

## 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	Hodnet Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	13.8% (& 11.3% forces)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22/23
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Penny Lyall / Ian Yeadon
Pupil premium lead	Penny Lyall
Governor / Trustee lead	Derek Orton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,480
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60,530

# Part A: Pupil premium strategy plan

## Statement of intent

At Hodnet school we intend to provide all pupils with the opportunity to succeed both academically and socially. We aim to reduce the attainment and progress gap between our disadvantaged pupils, to enable them to achieve in line with their peers. We aim to meet the needs of all learners and provide additional interventions to our disadvantaged pupils to enable them to thrive and achieve their own potential. Hodnet school is a happy, caring and safe community where we create enabling environments for all pupils to be the best they can be.

## Challenges

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

Challenge number	Detail of challenge
1	Low academic attainment in Reading and Writing in KS2, Maths in LKS2
2	Low academic attainment in Reading and Writing in KS1
3	Self-esteem and confidence which are a barrier to learning in KS1 and 2
4	School attendance is a barrier to learning for a select few pupils eligible for PPG
5	Healthy diet and lifestyle is a barrier to learning for some pupils eligible for PPG

## 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
A narrowing for the attainment gap in reading in KS2	Pupils eligible for PPG will achieve in line with their peers and at or above NA in reading
A narrowing for the attainment gap in writing in KS2	Pupils eligible for PPG will achieve in line with their peers and at or above NA in writing
Pupils feel confident and able to learn	Pupils will apply growth mindset principles to their learning styles and will achieve and make progress
Pupils attend school, learn and make progress	Pupils will attend for at least 96% of the time Pupils will access home learning if they are not at school for covid reasons.

Pupils are aware of healthy lifestyle choices and the need to be healthy, they can apply these choices.

Pupils are ready to learn when they arrive at school, they can concentrate effectively due to healthy food and lifestyle choices.

## 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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Growth mindset staff training – PD day January 2022 (£2,000)	<ul style="list-style-type: none"> <li>• Focussed CPD to provide staff training on the principles of Growth Mindset to provide practical examples to use within daily teaching and learning.</li> <li>• CPD provided through Chester University.</li> </ul>	1, 2, 3, 4, 5
Happiness trainer twilight session Oct 2022 (£500)	<ul style="list-style-type: none"> <li>• Practical sessions, one for parents and one for teaching staff to provide an insight into the programme experienced by all learners.</li> <li>• Training intended to offer practical tips and examples of how positive mindset can influence learning through children's happiness and positivity, self-belief and self-worth.</li> </ul>	3, 5
Specific training on Masking in Education January PD day 2022 (£500)	<ul style="list-style-type: none"> <li>• CPD provided to make all staff aware of the problems related to masking and barriers to overcome this to ensure all children feel confident and secure to be themselves. Mainly SEND, however some issues relating to masking and performance may also affect some of our disadvantaged pupils.</li> </ul>	1, 2, 3, 4, 5

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

Budgeted cost: £35,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Covid catch up reading groups – CW (£11,000) Recovery funding	<ul style="list-style-type: none"> <li>• Weekly intervention groups focussing on reading skills delivered by an experienced teacher and previous literacy lead.</li> </ul>	1, 2, 3, 4

