

Pupil premium strategy statement – Haddenham St Mary’s CE School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rebecca Richardson
Pupil premium lead	Kelly Williams
Governor / Trustee lead	Janet Sharp/Jenny Tyrie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,580
Recovery premium funding allocation this academic year	£500
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,340

Part A: Pupil premium strategy plan

Statement of intent

At Haddenham St Mary's CE School (HSM), we recognise that children make progress at different rates. Regardless of children's economic well-being, we support all children to reach their full potential, participate fully in all areas of school life and meet or exceed end of year expectations in Reading, Writing and Maths. We aim to encourage, inspire and motivate all of our disadvantaged pupils to develop a lifelong love of learning. We recognise that quality first teaching is the best provision we can make to raise achievement and this is closely monitored using a triangulation monitoring process through scrutiny of data, learning walks and book scrutiny for our pupil premium children on a regular basis. The purpose of this funding is to accelerate progress and raise attainment. Every teacher is aware of the children in their class in receipt of the Pupil Premium funding and those who are disadvantaged and takes responsibility for accelerating their progress. Pupil premium provision maps and individual support plans are used in the monitoring process to evaluate the cost effectiveness of interventions given to disadvantaged pupils. Support for each child is personalised with carefully planned personalised learning as part of wave 1 quality first teaching and personalised planning for interventions in order to accelerate progress.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of children in KS1 have fallen behind their peers in Reading, Writing and Maths
2	Poor development of speech and language skills – a number of children having difficulty with speech sounds and sentence construction.
3	Some children have a lack of confidence and self-belief in their own abilities.
4	A growing number of children with special educational and social and emotional needs.
5	Poor attendance for some children and high levels of lateness.

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
<p>To ensure children achieve national expectations at end of the Early Years Foundation Stage (EYFS) and Key Stage One (Years 1 and 2), through rigorous and effective staff training.</p>	<p>All Pupil Premium and disadvantaged children will meet age related expectations in Reading, Writing and Maths.</p> <p>All Pupil Premium and disadvantaged children will pass the Phonics check in Year 1.</p> <p>Half termly and end of year data will show good progress for Pupil Premium and disadvantaged children.</p> <p>Staff will feel supported and confident in implementing Maths mastery and effective consistent phonics using Twinkl Phonics scheme resources.</p> <p>Learning walks and Team teaching sessions will demonstrate high quality effective teaching in all classes.</p>
<p>To develop our early intervention provision across Early Years Foundation Stage (EYFS) and Key Stage One (Years 1 and 2) to provide tailored support for children through the use of evidence-based interventions.</p>	<p>All staff will be using evidence-based resources to plan high quality interventions.</p> <p>Monitoring will show that children are making rapid progress</p> <p>Monitoring will show that children are consistently receiving their intervention.</p> <p>All interventions will be targeted, specific and measureable.</p>
<p>To ensure all Pupil Premium and disadvantaged children have an attendance of 96% or above.</p>	<p>All Pupil Premium and disadvantaged children will have an attendance of 96% or above.</p> <p>Pupil Premium and disadvantaged parents will be actively involved in their child's education.</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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke training and purchase of additional reading books to support DfE validated Systematic Synthetic Phonics programme to ensure strong phonics teaching for all pupils – Twinkl.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of reading particularly for disadvantaged pupils (EEF).	1, 3, 4
Improve the quality of social and emotional (SEL) learning through whole school 'zones of regulation' approach, 'Calming Cats' intervention, supporting Drawing and Talking and ELSA practices through staff training and resources.	ASD Specialist Teaching service recommended implementation of a consistent approach to 'zones of regulation' to support children with managing their emotions. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (EEF).	1, 3, 4

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

Budgeted cost: £12,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure maximum impact on pupil progress by establishing small teaching groups and	We recognise that Quality First Teaching is the most effective provision for supporting children who have barriers to learning. However some children require additional	1, 2, 3, 4

evidence based interventions for Pupil Premium and disadvantaged children falling behind age-related expectations.	intervention to ensure they make at least good progress or have support in addressing gaps in knowledge. Many of the interventions implemented are personalised or research based to have the best possible impact on attainment and pupil progress.	
Continued delivery of interventions by qualified ELSA equivalent of half a day per week and qualified Drawing & Talking TA for half a day per week.	We recognise that a lack of emotional literacy is a key barrier to learning for children. Small, tailored groups promoting mental health awareness and welfare will positively impact our children, setting them up for accessing 'learning' and reaching their full potential.	1, 3, 4
Employment of professional S< to deliver 1:1 sessions to disadvantaged children.	We understand that 1.9 million children in the UK are currently struggling with talking and understanding words according to Speech and Language UK (Sept 2023) representing an increase of over 11% since Sept 2022. It is critical to ensure these children are supported to improve their communication skills so they can access the curriculum and consistently attend school.	1, 2, 3

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

Budgeted cost: £4,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
To regularly explore (half termly) any differences in attendance between key groups of children and work with parents to implement a rapid action plan to close any gaps.	NFER research has highlighted that more successful schools talked to parents about the importance of learning and aspirations sharing with parents the curriculum pupils were covering and how to support their child.	5
Additional financial support for families of disadvantaged children including	We have evidenced that children who are able to participate in a full	1, 3, 4, 5

subsiding of school trips, school uniform, wraparound care and other extra-curricular activities.	school life alongside their peers are more likely to succeed academically.	
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Total budgeted cost: £18,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the 2023/24 academic year using Key Stage 1 performance data, EYFS data, phonics check results and our own internal assessments from Insight.

Data from assessments show that 66% of pupil premium eligible children achieved a Good Level of Development (GLD) at the end of EYFS and 75% achieved a pass in the Year 1 phonics screening which shows that the targeted interventions and strategies implemented are having a good effect on attainment.

Despite some good individual performances, the attainment of the school's disadvantaged pupils in Year 2 in 2023/24 was below expected levels, however, these children individually made good progress from low baselines and 50% passed the phonics screening resit in Year 2. Our analysis suggests that the reasons for this are often varied particularly related to social care, family support needs and special educational needs.

Absence among disadvantaged pupils was 7% higher than their peers in 2023/24. We recognise that this gap is too large which is why raising the attendance of our disadvantaged pupils is a continuing focus of our current plan. We are working with external local government agencies to support parents where low attendance is an issue.

Our observations demonstrated that challenges in relation to wellbeing, mental health and speech and language remain significantly higher than before the pandemic with particular emphasis on disadvantaged children.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. We are confident that this will have a positive impact on outcomes for disadvantaged children in our school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Speech and Language Therapy	Speechworks

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Funds were used to provide targeted learning support for individual children.
The impact of that spending on service pupil premium eligible pupils
Children achieved expected outcomes.

Further information (optional)

Financial constraints for this academic year mean that we have a reduction in staffing specifically targeted to supporting disadvantaged pupils compared with AY22/23.

However, after considerable research and scrutiny, we have put a robust strategy in place for our three-year approach and will adjust our plan over time to secure the best outcomes we can for pupils in our care with the resources available.