

# Pupil premium strategy statement

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	Hawridge and Cholesbury C of E School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	28 children - 14.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Dec 2021- Dec 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Rosie Phillips
Pupil premium lead	Heather Woodward and Caroline Davey
Governor lead	Phillip Harrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£11,058
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,718

# Part A: Pupil premium strategy plan

## Statement of intent

At Hawridge and Cholesbury we want to ensure that all children make good progress and achieve their full potential. We recognise that some of our children may face additional challenges. Our aim is to ensure that we address these challenges in order to support disadvantaged children to achieve highly and make good progress in all areas of the curriculum. Our Pupil Premium Strategy focuses on putting the necessary support in place so that there is no discrepancy between the attainments of disadvantaged children when compared with the attainment of their non-disadvantaged peers.

We have carefully considered the challenges faced by the disadvantaged children in our school and outline in our strategy the evidence based support we will be putting in place to address these. The strategies we will implement aim to improve the progress and attainment of our disadvantaged children but it is our belief that all children in our school will benefit, leading to improved progress and attainment for all.

There is a substantial amount of evidence to support the effects of health and wellbeing on attainment. In order to learn, children must first have their physical and psychological needs met. The full impact of the pandemic on children's wellbeing is not yet understood but child health and wellbeing remains at the heart of everything we do and will be a major focus in our Pupil Premium Strategy.

Research has shown that high quality teaching is key to closing the disadvantaged attainment gap and for this reason it underpins much of our Pupil Premium Strategy. There will be a focus on developing the quality of teaching through focused CPD and sharing effective practice.

Our strategies for closing the disadvantaged attainment gap are inextricably linked with those that will support our whole school education recovery following the impact of Covid 19. We also outline here how funding from the National Tutoring Programme has been and will continue to be used to support children whose education was most affected by lockdown.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we have:**

- used 'assessment not assumption' to identify the key challenges facing our disadvantaged children
- chosen evidence based approaches which will support the progress and attainment of all children
- set out a 3 year plan where we can fully embed the strategies outlined and build on our successes yearly.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we will:**

- take a whole school approach to supporting disadvantaged children, where everyone takes responsibility for children's outcomes
- have high expectations of what children can achieve and ensure that children are appropriately challenged in order to move their learning forward.
- be responsive to the needs of our children
- be reflective about what is working well and what we need to change to meet the needs of our children.

## Challenges

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

Challenge number	Detail of challenge
1	32.1% our disadvantaged children also have <b>Special Educational Needs</b> and face additional barriers to learning. 77.8% of these children have <i>Cognition and Learning</i> needs.
2	Our assessments and observations show that <b>Parental Engagement</b> is generally lower from our disadvantaged families. 25% are also Young Carers which impacts on parental engagement.
3	<b>Reading</b> Reading levels for our disadvantaged children are lower overall than their non-disadvantaged peers. On entry to Reception class in the last 3 years 100% of our disadvantaged children arrive below age-related expectations in Reading compared to between 29.2% and 57.1% of non-disadvantaged children. At the end of Key Stage 2, 60% of our disadvantaged children did not achieve age related expectations in Reading compared to 12.5% of non-disadvantaged children.
4	<b>Well-being</b> Our assessments, observations and discussions with children and families have identified a range of additional factors that may impact the well-being of our disadvantaged children. In many cases, these were worsened by Covid 19 and school closures and include social and emotional issues and a lack of enrichment opportunities during school closure.  22 children (7 or 31.8% of whom are disadvantaged) currently require additional support with social and emotional needs.

	<p>Currently, only 2.7% of children taking part in extra-curricular activities at school are disadvantaged.</p> <p>None of the children learning to play an instrument are disadvantaged.</p> <p>Only 24.1% of children attending Homework or Breakfast Club are disadvantaged.</p>
--	---

