

Pupil premium strategy statement

Hazlemere Church of England Combined School & Nursery Strategy Statement 2023-24

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	200
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	31 st Dec. 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr B Daniels
Pupil premium lead	Mr B Daniels
Governor / Trustee lead	Mrs C Krok - Paszkowska

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,630
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,809
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£34449

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

At Hazlmere C of E School we use our Pupil Premium and Recovery grants to ensure that the needs of every individual learner can be met and that any barriers to education or development resulting from socio-economic disadvantage are identified and effectively addressed. In this way, we ensure that any difference in achievement and life chances between those children who are disadvantaged and other learners, is diminished and the doors of opportunity open to all our children.

At Hazlemere Church of England Combined School the objectives for spending the Pupil Premium Grant are: All pupils are supported to make the greatest progress possible regardless of status (SEND, PP, FSM) or prior attainment.

Data is used to identify tightly focused improvement priorities; Evidence based teaching, academic intervention and wider approaches are used to address the barriers to high attainment. SLT train and support staff to deliver and sustain QFT- addressing needs in the classroom; Well specified, class by class plan for addressing disadvantage; The disadvantage strategy aligns with the school's goals and whole school strategy.

We want our disadvantaged pupils to:

- Attend school regularly
- Demonstrate good or better progress in literacy, language and communication skills so that the gap between disadvantaged and non-disadvantaged diminishes over time.
- Access a broad, balanced and engaging curriculum which helps them to secure deep, long-term learning.
- Contribute to wider school life by taking roles of responsibility within the school and by demonstrating pride in being a pupil at this school.
- Be supported and nurtured at school by adults who understand and are trained in identifying and addressing their needs.
- Demonstrate excellent levels of well-being
- Engage and participate in extra-curricular and wider school activities that give them life experiences they otherwise might not get.

Challenges

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

Challenge number	Detail of challenge
1	Weekly monitoring of attendance shows disadvantaged pupils struggle with punctuality and persistent absenteeism compared to non-disadvantaged.
2	Lower levels of communication and oral language skills on entry, particularly as regards breadth of vocabulary. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Simple analysis of pupils who regularly read at home, phonics assessments and termly summative assessment evidence lower levels of fluency and comprehension in reading compared with their peers. Phonics sessions, interventions and assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Lower standards of development as regards verbal reasoning, particularly in Maths. Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Punctuality rates for some pupils eligible for PP are lower than non PP pupils. This reduces their school hours and causes them to fall behind on average
6	Emotional and social needs that impact on learning including mental health and wellbeing. Our assessments, observations and discussions with pupils and families have identified that a number of our disadvantaged cohort would benefit from pastoral support within the school.
7	Parents and carers of disadvantaged pupils would benefit from workshops and support meetings to help them best support their children with home learning.
8	Specific challenges identified through diagnostic/formative assessment relating to individual subjects re disadvantaged children after school/bubble COVID closures: <ul style="list-style-type: none"> • Spelling • Presentation and handwriting • Gross motor skills have not had the opportunity to develop • EYFS limited social interaction Pupils' basic Art skills/dexterity are not on track

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
Disadvantaged children develop high levels of literacy, language and communication skills	PP pupils' language/communication gaps are identified early and show improved levels of oracy, increased confidence in communication and use of wider breadth of vocabulary
	Pupils' reading, phonics and writing fluency improves reducing the gap between non-disadvantaged
	Resources (speech link, word aware, essential letters and sounds) are used to support pupil learning progress
	All lessons, learning environments and curriculum have a vocabulary focus
	PP pupils read daily at school with increased skill and fluency (as evidenced by reading records, assessments) and develop a love of reading.
Disadvantaged children attend school regularly	Disadvantaged pupils demonstrate use of a growth mind-set and are effectively engaged and challenged in all lessons
	Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school
	Bespoke support is provided for disadvantaged families if required
Disadvantaged children access a broad and balanced curriculum	Disadvantaged pupils demonstrate use of a growth mind-set and are effectively engaged and challenged in all lessons
	Points of Key Learning (key concepts) are identified through careful planning and sequencing of the curriculum and these are taught explicitly through each area of the curriculum. Securing these concepts ensures children progress through the intended curriculum, with the acquisition of key concepts reviewed at the end of each unit.

