



# 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	Homefields Primary School
Number of pupils in school	315 plus 30 nursery
Proportion (%) of pupil premium eligible pupils	5% 18
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Sarah Coleman, Headteacher
Governor / Trustee lead	Pavi Johal lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,193
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£34,803</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is allocated to schools with pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years. Evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress.

**The targeted and strategic use of pupil premium supports schools in achieving our vision of helping everyone to achieve to their full potential.**

### **Principle**

Leaders are committed to using the Pupil Premium to powerfully address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. Each pupil attracts £1320, which is additional to the school's budget, for schools to utilise in ways that they think will best support the focus on raising of the attainment and aspirations of the most vulnerable pupils.

Schools recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support. Support will be allocated following a needs analysis which will identify priority classes, groups or individuals. Due to limited funding and resources not all children receiving free school meals will be in receipt of pupil premium interventions at all times.

Schools will :

- Diagnostic assessments of well-being and learning needs
- Ensure appropriate provision is made for vulnerable pupils
- Prioritise the use of Pupil Premium funds for maximum impact
- Perform regular reviews and monitoring
- Focus provision on the development of the whole child
- Support staff with focussed CPD

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and monitoring shows that 30% of our PP children also have an identified SEN. 20% of our PP children have an EHCP.
2	Our attendance data over the last year shows that poor attendance is a challenge for disadvantaged pupils. Our observations and assessments indicate that poor attendance is negatively impacting on disadvantaged pupils' progress. 8 out of 20 PP children have attendance lower than 95% 3 of those are below 85%. 3 out of 20 PP children are persistent absentees.
3	Our observations, assessments (PP calculator) and discussions with pupils and staff show social and emotional issues for many of our disadvantaged children. Disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement and well-being and build cultural capital.
4	Internal assessments indicate that attainment in read, writing and maths among disadvantage pupils is lower than that of non-disadvantaged pupils.

## 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
PP pupils with SEN will make the same rate of progress as other SEN pupils.	<ul style="list-style-type: none"> <li>• PP SEN pupils make expected progress.</li> <li>• Pupils are engaged in their learning (through observations and discussions with pupils and staff)</li> <li>• Intervention have a positive impact on progress</li> <li>• Planning addresses individual need Improve the attendance of PP children</li> </ul>

Attendance of pp children in each year group is above 95%	<ul style="list-style-type: none"> <li>• Parental guidance provided resulting in increased attendance.</li> <li>• Attendance practices and procedures have been reviewed.</li> <li>• Daily monitoring is conducted alongside support mechanisms.</li> </ul>
PP pupils are engaged in a wide range of experiences and activities beyond the classroom.	<ul style="list-style-type: none"> <li>• Improved engagement in a range of extracurricular activities and experiences.</li> <li>• PP children positively engage with enrichment activities (arts, music and PE)</li> </ul>
70% of non-SEN PP children achieve expected standard for their year group.	<ul style="list-style-type: none"> <li>• Pupils attainment is improved</li> <li>• The gap between non PP and PP children is reduced</li> </ul>

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to access coaching CPD and to lead half termly coaching sessions with middle leaders	<a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a> – tiered approach – teaching is the top priority, including CPD for staff. In order to support our middle leaders and less experienced members of staff our SLT ( deputy and x1 phase leader) will be taking on coaching responsibilities. CPD	1,4

	is essential to ensure effective methods are used and impact is evident.	
Purchase of standardised diagnostic assessments (NTS) Termly assessments to provide reliable assessment data.	Gap analysis gives information about individual pupils' strengths and areas for development. This ensures responsive teaching and access to appropriate and timely interventions and support.	1, 3, 4,
Whole school phonics training EEF (teaching and learning toolkit – phonics) +5 School have purchased a validated phonics scheme to be used throughout school to support the development of early literacy skills	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> +5 School have purchased a validated phonics scheme to be used throughout school to support the development of early literacy skills A priority on training the whole staff ensures a consistent approach to the teaching of early reading which can then progress through school and be used to support interventions. The EEF Toolkit states that 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'	1,4
Literacy and Maths Guided Groups and SEN support – KS1/2	As above EEF Teaching assistant interventions +4 Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact 1, 5	1,4
Guided Groups - KS2  KS1/2 SEN Interventions/Elsa	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  This intensive tuition, conducted by a trained teaching assistant targeted to pupils' specific needs. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to	1,4

