

Pupil premium and Disadvantaged Statement

Henham and Ugley Primary and Nursery School

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 and disadvantaged children 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 | Henham and Ugley Primary and Nursery School |
| Number of pupils in school | 184 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | December 2021 – December 2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Kim Hall - Headteacher |
| Pupil premium lead | Kim Hall – Headteacher |
| Governor / Trustee lead | Fiona Miller– Lead for PP and Disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £ 33625 |
| Recovery premium funding allocation this academic year | £ 1704 |
| 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 | Not applicable |

Part A: Pupil premium strategy plan

Statement of intent

- *Our aim is that all school staff should have the highest expectations of all pupils, irrespective of their background or barriers to learning, including those who are disadvantaged and those in receipt of Pupil Premium funding.*
- *Our aim is that all disadvantaged pupils – that are in receipt of free school meals, eligible for the pupil premium grant or are identified by school as disadvantaged – will catch up and keep up with their peers both in terms of attainment and will make excellent progress in all academic areas.*
- *We will ensure this happens by offering an individualised approach to all pupils, ensuring high standards of Quality First Teaching, which is central to our approach. Research by the Education Endowment Foundation (EEF) has proven that this has the greatest impact on closing the disadvantage attainment gap, but at the same time will also benefit non-disadvantaged pupils at Henham and Ugley Primary and Nursery School. Moreover, we will meet the needs of the whole child by offering a broad and balanced, engaging and creative curriculum for all our pupils.*
- *We will also provide a range of interventions and support opportunities, such as small group literacy and numeracy ‘building foundation’ skills groups, specialist speech and language interventions, 1:1 support (for some pupils) and ‘top-up’ activities. Any strategies and activities utilised will best focus on pupil need.*
- *We have high academic and behaviour expectations for all pupils, we embed these expectations through a nurturing and supportive approach and school ethos.*

- We will offer a high level of pastoral support for all pupils, such as an Emotional Support Worker, social and emotional skills groups, and therapeutic intervention.
- We aim to use local charities and support agencies to work in partnership to support children both in school and in their communities
- At Henham and Ugley Primary and Nursery School, all staff are expected to build good relationships with all of our families.
- At Henham and Ugley Primary and Nursery School we will offer pupils opportunities to develop skills and knowledge about their areas of interest such as sport, drama or music and to raise their aspirations by offering access a variety of instrument lessons and extra-curricular clubs held at school, supporting with Pupil Premium Funding.
- Along with using our Pupil Premium funding, we will utilise the Recovery Premium Funding to support all learners, including non-disadvantaged pupils whose education has been particularly affected because of school disruption due to COVID.
- To increase the overall attainment and progress of our pupils, our inclusive curriculum ensures that pupils cultural interests are developed through a broad range of curricular and extra-curricular opportunities, including trips and visitors to the school. These enrichment activities are designed to widen their aspirations both in and outside of school.
- Governors play a crucial role in monitoring the effectiveness of the use of the pupil premium budget and the impact it has on narrowing the attainment gap between disadvantaged pupils and their peers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessment and observations of pupils indicate increasingly underdeveloped oral language skills and vocabulary gaps prevalent amongst many disadvantaged pupils, which impact learning – lower level of vocabulary knowledge than peers |
| 2 | Assessment and observations of pupils and through discussions with school staff indicates that many of our disadvantaged pupils are not 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) |
| 3 | Assessment and observations of pupils indicate that many of our disadvantaged pupils and those in receipt of Pupil Premium funding are displaying poor learning skills, e.g. poor levels/ lack of organisation, resilience, perseverance, metacognition |
| 4 | Assessment and observations of pupils and through discussions with school staff indicate that many of our disadvantaged pupils and those in receipt of Pupil Premium funding have gaps in the foundations of learning |

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| 5 | Through discussions with school staff and the parent/carer community we have identified that many of our disadvantaged pupils and those in receipt of Pupil Premium funding have low levels of parental/carer engagement with school and poor perceptions of education. |
| 6 | Through observations and discussions with school staff we have identified that many of our disadvantaged pupils (and those in receipt of Pupil Premium funding) display low levels of aspiration and sometimes experience a lack of positive role models and life experiences and furthermore have limited access to high quality resources. |
| 7 | Our data indicates that attendance amongst disadvantaged pupils is on occasions lower than for 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 |
|---|--|
| Improved oral language skills and wider range of vocabulary in disadvantaged pupils. | Assessments and observations show significantly improved oral language and increased use of higher-level vocabulary in disadvantaged pupils' writing and in their spoken language. |
| Disadvantaged pupils use self-regulation strategies to manage their emotions. Disadvantaged pupils can access the majority of learning in class. | All pupils, including disadvantaged pupils are able to use Zones of Regulation and simple language to explain their feelings. |
| Disadvantaged pupils to be able to better understand themselves as learners and to display improved learning skills. | Disadvantaged pupils will display high levels of organisation, resilience, perseverance and metacognition skills. |
| Gaps in disadvantaged pupil's foundational knowledge and skills are addressed. | Disadvantaged pupils' progress and attainment data is in line or above that of national measures. |
| Teachers identify gaps in learning and plan interventions/lessons to close the gap (particularly in writing). | Teachers will use formative assessment to ensure feedback is given to children to help them improve their work and make at least expected progress. |

