li> <li>• Sharing and turn-taking</li> <li>• Collaborative problem-solving</li> </ul> <p>Behaviour interventions<br/>Moderate impact for low cost based on limited evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +4</p> | <p>1,5,7,8</p> |
| <p>Mindfulness and OT strategies</p>   | <p>Social and emotional learning<br/>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +4</p>  | <p>2,5,7,8</p> |
| <p>Payment for clubs, trips and visits. Uniform.</p> <p>Enrichment workshops</p> | <p>To widen cultural capital for PP children and their experiences of the wider world. Impact on aspiration and knowledge to keep up with their peers.</p>   | <p>7,8</p>     |
| <p>Swimming lessons</p>  | <p>Physical activity<br/>Low impact for very low cost based on moderate evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +1</p>   | <p>5,6,8</p>   |
| <p>Music lessons</p>   |  | <p>5,6,8</p>   |
| <p>ASC and Breakfast club</p>  | <p>Social and emotional learning<br/>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +4</p>  | <p>5, 8</p>    |



|            |  |   |     |
|------------|--|---|-----|
| Relax Kids | Social and emotional learning<br><small>Moderate impact for very low cost based on very limited evidence</small> |    | 5,8 |
|------------|--|---|-----|

**Total budgeted cost: £ 19,434**

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 2021 to 2022 academic year.

| Action   | Intended outcome  | Impact   | Evaluation  |
|--|---|--|---|
| Continued Implementation of Pixl assessment                                      | To identify key gaps in pupils' learning and provide targeted, laser sharp therapies to close gaps and raise attainment | 85% of targeted children across the school achieved Expected in R,W,M for their stage  | This method will be continued as was effective for all pupils.<br>A focus on those disadvantaged in more than one way                                 |
| LSAs in every class for at least half of the school day                          | To improve attainment in Phonics, Reading, Writing and Maths in all pupil groups  | Phonics results were above NAT and LA<br>RWM SATs above LA and NAT average   | All classes have an LSA every morning<br>Those with a higher number of disadvantaged pupils also have additional HLTA time for specific interventions |
| Subscription to National College CPD programme for all staff including governors | Staff to feel confident in CPD for areas including PP and SEND  | Staff report that access to the NC allows them to seek training straight away for anything needed to support PP children as well as others – they can quickly implement learnt practices into their classroom practice |   |

| Nurture training for LSA's  | To provide at least 6 hours of support a week to children referred as needing nurture support   | Staff are fully trained and began sessions. The children referred receive weekly sessions and have been accessing learning more readily and have strategies to support their emotional needs in and out of school |  |
|---|---|---|--|
| PDA, ESBA and ADHD training for all teaching staff  | To ensure that teacher's were planning effectively for these needs and that their classroom practices and resources were adequate<br>To support children to achieve academically and be settled in school | Classroom monitoring of environment, planning and teaching show that strategies are being used to good effect   |  |
| Targeted support  |   |   |  |
| Action  | Intended outcome  | Impact  | Evaluation   |
| IDL – international dyslexia learning implemented for targeted pupils                       | To support children with dyslexia and close learning gaps   | The children all made progress in their reading and spelling ages assessments.  | This intervention will be focused on year 5 and year 6 children as the structure and typing element was more suited to upper KS2 children. |
| Sound Linkage   | To develop phonological awareness   | Progress made with phonological awareness skills. Children continue to require support – will use Twinkl phonics interventions next   |  |
| Bracknell Learning Support Service –LSA to use resources and strategies ongoing             | To provide specialist teaching and support for children with learning needs   | Teachers reported that the specific resources were very helpful for planning learning tasks for children across the rest of the week.   |  |
| Subscribe to Phonics play for home use to support parents in helping their children at home | To support parents in the learning journey of their child at home   | Parents and children report that this allows a fun and engaging way to learn phonics and supports parent knowledge, in turn reading fluency has improved across KS1   |  |

|  |   |  |   |
|--|---|--|---|
| Nessy subscription for use by targeted pupils                                      | To support children with reading and spelling difficulties  |  | This intervention will be focused on year 5 and year 6 children as the structure and typing element was more suited to upper KS2 children.  |
| 1:1 tutoring – HLTA hiring<br>Invest in teaching budget for Quality First Teaching | To target specific areas of learning for specific pupils  |  | More beneficial to group children in some areas so they could work alongside each other and mirror classroom practice   |
| Wider strategies   |   |  |   |
| Action   | Intended Outcome  | Impact   | Evaluation  |
| Lego therapy for identified pupils   | To support communication skills   | The children involved were able to develop their communication skills to allow them to successfully build lego models as a team.   | The next steps for these children involve wider playground games and communication.<br>Lego therapy will be a useful tool for other children with social and communication needs. |
| Healthy Minds Week planning, preparation and activities                            | To improve the, mental wellbeing and aspirations of our pupils, with a particular focus this year on strategies to promote good mental health habits – FRED Z (Food, Rest, Exercise, Devices and Zones of Regulation) | The children (and Ofsted inspector) really enjoyed the week.<br>The children were able to clearly identify several strategies they could utilize to support their mental health and wellbeing.<br>Strategies used have continued throughout the rest of the year, with language use as Zones of Regulation used across the school. | Parent and pupil feedback.  |

|  |   |   |  |
|--|---|---|--|
| <p>Payment for clubs, trips and visits. Uniform.</p>                         | <p>For all Pupil Premium pupils to have the opportunity to access wider, enriching extra-curricular opportunities</p> | <p>Autumn Term 2021 and Spring Term 2022 all Pupil Premium pupils attended a club or extra-curricular activities.</p> <p>Clubs included:<br/>Football EPC<br/>Street Dance<br/>Relax Kids<br/>Music lessons</p> |  |
| <p>Paid access to breakfast club for Pupil Premium children where needed</p> | <p>To support attendance and arriving on time by giving paid access to the breakfast club provision</p>               | <p>Improved attendance and lower rate of late starts<br/>Child/ren more settled as they begin their learning day</p>  |  |