## 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
Children with special educational needs make improved progress and attainment from their starting points in Reading, Writing and Maths.	<p>60% of children with SEND achieve expected levels in Reading, Writing and Mathematics (combined) at the end of Key Stage 2 (July 2023)</p> <p>100% of children with SEND will make improved progress in Reading, Writing and Mathematics compared to the previous academic year's progress.</p>
Improved parental engagement from parents of disadvantaged children.	Levels of engagement for disadvantaged children is in line with non-disadvantaged children by 2023/24 This will be monitored through attendance at parents' evenings, reading records, homework, attendance at events, parent workshops etc.
Improved Reading attainment among disadvantaged children.	KS2 Reading outcomes in 2023/24 show that more than 85% of disadvantaged children achieve age related expectations.
<p>To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p> <p>Disadvantaged children to engage in a wide range of enrichment activities to the same level as their non-disadvantaged peers.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from child voice, child and parent surveys and teacher observations</p> <p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged children.</p> <p>There is no difference between the attendance of disadvantaged children and non-disadvantaged children at wider curricular/enrichment activities by 2023/24.</p>

## 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: £20,575

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Teaching and Learning focus on evidence based strategies to support Quality First Teaching.</p> <p>CPD for staff on modelling, scaffolding and effective feedback.</p> <p>CPD for staff on metacognition strategies for learning.</p> <p>SLT/Curriculum leads to monitor implementation of new strategies in lessons across the curriculum.</p> <p>Release time needed for staff in order to do this.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>The EEF state that ‘good teaching is the most important lever schools can have to improve outcomes for disadvantaged students’.</p> <p>Research collated by the EEF shows that effective feedback can lead to 6 months extra progress over a year. Verbal feedback is slightly more at +7 months.</p> <p>Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.</p> <p>The potential impact of metacognition and self-regulation approaches is high (EEF + 7 months additional progress).</p> <p>These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content).</p>	<p>1, 3</p>
<p>All teaching staff and LSAs to be trained in Read, Write Inc Phonics scheme by English subject Coordinator and EYFS Leader.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children (+ 5 months).</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>

<p>Other staff who have attended to aid with training/INSET day and offer support and advice for colleagues moving forward.</p>		
<p>Reading comprehension strategies</p> <p>Employment of HLTA to assess and deliver the support/CPD needed for staff carrying out support</p>	<p>The EEF cites extensive evidence for the impact of Reading Comprehension strategies. (+6 months over the course of a year). Alongside phonics it is a crucial component of early reading instruction. The EEF recommend shorter interventions of up to 10 weeks and the explicit teaching of strategies.</p>	<p>1,3</p>
<p>Improve the quality of social and emotional (SEL) learning through the development of a whole school SEL policy.</p> <p>Teach SEL skills (self-awareness, self-management, social awareness, relationship skills and responsible decision making) explicitly as well as embedding them in everyday teaching.</p> <p>Adopt an evidence based SEL programme and ensure a progression of skills.</p> <p>Professional development and training for staff on SEL approaches and the implementation of the chosen SEL programme.</p> <p>Inform and involve parents in our SEL approach through workshops, information and tips in the newsletter, information on the website, activities they can do at home with their child to support the development of social and emotional skills.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, relationships with peers, reduced emotional distress, reduced conduct problems, improved school connection):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4</p>
<p>Develop an integrated whole-school policy on mental health and wellbeing.</p>	<p>'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood'.</p>	<p>2, 4</p>

<p>All staff to be trained on mental health and well-being.</p> <p>Train a mental health lead to oversee.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</a></p> <p>Research has shown that training combined with consulting and coaching programs delivered to teachers by mental health professionals can have numerous benefits including:</p> <ul style="list-style-type: none"> <li>- Closer relationships between teachers and children</li> <li>- Improved classroom effectiveness</li> <li>- Reduced peer victimisation</li> </ul>	
<p>Train an Emotional Literacy Support Assistant.</p> <p>ELSA to encourage parental engagement through sending activities and feedback home and asking for parental comments/support.</p>	<p>Research has found that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra &amp; Neva, 2011; Djambazova-Popordanoska, 2016)</p> <p>Children’s social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009), with direct teaching of EL found to increase children’s academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, &amp; Schellinger, 2011; Zins, Bloodworth, Weissberg, &amp; Walberg, 2007).</p>	1, 2, 4