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| Parents/carers of disadvantaged pupils are increasingly involved in school life and are able to successfully support their child's education. | Increasing numbers of parental involvement shown in attendance registers, questionnaires/ surveys and parent/carer meetings/events and through use of Structured Conversations. |
| Disadvantaged pupils' aspirations are developed to increase confidence and self-belief. | Henham's curriculum ensures that all pupils experience a variety of trips, visits and professionals (as positive role models) on a termly basis. |
| All pupil groups have increasing levels of attendance and punctuality, particularly those pupils from disadvantaged homes. | All disadvantaged pupils attend school at least 96% of the time (Consistently high school attendance and punctuality) |

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: £4100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Metacognition CPD training for all staff | 'It is important to explicitly teach metacognitive skills within in subject domains. Improving pupils' metacognition is particularly important for low attaining pupils, who sometimes may be given less complicated work, or lessons that focus on task completion rather than learning. This means that learning is not committed to long term memory.' (Marc Rowland 2021) | 3 |
| <i>Disadvantaged Strategy CPD training for SLT members</i> | 'Schools must identify pupil need and base their strategies around this. It is critical that strategies focus on pupils' needs rather than any labels that might be ascribed to them. Leaders are best placed to determine who is disadvantaged and needs additional support.' (Marc Rowland 2021) | 5 & 6 |

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| <p><i>Trauma Perceptive Practice (TPP) CPD training for all staff and embedding practice throughout the school</i></p> | <p>SEMH was consistently raised as an issue for disadvantaged pupils. It is important that SEMH is addressed in all aspects of school life and not disconnected from learning. Approaches such as TPP will help school staff to identify mental health and wellbeing reinforcing attainment and achievement that in turns improves wellbeing enabling pupils to thrive and achieve their potential. (Marc Rowland 2021)</p> | <p>2</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £13654

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Talk Boost</i></p> | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. (Education Endowment Foundation)</p> | <p>1</p> |
| <p><i>Neli</i></p> | <p>Research suggests that ‘the size of pupils vocabulary in the early years of schooling is a significant predictor of academic attainment in later schooling and success in life’ (Save the Children, 2016; Parsons and Schoon, 2011).</p> | <p>1</p> |
| <p><i>Speech and Language Interventions</i></p> | <p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. (Education Endowment Foundation)</p> | <p>1</p> |
| <p><i>Music Tutoring</i></p> | <p>Learning to play an instrument enhances the ability to remember words through enlargement of the left cranial temporal regions. Musically trained participants remembered 17% more verbal information than those without musical training. Children experiencing difficulties with reading comprehension have benefitted from training in rhythmical performance. (The Power of Music: Its impact on the intellectual, social and personal development of children and young people – Susan Hallam)</p> | <p>1 & 3</p> |

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| <i>Foundation Skills Interventions (English and Maths) and 'TopUp' Interventions</i> | There is extensive research to support the impact of high-quality one to one and small group tuition as a catch-up strategy. It is essential that the intervention is linked to curriculum and focussed on the areas where pupils would most benefit from additional practice or feedback. EEF 2020 | 4 |
| <i>Extra-Curricular Clubs participation</i> | Research has been carried out that develops a link between extracurricular participation and better academic performance. In one study by the Texas A&M University , important academic outcomes like reading, math achievement and course grades were all found to be positively influenced by children who engage in extracurricular activities. | 5 & 6 |
| <i>Trips and visitors, to provide positive role models and rich life experiences.</i> | An aspect of being disadvantaged is identified as, 'having a lack of positive role models and education not being valued within the local community' (Matt Bromley, Three Tenets of Effective Pupil Premium Practice) | 5 & 6 & 7 |

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £17575

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <i>Emotional Support Workers/ Learning Mentor</i> | Hirsch (2007) suggest that students from disadvantaged backgrounds display lower motivation. Unmotivated students may be disorganised, determined not to seek help, be inattentive, not review their learning or do homework. Learning Mentors assist disadvantaged students in overcoming barriers to their learning Megginson et al (2006) . | 2 & 7 |
| <i>Drawing and Talking</i> | Maslow's 'Hierarchy of Needs' argues that children are not ready to learn unless their basic needs are met. After completion of Drawing and talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem (Drawing and Talking 2020). | 2 & 7 |