	<p>those identified as having low prior attainment or at risk of falling behind</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decisionmaking skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide additional TA support to deliver 1:1 or small group phonics sessions	<p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>'Making best use of teaching assistants' states that we should 'use teaching assistants to deliver high-quality one to one or small group support using structured interventions.' Our new phonics program is a structured intervention. All staff in school to</p>	1,4

	receive full training (see teaching activity 2). 1, 5	

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

Budgeted cost: £ 14,538.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music Tuition –wind, brass, piano, drums, guitar (Hot House)</p> <p>Sports tuition</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supports the benefits of Arts participation for core academic attainment OFSTED research 2019 explored the importance of developing cultural capital for PP pupils, that is introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. Providing additional music and sports tuition provides opportunities to develop cultural capital that might not be available outside of school.</p>	3
<p>Trips/Visitors/Residential Participation in clubs Learning is contextualised in concrete experiences and language rich environments</p>	<p>Financial support will ensure PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interest. This is then reflected in the work they produce and their overall progress levels</p>	3
<p>Before/After school club for persistent absences Providing financial support to PP families to increase attendance.</p>	<p>The DFE guidance report ‘School Attendance 2020’ states that children with poor attendance tend to achieve less at primary school</p>	2

<p>KS1/2 SEN Interventions/Elsa</p>	<p><a href="http://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decisionmaking skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>To improve self esteem and confidence and in turn see the benefits that attending school can bring for children and parents</p>	<p>2</p>

**Total budgeted cost: £ 34,538**



# Part B: Review of outcomes in the previous academic year 2021-22

## Pupil premium strategy outcomes

### Attendance Data

Non PP chn = 95%    PP chn= 94%

Strong attendance monitoring and nurture support has meant PP chn are almost in line with the non PP chn.

### FS2

GLD PP = 100% (1 child)	GLD non PP= 68.2%
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### Phonics

Wa PP= 50% (1 of 2)	Wa non PP=79%
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### KS1

	Reading	Writing	Maths
% Exp +	2022	2022	2022
PP	50%	50%	50%
Non PP	78.6%	69%	76%

2022= 2 chn and 1 is SEND – EHCP

### KS2

	Reading	Writing	Maths
% Exp +	2022	2022	2022
PP	100%	100%	100%
Non PP	82%	86%	84%