	Any required interventions are timetabled in a manner that avoids pupils repeatedly missing the same lessons
Disadvantaged children develop high levels of cultural capital	The School Values underpin all we do at Hazlemere School. Our values are explicitly taught and modelled by all staff so that pupils develop over time to eventually become well-rounded global citizens
	Our disadvantaged pupils' have fresh opportunities beyond their local environment and appreciate the world beyond.
	Our carefully sequenced and high quality curriculum enriches learning by exposing children to the best examples of work in each field.
Disadvantaged children are supported and nurtured at home by parents who understand and are confident in addressing their child's needs.	Parents feel involved in, and actively contribute to, the life of the school
	Parents are provided with regular and supportive communications to increase further engagement with learning
	Parents are encouraged to engage regularly and positively with school and with supporting home learning through participation in workshops and open afternoons.
Disadvantaged children demonstrate improving levels of well-being	Pupils feel safe at school.
	Pupils are supported make good decisions about their own health and wellbeing.
	Pupils are able to recognise personal issues in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources
	The curriculum promotes pupils' self-control, ability to self-regulate, and strategies for doing so
	Pupils are emotionally ready to access their learning
	The number of children requiring pastoral support reduces

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: £ 15,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ p/t Speech and Language Therapists (£10,800 per year) to target disadvantaged pupils with communication and language deficits, working with these children fortnightly in order to improve language development, communication and oracy and provide support and training to staff	Education Endowment Foundation – Oral Language Interventions - + 5/6 months All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).	1,2,3,4,5
Provide high quality 'teaching vocabulary' training for all new staff (word aware)	Education Endowment Foundation – Oral language interventions +5 /6 months Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year	1,2,3,4,5
Vocabulary training for all staff targeted at enabling vulnerable /disadvantaged groups to access higher tiers of language	Education Endowment Foundation – Oral language interventions +5 /6 months Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five	1,2,3,4,5

	months' additional progress over the course of a year.	
Provide staff training via the Essential letters and sounds team on the teaching of early reading and embed the recommended teaching sequence to ensure that targeted disadvantaged children are taught reading, daily	Education Policy Institute Providing teachers with a right to high-quality training and development would boost pupil attainment and earnings, and may tackle retention problems in the profession, a costbenefit analysis study from the Education Policy Institute (EPI) commissioned by Wellcome has shown.	1,2,3,4,5

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

Budgeted cost: £ 18,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
To establish structured small group interventions, to support pupils who have fallen behind furthest to make accelerated progress towards their individual targets (SENDco)	Education Endowment Foundation – Small group tuition– +3months Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). ‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.	2,3,4,5, 8
Targeted phonics in small groups in KS1	Education Endowment Foundation – Small group tuition– +3months Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). ‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.’	2,3,4,8
1 to 1 reading for our vulnerable/disadvantaged pupils to take place for 30	Education Endowment Foundation – One to one tuition. – +5months One to one tuition involves a teacher,	2,3,4,8

minutes daily with skilled adults	teaching assistant or other adult giving a pupil intensive individual support.	
Deploy 2 skilled Higher Level Teaching Assistants to run phonics interventions for PP pupils in Reception	Education Endowment Foundation summary of recommendations (Improving Literacy in Key Stage 1).– +5months ‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.’	2,3,4,8

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

Budgeted cost: £ 6,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relaunch and embed zones of regulation approaches across the school and learning powers	Education Endowment Foundation – Metacognition and self-regulation – +7months Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.	6,7
Resources about wellbeing including Zones of Regulation shared with staff and parents	Education Endowment Foundation – Metacognition and self-regulation – +7months Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	6,7,8
Develop Workshop sessions for parents of pupils in Foundation Stage - targeting disadvantaged.	Education Endowment Foundation – Parental Engagement - +3months Parents’ aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents’ aspirations will raise their children’s	6,7,8

	aspirations and achievement over the longer term	
Continue to reward and celebrate with parents and children - attendance	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4	8
Continue to employ Mental Health Professional to provide nurture and support for children who require it.	EEF Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	6
Continue to support disadvantaged pupil's attendance and punctuality by providing them a paid place in breakfast and afterschool clubs.		5

Total budgeted cost: £ 40,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage Two Attainment Outcomes

No pupils eligible for PPG sat the KS2 SATs in the academic year 2022-23

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
Essential Letters and Sounds	HfL
Phonics Tracker	White Rose Maths
Hooked on Books	Assessment Training Shirley Clarke

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.