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| <i>Sand Tray Therapy</i> | Maslow's 'Hierarchy of Needs' argues that children are not ready to learn unless their basic needs are met After completion of Sand Tray Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem (Sand Tray Therapy 2020). | 2 & 7 |
| <i>Zones of Regulation</i> | Quale (2019) states the benefit of behavioural self-regulation is not only important for promoting positive social relationships, it has been found to be predictive of early literacy, mathematical and vocabulary skills. Shanker (2013) suggests that students' academic success can be projected based on their capability to self-regulate. Many students lacking self-regulation skills tend to have conflicts with their learning that persists through their school years. | 2 & 7 |
| <i>Gym Trail</i> | Reported benefits of gym trail include improvement of fine motor skills and thus handwriting, increased ability to balance, follow instructions and listen carefully to directions. Schools also report increased increased self esteem with all children through their achievements in gym trail. Advice for Education Settings, Essex County Council (2016) | 3 & 4 |
| <i>Daily Mile</i> | Self-paced outdoor activity is beneficial for pupils' cognition and wellbeing. It can significantly improve a child's mood, attention and memory, enhancing their ability to learn. BMC Medical Journal (2020) | 2 & 3 |
| <i>Listening Post (Key Person/ Pastoral Support)</i> | The British Educational Research Association (2014) says that effective pastoral care is linked to academic engagement and performance, fostering friendly relationships among learners. These factors have been identified as solutions to improve truancy and other forms of absenteeism and enhance resilience and, hence, academic outcomes in learners. | 2 & 7 |
| <i>Structured Conversations</i> | Research shows that parent involvement has a positive impact on school attendance and lateness, especially when schools update and inform parents on a regular basis of the school's attendance and lateness policy and expectations. And when a member of staff is designated to the role. (Nicola S. Morgan 2017) | 7 |
| <i>Welfare Support</i> | DESFORGES and Abouchaar (2003) found that when families are engaged in their children's education, attainment improves. | 2 & 7 |

Total budgeted cost: £35329 (including use of carry-forward from previous academic year)

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. Our school internal assessments during the academic year 2020/21, and which were tracked throughout, suggest that the performance of disadvantaged pupils was moving in line with non-disadvantaged pupils and higher than previous academic results, although still not in line. Analysis of the reasons for these lower attainment outcomes for these Reception and Key Stage 1 pupils indicates primarily the effect of Covid-19 and the impacts of lockdown for these pupils, which caused disruption to all subject areas to varying degrees. In-school data also shows that our older pupils were better able to access remote learning at home, compared to our younger pupils who were less able to access the online curriculum and required more bespoke support from parents/carers (who also found this process extremely challenging).

As has been evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium provision to its full extent. During the second lockdown a high number of disadvantaged pupils were invited into school and attended which supported the progress made in this year.

Key impacts to our Pupil premium offer were specifically those that were targeted at teaching learning and enriching the curriculum, through cultural capital engaging experiences. However, the impact was mitigated by the school's use of Teams through our high-quality online remote curriculum and Tapestry for Reception pupils. The school also provided a large number of electronic devices (including laptops and iPads) to disadvantaged families but many of these families found it challenging to use these devices sufficiently well. The school was also unable to provide the same high number of targeted interventions to the same degree we had planned at the start of the school year, although school staff did put measures in place to offer these remotely (where possible) and also high-quality interventions were provided to a number of our disadvantaged pupils, who attended school during the more recent lockdown. Other negative impacts included a reduction in high quality trips and Visitors which (prior to the lockdown) would have taken place throughout the year.

It has been very difficult to measure progress meaningfully, against the targets that we set on our previous Pupil Premium Statement due to the two extremely COVID disrupted academic years and also the lack of any national progress or attainment measures since 2019. Previous targets on our Pupil Premium Strategy 2019 to 2021 were:

- for all children to use simple language to explain their feelings – the school introduced the Zones of Regulation strategy and this is now being effectively used with our youngest pupils, who have been taught these strategies from an early age. This strategy is now being embedded throughout the school;
- for children to display good learning skills – the school has explicitly taught the school values through school staff modelling quality first teaching, providing a structured learning environment and the use of Emotional Support Workers.

- Teachers identify gaps in learning and plan interventions to close the gap, (particularly in writing). This was most impacted by COVID lockdowns as a large number of the pupils were not able to access the writing interventions we had planned;
- Pupils with specific emotional needs and who are identified as being vulnerable are supported through therapeutic interventions, Drawing and Talking and Sand Tray Therapy. Two members of school staff have been trained in Mental Health First Aid and one in the Drawing and Talking Advanced course and have continually offered blocks of sessions to targeted pupils.
- Since the start of 2021/22, it has become increasingly obvious that the COVID pandemic has had a significant impact on the social, emotional wellbeing of children across our school and this is most keenly felt by those children deemed to be disadvantaged. Therefore, we are continuing to support our disadvantaged pupils and their families through our current strategy.

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 |
|------------------|------------------|
| TT Rockstars | Maths Circle Ltd |
| Clicker | Crick Software |
| Purple Mash | 2Simple |
| Wordshark | Wordshark |
| Nessy | Nessy Learning |

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 |