Aim	Outcome																										
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Opportunities relevant to age and phased were implemented according to need.</p> <p>FS- see SIP priority 1 2021 -22.</p> <p>Designated speech and language support across the school to implement specific speech programmes.</p> <p>Year 1- ensuring target planning in the curriculum promoted high quality language development.</p>																										
Improved reading attainment among disadvantaged pupils.	<table border="1" data-bbox="802 689 1517 1675"> <thead> <tr> <th data-bbox="802 689 1042 813">Year group</th> <th data-bbox="1042 689 1281 813">Progress Rate</th> <th data-bbox="1281 689 1517 813">Attainment in Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="802 813 1042 898">FS2 (1)</td> <td data-bbox="1042 813 1281 898">100% on track</td> <td data-bbox="1281 813 1517 898">100% ELG</td> </tr> <tr> <td data-bbox="802 898 1042 1021">Year 1 (3 x 1 EHCP)</td> <td data-bbox="1042 898 1281 1021">100% on track</td> <td data-bbox="1281 898 1517 1021">33% EXP</td> </tr> <tr> <td data-bbox="802 1021 1042 1144">Year 2 (2 x 1 EHCP)</td> <td data-bbox="1042 1021 1281 1144">50% on track</td> <td data-bbox="1281 1021 1517 1144">50% EXP</td> </tr> <tr> <td data-bbox="802 1144 1042 1229">Year 3 (5)</td> <td data-bbox="1042 1144 1281 1229">80% on track</td> <td data-bbox="1281 1144 1517 1229">80% EXP</td> </tr> <tr> <td data-bbox="802 1229 1042 1314">Year 4 (2)</td> <td data-bbox="1042 1229 1281 1314">100% on track</td> <td data-bbox="1281 1229 1517 1314">100% EXP</td> </tr> <tr> <td data-bbox="802 1314 1042 1469">Year 5 (4)</td> <td data-bbox="1042 1314 1281 1469">75% on track 25% minus</td> <td data-bbox="1281 1314 1517 1469">75% EXS 25% WTs</td> </tr> <tr> <td data-bbox="802 1469 1042 1675">Year 6(2)</td> <td data-bbox="1042 1469 1281 1675">50% on track 50% on track plus</td> <td data-bbox="1281 1469 1517 1675">100% GD</td> </tr> </tbody> </table> <p data-bbox="802 1760 1517 1977">Additional comprehension “surgeries” and reading booster have ensured good progress in reading for PP children. Small numbers affect the % and children with EHCP are in receipt of personalised learning programmes.</p>			Year group	Progress Rate	Attainment in Maths	FS2 (1)	100% on track	100% ELG	Year 1 (3 x 1 EHCP)	100% on track	33% EXP	Year 2 (2 x 1 EHCP)	50% on track	50% EXP	Year 3 (5)	80% on track	80% EXP	Year 4 (2)	100% on track	100% EXP	Year 5 (4)	75% on track 25% minus	75% EXS 25% WTs	Year 6(2)	50% on track 50% on track plus	100% GD
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	<p>Targeted phonics groups have been implemented FS2 and KS1</p> <p>Precision teaching has been also implemented</p>									
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Mental Health Lead completed accredited Mental Health lead Qualification</li> <li>• Whole school staff received behaviour training with focus on how Lunch time supervisors can promote positive behaviour and interactions at lunchtime</li> <li>• Children trained as Peer Buddies</li> <li>• Nurture team meetings developed to include discussions about well being and then designated support given- 1:1 TA in class support Learning mentor support Referred for EMET counselling.</li> <li>• Financial support given for trips, music tuition, breakfast club and residential.</li> </ul>	<p>The whole school development of Mental Health awareness and support has enabled children to talk about any issues they have and know they can seek support.</p> <p>1 PP child accessed counselling</p> <p>4 children accessed Learning mentor support- see evaluations for RE LD</p> <p>At least 3 PP children accessed the peer buddy system.</p> <p>3 children access music provision</p> <p>Behaviour at lunch times is good and all children are actively encouraged to engage positively.</p> <p>The above interactions have seen an impact in children’s well being and how they have developed confidence and that they have accessed and thrived on wider opportunities.</p>									
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Booster groups and allocation of additional Tas has ensured that PP pupils have made good progress from their previous point.</p> <p>It has also ensured that those with the potential to excel have been given the support needed eg EXP – GD booster group</p> <table border="1" data-bbox="802 1630 1517 1960"> <thead> <tr> <th>Year group</th> <th>Progress Rate</th> <th>Attainment in Maths</th> </tr> </thead> <tbody> <tr> <td>FS2 (1)</td> <td>100% on track</td> <td>100% ELG</td> </tr> <tr> <td>Year 1 (3 x 1 EHCP)</td> <td>66% on track</td> <td>33% EXP</td> </tr> </tbody> </table>	Year group	Progress Rate	Attainment in Maths	FS2 (1)	100% on track	100% ELG	Year 1 (3 x 1 EHCP)	66% on track	33% EXP
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	Year 5 (4)	50% on track 25% minus 25% plus progress	25% EXS 25 % GD 50% WTs
	Year 6(2)	50% on track 50% on track plus	100% GD

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

## Externally provided programmes

Programme	Provider