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

Budgeted cost: £12,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Scheme used to support children who fall in the lowest 20% in Reading.	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	1, 3
Nessy interventions for children with reading and spelling difficulties	A range of studies have found Nessy to be effective in developing children’s reading and spelling abilities, particularly for children who	1, 3

	are working significantly below age related expectation and those who demonstrate dyslexic tendencies. <a href="https://www.nessy.com/en-us/shop/research">https://www.nessy.com/en-us/shop/research</a>	
Social and Emotional Support group interventions - ELSA	Children's social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009), with direct teaching of EL found to increase children's academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Zins, Bloodworth, Weissberg, & Walberg, 2007).	1, 3, 4
Half termly 1:1 meeting time between class teachers and the disadvantaged children and children with SEND in their class. Teachers to discuss targets and progress with each child, focusing on achievements and next steps in targeted areas. Release time needed for class teachers to do this.	Verbal feedback can provide + 7 months progress.  Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.  The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).	1, 3

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

Budgeted cost: £14,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve social and emotional learning in school by developing the PSHE curriculum and embedding a whole school approach	Improve social and emotional learning in school. EEF (+ 4) SEL is identified as supporting children's mental health and wellbeing; character education; development of children's resilience; bullying prevention; life skills; behaviour management; personal development; and Spiritual, Moral, Social and Cultural	1, 4



	Development. This is addressed through whole school e.g. staff training, whole class PSHE taught explicitly weekly.	
Implement and embed a wide range of parental involvement strategies (including the use of social media, parenting courses, improving pre-school links for smoother transition and earlier parental engagement)	<p>Research collated by the EEF suggests that the average impact of parental engagement approaches is an additional four months' progress over the course of a year, for low cost.</p> <p>Evidence suggests that there are higher impacts for children with low prior attainment.</p>	1, 2, 3, 4
<p>Develop an integrated whole-school policy on mental health and wellbeing.</p> <p>Involve parents in our well-being ethos through events, information and tips in the newsletters, text messages and website and social media posts. Provide resources and ideas for promoting well-being at home for children and parents.</p>	<p>'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood'.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</a></p> <p>Research has shown that training combined with consulting and coaching programs delivered to teachers by mental health professionals can have numerous benefits including:</p> <ul style="list-style-type: none"> <li>- Closer relationships between teachers and children</li> <li>- Improved classroom effectiveness</li> <li>- Reduced peer victimisation</li> </ul>	2, 4
<p>Provide a wider selection of extra-curricular clubs to widen experiences and develop children's cultural capital.</p> <p>Encourage attendance at breakfast club and after school homework club for disadvantaged and vulnerable children.</p>	<p>Research has demonstrated the positive effects of attendance at a breakfast club  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4457018/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4457018/</a></p> <p>Participation in artistic and creative activities such as dance, drama, music, painting and sculpture has been found to have a positive impact on academic outcomes in other areas of the curriculum (EEF + 3 months), as well as the additional positive impact on mental health and wellbeing.</p>	4

Attendance at breakfast club, homework club and other extra-curricular clubs to be funded for disadvantaged or vulnerable children (2 per week).	There is a wide range of research highlighting the positive effects of physical exercise on mental health and well-being as well as physical health.	
--	--	--

**Total budgeted cost: £47,483**

## 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 2020 to 2021 academic year.

Review of outcomes Nov 2020- Nov 2021	
Aim	Outcome
Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score.	<ul style="list-style-type: none"> <li>• No data for the end of year 2020-2021 due to COVID-19.</li> <li>• Staff training completed on 22.09.21 'Motivation Matters' by Robin Launder.</li> <li>• Times Table Rock Stars (TTRS) and the Numbots subscription has been continued. Each class is timetabled a 30 minute slot each week in the ICT suite to access TTRS. Children are encouraged to use these subscriptions at home also.</li> <li>• Every week children are tested on their times tables and this is monitored and analysed by the class teacher.</li> <li>• Year 4 undertook the Government pilot Multiplication Tables Check.</li> <li>• The school have subscribed to White Rose Maths scheme. This was initially to support home learning during Covid 19. Teachers have continued to use this to support teaching and learning in maths.</li> <li>• Hertfordshire Maths Adviser carried out a deep dive in maths with the subject coordinators. She then led an INSET for all staff in the Summer term on how to deliver an effective maths curriculum in order to raise attainment.</li> <li>• The school gained additional Chrome books through the Government scheme – these continued to be used during the second lockdown for children who do not have access to a computer whilst working from home.</li> <li>• School staff meeting dedicated to maths book scrutiny.</li> <li>• National Tutoring Programme implemented.</li> <li>• Rigorous Core Team Meetings take place termly to discuss attainment and progress of children.</li> </ul>
Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be 15% or less.	<ul style="list-style-type: none"> <li>• No data for the end of year 2020-2021 due to COVID-19.</li> <li>• Staff training completed on 22.09.21 'Motivation Matters' by Robin Launder.</li> <li>• After receiving the free access to Nessy to support phonics, reading and writing at home during lockdown, the school have subscribed to Nessy for 34 children who were working below the expected reading age.</li> <li>• The school gained additional Chrome books through the Government scheme – these continued to be used during the second lockdown for children who do not have access to a computer whilst working from home.</li> <li>• Reading books were re-banded according to RWI sounds.</li> </ul>

