

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|----------------------------|
| School name | Hebden Royd Primary School |
| Number of pupils in school | 92 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers | 2021 - 24 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | January 2024 |
| Statement authorised by | Robert Paton |
| Pupil premium lead | Robert Paton |
| Governor / Trustee lead | Adam McNichol |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £8,310 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £8,310 |

Part A: Pupil premium strategy plan

Statement of intent

At Hebden Royd we aspire to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils who belong to vulnerable groups, this includes guaranteeing that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. Hebden Royd is a small school with mixed aged classes. We have a Pupil Admission Number of 15 per year group. Classes are made up of two-year groups to make a class of 30 pupils. Our HLTAs and TAs are vital resources in supporting teachers to be able to deliver a mixed aged curriculum.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | The impact of social and mental health issues on pupils' readiness for school and learning |
| 2 | Disadvantaged pupils' lack of access to and love of books & reading |
| 3 | Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |

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 |
|---|---|
| Improve pupils' spoken language ability | Evidence of increased attention & engagement in lessons Improved vocabulary |
| Improve engagement with reading | Children enjoy reading and read widely and often |
| Ensure pupils are able to participate fully in phonics lessons and receive additional support where necessary | Most pupils meet or exceed the expected standard in phonics |
| Improve readiness and ability to learn by working to meet pupils' personal, social and emotional needs | Pupils' exhibit positive behaviour for learning Pupils engage well with learning Pupils learn and remember more |
| Improve pupils' self-confidence and self esteem | Pupils demonstrate a positive self-image which contributes to improved outcomes |

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: £9,447.09

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Further investment in additional resources to support the systematic teaching of phonics, including training & resources | The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) | 2, 3 |
| Further investment in high quality library and reading resources (including online resources) | Reading Research Centre for Literacy in Primary Education (clpe.org.uk) | 2, 3 |

| | | |
|--|---|---|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | 1 |
|--|---|---|

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

Budgeted cost: £2507.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Delivery of NESSY activities to target pupils | https://www.nessy.com/en-gb/shop/research | 2, 3 |
| Decreased adult to pupil ratios (KS1) to support readiness engagement with learning | Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 2, 3 |
| One to one and small group interventions for reading, writing & phonics | Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) | 2, 3 |

Total budgeted cost: £11,954.09

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 2021 to 2022 academic year.

We had no PP children in our KS2 cohort last year. It was a small cohort of 8 children.

Externally provided programmes

| Programme | Provider |
|---|------------------|
| Essential Letters & Sounds | Oxford Owl |
| White Rose Maths Schemes of Learning | White Rose Maths |
| Wellbeing / Music / Design & Technology | Kapow Primary |
| Science of Reading | NESSY |
| Spell Shed | EdShed |
| Purple Mash | 2Simple |

Further information

In addition to the targets and actions described above, our school team goes above and beyond our educational duty in supporting disadvantaged pupils and families. We make the most of community links to cater for pupils' social and emotional needs as well as their academic needs with the aim of improving their general well-being and readiness to learn. We provide support for our families with a wide range of actions, arrangements and processes, including but not restricted to;

- Providing uniform and learning resources
- Early Help referrals
- Support with secondary school transition
- Signposting community services
- Providing additional nursery hours to ensure the best possible start
- Free out of school activities
- Subsidising trips and residentials
- Providing breakfasts where necessary

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| Science of Reading | NESSY |
| Spell Shed | EdShed |
| Purple Mash | 2Simple (2022-23) |

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