



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	Hipsburn Primary School
Number of pupils in school	107 + 11 in Nursery and 5 2-year-olds
Proportion (%) of pupil premium eligible pupils	2.8% FSM / FSM 6 (3) 3.7% Service (4) 0.9% LAC (1)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022 July 2023
Statement authorised by	Kevin Moloney
Pupil premium lead	Kevin Moloney
Governor / Trustee lead	Allison Wort and Murray Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8315
Recovery premium funding allocation this academic year	£2000
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	£10315

Part A: Pupil premium strategy plan

Statement of intent

At Hipsburn Primary School:

As it is every child's first chance at formal education they deserve nothing but the best. Through our school we aim to inspire children through high quality innovative teaching to be the best they can be and make a difference in their lives and the lives of those around them.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that the fund to tackle disadvantage reaches the pupils who need it the most. The aim of the fund is to target the attainment gap between pupils from deprived backgrounds and their more affluent peers. This gap persists through all stages of education, including entry into higher education.

Research shows that:

- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven.
- The gap widens further during secondary education and persists into higher education.
- The likelihood of a pupil eligible for Free School Meals achieving five or more GCSEs at A*-C including English and mathematics is less than one third of a non-Free School Meals pupil.
- A pupil from a non –deprived background is more than twice as likely to go on to study at university as their deprived peer.

At our school we believe that regardless of background, disability, circumstances or situation, all children should achieve well and be able to flourish in life as a result.

We never confuse eligibility for the pupil with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels. Our pupil premium money is used to support our vision to ensure that all children aspire to be the best they can be academically, physically, socially and emotionally. Strong leadership systems ensure that Pupil Premium funding has the necessary impact. These include an identified governor who has responsibility for pupil premium, the headteacher and class teachers who work closely together targeting and evaluating interventions to respond quickly to individual needs.

We make use of research evidence and form our own experience to allocate funding to the activities that will most likely to have an impact on improving achievement. All staff have knowledge of eligible children and track assessments on a half termly basis. All matters relating to Pupil Premium are reported back to governors – ensuring that the school is held to account for the impact of the spending. Funding aims to maximise staffing capacity so that the most effective teachers work with those who need it the most and this begins at the earliest stage, with early identification of the barriers to learning the children face. Our Inclusion Register (which includes some of our pupil premium children is updated every half term by teachers)

Teachers are held accountable for outcomes and there is a culture of reflective practice and open dialogue and monitoring to assess the success and impact of actions.

We also recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium. We may allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.

Pupil Premium funding will follow identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.

Although the Department for Education have encouraged schools to move to a multi-year approach rather than annual reviews, as a school we will continue to process with our annual plans. This is due to the small number of children who are funded and this is allocated annually on pupil turnover.

Key principles:

- **A child's social and economic background should not determine their future life chances and opportunities**
- **All children should be fully active members of the school community in all areas of school life and learning**
- **All children will develop self-confidence and develop a love of learning**

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children need additional learning support to ensure they are able to keep up with their peers in writing tasks. Some children require extra support with their reading skills and developing a love for reading.
2	Some disadvantaged children are working below their potential in maths, they lack fluency and recall of mathematical facts which affects their ability to problem solve.
3	Some disadvantaged children's life experience does not prioritise the acquisition of knowledge and future aspiration.
4	Some disadvantaged children are currently experiencing social and emotional Difficulties.

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
Improved reading and writing attainment among some disadvantaged pupils	KS 2 reading and writing outcomes by 2024 to show that more than 80% of disadvantaged pupils meet the expected standard.
Improved maths attainment for some disadvantaged children	Assessments and observations show that disadvantaged children have secure fluency and representational skills by the end of KS1 and can apply these skills to problem solve effectively by the end of KS2.
Improved and sustained positive attitude, engagement and attainment of some disadvantaged children	Children demonstrate that they have learnt more and remember more. Children have a positive attitude to their ongoing education and are able to articulate their future aspirations. Families work effectively alongside school to value learning through engagement with the blended learning offer. Improved social and emotional resilience of disadvantaged children.
Improved social and emotional resilience of some disadvantaged children	Children readily accept challenge and are less likely to choose fight or flight behaviours. Children interact in a socially appropriate way with their peers and adults. Children are prepared and excited about moving into secondary education.