	<ul style="list-style-type: none"> <li>• Outdoor reading forest set up by the school council.</li> <li>• School library book stock was refreshed to ensure all books offered are current.</li> <li>• Following Covid 19, every class had a weekly slot to visit the library again.</li> <li>• Class teachers took advantage of School Library Service topic reading book boxes.</li> <li>• Teachers provided wish lists of reading books – these have been donated by parents and the PSA.</li> <li>• Classroom reading areas were refreshed to ensure all books are high quality texts relevant to the reading ages and interests of the children in the class.</li> <li>• During the second lockdown, all children in Key Stage 2 were provided with a hard copy of a high quality class text in order to support their English learning at home.</li> <li>• Literacy coordinator delivered training on assessing writing to teachers.</li> <li>• All classes took part in Bucks moderation meetings.</li> <li>• Hertfordshire School Improvement Partner carried out reading and phonics deep dive.</li> <li>• High quality remote learning delivered including weekly guided reading sessions, live virtual lessons and recorded lessons.</li> <li>• Classes attended live ‘Meet the Author’ sessions run by a local book shop.</li> <li>• National Tutoring Programme implemented.</li> <li>• Rigorous Core Team Meetings took place termly to discuss attainment and progress of children.</li> </ul>
<p>Reduce the percentage attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less.</p>	<ul style="list-style-type: none"> <li>• No data for the end of year 2020-2021 due to COVID-19.</li> <li>• Further staff trained on RWI.</li> <li>• Early morning phonics boosters in place to support the Y2 children taking the PSC in Autumn term 2 (2021).</li> <li>• After receiving the free access to Nessy to support phonics, reading and writing at home during lockdown, the school have subscribed to Nessy for 34 children who were working below the expected reading age.</li> <li>• RWI provided daily virtual phonics sessions during the second lockdown which all reception and Y1 children were encouraged to join.</li> <li>• Hertfordshire School Improvement Partner carried our reading and phonics deep dive.</li> <li>• Rigorous Core Team Meetings took place termly to discuss attainment and progress of children.</li> </ul>
<p>Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury’s ambitious curriculum and</p>	<ul style="list-style-type: none"> <li>• Additional planned curriculum days were limited by COVID – we provided as much as possible in school.</li> <li>• Following Covid 19, all classes attended a trip in the summer term and many have attended a trip in the autumn term too.</li> <li>• Inter-school sports events running e.g. Basketball, Frisbee.</li> <li>• Fit for fun week took place.</li> <li>• Curriculum INSET days focused on incorporating FRESH into class</li> </ul>

through engagement with enrichment opportunities.	<p>planning.</p> <ul style="list-style-type: none"> <li>• Subject leaders are continuing to develop their curriculum areas and holding subject specific staff meetings.</li> <li>• Outdoor weekly extra-curricular clubs are running following Covid 19.</li> <li>• Homework club and peripatetic music lessons are running.</li> <li>• Weekly Art Therapy and Nurture sessions are running.</li> <li>• Bulb planting activity with families took place.</li> <li>• Community cycling event.</li> <li>• New Assistant Headteacher appointed to focus on developing the curriculum.</li> <li>• Teachers are promoting the free access to homework club for disadvantaged children. This has been taken up by a few families.</li> </ul>
---	--

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Nessy Reading and Spelling Support	Nessy

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

--