

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	South Hiendley
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	01.09.21
Date on which it will be reviewed	01.09.22
Statement authorised by	S Henshall
Pupil premium lead	S Henshall
Governor / Trustee lead	M. Trainer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,250
Recovery premium funding allocation this academic year	£5603
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces.

It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

At South Hiendley Academy our main priority is to make sure that all children have access to a high-quality teaching and to ensure there are strong systems in place to monitor teaching and learning. The curriculum at South Hiendley has been designed and developed from the National Curriculum and we have used research from Christine Counsell, Chris Quigley, Mary Myatt, Tom Sherington, Chris Quigley and Rosenshines principles so our children have the best pedagogical approaches based on cognitive load theory. Teachers have access to high quality CPD that is planned effectively around research and is ongoing including appropriate tasks and coaching to enable them to have the right skills and knowledge.

If and when any children experience barriers to their learning bespoke intervention is implemented swiftly and again monitored carefully by staff.

Challenges

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

Challenge number	Detail of challenge
1	Children enter school with limited language. Language development over time is weak, leaving children to have a vocabulary gap to their peers.
2	Children have limited knowledge and understanding of the world and they do not have access to cultural capital and knowledge.
3	Parents have a limited understanding of how they can support their children to be even more successful at school
4	Attendance is not a high priority for some families, term time holidays are often taken due to a lower cost

5	Pupils mathematical concepts and reasoning is not well developed, they have limited mathematical fluency which impacts on their ability to calculate, reason and problem solve.
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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
Attainment between pupil premium and non pupil premiums nationally is closed	<p>Pupil premium children have full access to the whole curriculum.</p> <p>Pupil premium children achieve inline with non pupil premium children nationally.</p> <p>Pupil premium pupils make more rapid progress than their peers.</p>
Pupil premium pupils have access to powerful knowledge and cultural capital so that they develop the knowledge, understanding and vocabulary in line with non-pupil premium pupils nationally.	<p>Pupil premium children have access to extra curricular activities and enhancements, including residential visits to enhance their understanding of the world.</p> <p>Pupil premium children have effective access to pedagogic practice that supports the development of long term memory.</p> <p>Pupil premium pupils are exposed to explicit teaching of vocabulary so they develop subject specific tier 2&3 language.</p> <p>Pupil premium pupils access powerful knowledge through a carefully planned curriculum so that they reach cumulative end points in every subject.</p>
Parents of pupil premium pupils have effective relationships with school and as a result are able to support their children with their education.	<p>Clear communication between home and school resulting in positive relationships.</p> <p>Parents are aware of their child's development, and how they can support them. As a result, pupils receive more consistent support from home.</p> <p>Communication with parents has improved as a result of school better understanding and meeting the needs of the pupil premium families.</p>
Pupil premium children attend well. PA of PP children is reduced	<p>Strong relationships between school and pupil premium families result in pupils attending more regularly.</p> <p>Pupil premium attendance is closer to national and shows an improving trend.</p> <p>Reducing PA for pupil premium pupils demonstrates improvement over time.</p>

<p>The mathematical fluency of pupil premium children is improved so they are both successful in both reasoning and maths.</p>	<p>Outcomes in internal and external assessment demonstrate improvement in the pupil premium children in maths</p>
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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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD all staff on best pedagogical approaches based on research.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura) EEF best practice Quality First Teaching.	1&2
CPD all staff on 'Closing the Vocabulary Gap'	Research based on Alex Quigley	1
CPD all staff RWI	DFE approved programme for synthetic phonics for the teaching of early reading and to support pupils to catch up who did not achieve phonic screening at the end of KS1.	1&2
CPD upper KS2 Staff RWI Freshstart	Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.	1&2
CPD All staff Maths Mastery Programme	DFE approved approach to mastery maths being delivered through the Yorkshire and Humber Maths Hub.	5
KS1 Early Years Maths Hub Research Group	DFE approved approach to mastery maths being delivered through the Yorkshire and Humber Maths Hub.	5
Additional training provided for ECT to support teaching of pedagogic approaches to maths and reading.	See above	1,2&5
Additional training to support curriculum subject leaders with the development of pedagogical approaches to be employed across the school.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1&2

Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1&2
Additional time provided for subject leaders from across the Trust to meet, develop and support progress throughout their subject.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura) EEF best practice Quality First Teaching.	1&2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Opening	Extension of school provision for reading and Maths intervention. (RWI& Maths Hub) EEF- Extending School Time	4& 5
Booster Groups	To help prepare and support children in accessing end of Key Stage 2 SATs- EEF- Extending School Time	5
Bespoke teaching by experienced Teacher	EEF- making best use of Teaching Assistants	5
RWI 1:1 tuition	Dfe approved programmes of learning for synthetic phonics	5
RWI Catch Up Session	Dfe approved programmes of learning for synthetic phonics	5
Delivery of RWI Freshstart	Dfe approved programmes of learning for synthetic phonics	5
Daily Maths Catch Up	Maths Hub approved Mastery approach	5
Pre-Teaching	EEF research based document- Making best use of Teaching Assistants	5
Timetabled release of staff to support the effective delivery of RWI groups/Catch Up Groups	EEf Research/Dfe approved programmes of learning for synthetic phonics	5

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	EEF- Pupil Premium Guide	4 & 5
Home Support Visits for attendance from Learning Mentor.	EEF- Parental engagement	3 & 4
Trust EWO employed to support attendance.	EEF- Parental Engagement	3 & 4
Pastoral Care and support in school provided by Learning Mentor.	EEF Blog- Social and Emotional Learning	All
Behaviour improvement/incentive strategies delivered by learning Mentor	EEF-Improving behaviour in schools	All
<i>Trips, Visits, Residentials</i>	EEF- Enrichment	2

Total budgeted cost: £68,000

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.

Please refer to PP Strategy 2020-2023 on website.

Externally provided programmes

None at South Hiendley

Service pupil premium funding

Currently no children at South Hiendley eligible for funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Subsidised trips and provided access to morning club.
What was the impact of that spending on service pupil premium eligible pupils?	This helped to successfully integrate the pupils. Children had the opportunity to engage in all curriculum activities

CIC/PCIC Pupil premium funding

Currently have no children at South Hiendley eligible

Measure	Details
How did you spend your cic/pcic pupil premium allocation last academic year?	Please see 'Activity in the Academic Year' section of this report.
What was the impact of that spending on cic/pcic pupil premium eligible pupils?	Children in Care have additional funding to ensure they can reach their full

	potential despite the additional barriers they face
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Further information (optional)

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