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: £7535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention teachers and teaching assistants support children within Key Stage One and Two to access age appropriate curriculum and work at the expected level.</p>	<p>The Education Endowment Foundation – EEF has identified strategies which have the most impact on pupil’s learning such as metacognition and mastery which delivered on a one to one / to small groups and when children receive quality feedback, will accelerate learning and enhance both literacy and numeracy skills</p>	<p>1 2 £5500</p>
<p>Phonic Development Teaching assistants to deliver Read Write Inc sessions, paired and additional reading sessions in KS1</p>	<p>Evidence demonstrated that intensive interventions in small groups is very effective</p>	<p>1 £1110</p>
<p>RWInc Training Due to changes in staffing and new members of the team EYFS / KS1 staff will be fully trained to ensure they can support learners. In addition to this, some KS2 teachers and teaching assistants will be trained to support children in KS2.</p>	<p>The school’s results for the Phonics Screening Test have proven our approach to teaching and learning of Phonics using RWI (Research EEF) to be highly effective for our learners.</p>	<p>1 £525 (approx.)</p>
<p>Mathematics provision In line with the school’s mastery approach – teaching assistants will be deployed to support inclusive mathematics lessons</p>	<p>Evidence demonstrates that inclusive mathematics teaching is very effective, particularly when pupils are in split classes where children can explain concepts to their peers and benefit from listening to the explanations of other children.</p>	<p>2 £400 (approx.)</p>

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

Budgeted cost: £1855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia online programme	This is an adaptive blended learning program that accelerates the development of literacy skills for pupils of all abilities, helping them make that critical shift from learning to read to reading to learn. This programme is endorsed by the EFF	1 2 (£4000 for a 3-year licence). This year the cost will be £1300 (Blended learning that can be accessed at home and in place for remote learning)
<i>Learning by Questioning - LbQ</i>	This programme is supporting children in Year 5 and Year 6. It identifies and address gaps in learning. It provides immediate pupil feedback builds resilience and encourages independent learning. This programme increases engagement, motivation and outcomes. It provides targeted interventions to support smaller groups and produces topic reviews and Ready to Progress resources. This programme is endorsed by the EFF	1 2 3 (Blended learning that can be accessed at home and in place for remote learning) £255 – licence fee
SATS Preparation <i>Targeted provision and resources for Year 6 pupil premium children</i>	Ensuring that pupil premium children access support to maximise their potential in Year 6 to ensure a smoother transition to secondary school.	1 2 3 £300

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

Budgeted cost: £925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financial support to subsidise residential visits, out of school activities, music and swimming lessons</i>	All children are entitled to benefit from the rich opportunities that our school provides both within and beyond our ambitious curriculum. Through an offer of financial support this will be available to ALL pupil premium children. We understand that being involved in extracurricular activities may increase attendance and enjoyment of school life. All pupil premium children are financially supported to attend the residential to Dukeshouse Wood (Y5) and London (Y6).	3 4 £300
<i>Beach Schools accessed by all classes throughout the school year.</i>	All children attend these planned trips throughout the year. The learning of all children will be greatly enhanced by these visits. These experiences will develop the child's understanding of the world and will impact on future learning and consolidation within the classroom. These provide opportunities for children to extend their vocabulary. These planned support wellbeing through exercise and teamwork.	3 4 £625 (5 additional days) (This school initiative is funded by the Alnmouth Burgage Holders – 6 days per class)

Total budgeted cost: £10,315

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.

We were fortunate to have had extremely high levels of engagement during the COVID19 related school closures due the excellent work of the school staff remaining in touch with the children and supporting families. The majority of children completed the online home learning assessments which enabled staff to rapidly respond to areas of weakness when children returned to full time education in September 2021. All pupil premium children and vulnerable children were invited to attend school during the lockdowns.

Attendance rates for Pupil Premium children for 2021 -22 was 93.9% which was slightly better than the whole school attendance for the same period which was 93.7%.

Children's mental and physical wellbeing were supported throughout the year through our supportive school ethos. This was demonstrated through the ease in which children returned to school and there has been a decrease in the number of behavioural issues reported in school. Some families had experienced personal difficulties throughout the pandemic which had impacted on their child's anxiety levels. However, through the excellent collaboration between school and home, these were fully supported both when the children were attending school and when learning.

School data in Summer 2022 demonstrates that pupil premium funding supported the following outcomes:

In Reception we did not have any pupil premium children in summer 2022.

Our one pupil (100%) passed the phonics check in June 2022.

At the end of Key Stage One, our one pupil (100%) achieved the expected standard in reading, writing and maths.

In Key Stage Two 83% (five children) achieved the expected standard in reading. 67% (four children) achieved the expected standard in writing and 67% (four children) achieved the expected standard in maths. 67% (four children) achieved combined reading, writing and maths. 50% (three children) achieved greater depth in reading, and 33% (two children) achieved greater depth in maths.

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
Lexia	
LbQ – Learning by Questions	

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?	<p>Financial support towards music lessons</p> <p>Financial support towards educational visits</p> <p>Resources for Year 6 SATS</p> <p>Offering discounts towards attending curriculum clubs after school</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Music lessons were beneficial to children's well-being and provided enrichment to their curriculum</p> <p>Financial support for educational visits ensured that all forces pupil premium children were able to access curriculum enriched opportunities</p> <p>Resources purchased enhanced support for reading, writing and maths in Year 6.</p>

Further information (optional)

Each term teachers complete a Pupil Premium Provision overview which details the individual support each child has received. As the numbers of children are very small this is a useful way of showing how we meet the individual needs of each child.