	<ul style="list-style-type: none"> <li>• Reading has been identified as an area to close the gap, in particular inference in KS2.</li> <li>• Weekly reading groups will focus on tasks personalised to the children including comprehension, inference and the actual skill of reading using phonics for EY/KS1.</li> <li>• Weekly tasks are also sent home to ensure continuation of skill and to ensure regular reading practise is happening for these pupils.</li> </ul>	
Daily reading, 15 mins for each TA (10,624)	<ul style="list-style-type: none"> <li>• 1:1 time individual reading with a TA. 'Daily readers' are identified in each class and these children read to an adult every day.</li> <li>• Focus points are: the need for regular practice, language acquisition, reading for pleasure and comprehension.</li> <li>• This additional reading will in turn impact on children's writing ability through access to wider vocabulary and sentence structure in addition to story ideas and language styles.</li> </ul>	1, 2, 3, 4
Lara Chaplin intervention groups (£11,729)	<ul style="list-style-type: none"> <li>• Weekly intervention groups led by a highly skilled teacher focussing on specific areas of need within each class. These rotate at least termly, often half termly.</li> <li>• Mrs Chaplin leads interventions in Writing and Maths. The children are selected to groups based on specific need – either to boost the children just below the expected standard to ensure they meet ARE, or to extend the more able to enable them to reach greater depth. Mrs Chaplin also works with children who are quite a way below ARE, with the hope of closing the gap and extending them as close to ARE as possible.</li> </ul>	1, 2, 3, 4
New KS2 reading books for targeted intervention based on high interest level pitched reading ability levels. (£2,000)	<ul style="list-style-type: none"> <li>• Collins big cat books purchased to support children in KS2 who have a low reading age but a high interest level. This will support their reading interest, further promote their love of reading, broaden the experiences to a range of high quality texts and support their well-being and self-confidence and they will be reading books which look similar to their peers, rather than books from KS1.</li> <li>• These reading books will also impact on</li> </ul>	1, 2, 3

	children's writing ability through access to wider vocabulary and sentence structure in addition to story ideas and language styles.	
New UKS1 bridging books. (£500)	<ul style="list-style-type: none"> <li>• Books to support the transition from phonic reading books to regular banded readers. These bridging books will support the children mainly in Y2 and Y3 to move through the reading programme within school and make progress.</li> <li>• These books will also impact on children's writing ability through access to wider vocabulary and sentence structure in addition to story ideas and language styles.</li> </ul>	1, 2, 3
Targeted intervention support at lunchtime and playtimes to enable effective structured play (£1,500)	<ul style="list-style-type: none"> <li>• Linked to sports premium.</li> <li>• Support to develop playleaders at lunchtime and playtime to ensure children are enjoying their time on the playground. Working to build relationships and support children to play together, taking turns, using equipment and using their imagination to play happily and safely.</li> <li>• Teaching traditional games and the use of sporting equipment to encourage healthy life styles as well as promoting self-esteem.</li> </ul>	3, 5

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

Budgeted cost: £ 6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in the Happiness Programme delivered by Katie, the Happiness Trainer, Shropshire. (£3,500, £500)	<ul style="list-style-type: none"> <li>• All children accessing 4 weeks of training; each class to receive half an hour of targeted mental health and well being for 4 consecutive weeks with gap tasks to complete in the class and at home and at school.</li> <li>• Parents trained in the key principles through an effective parents workshop session. Enabling families to apply the principles within their home lives to support collaborative thinking.</li> <li>• Staff trained in the key principles through a staff meeting twilight session and the actual class delivery sessions.</li> </ul>	3, 4

	Staff to continue the methodology and embed within daily practice. Governor & SLT learning walks to focus on this.	
Attendance rewards and recognition (£200)	<ul style="list-style-type: none"> <li>• Monthly class with the highest attendance using the wall chart in the hall – display and announce in achievement assembly and provide class rewards such as playtime rewards/time of the play equipment.</li> </ul>	3, 4
Growth Mindset training for all staff on PD day in January 2022 (£2,000)	<ul style="list-style-type: none"> <li>• Effective CPD to teach staff the principles of achieving growth mindset within their classroom.</li> <li>• Children will focus on what they can do and how to build on this to what they will be able to do next.</li> <li>• Positive effects on progress and attainment should be seen through small steps to success and self-belief.</li> </ul>	3
Mentor support with Mrs Mason (6hrs PPG from main budget - £6,676)	<ul style="list-style-type: none"> <li>• Delivery of small group session of Relax Kids and No Worries.</li> <li>• Delivery of 1:1 CBT intervention using Reach for the Top, Manage my Monster and other adapted or personalised programmes to cater for specific mental health and well-being needs.</li> </ul>	3
Providing a healthy start to the day to ensure children can concentrate effectively and are ready to learn. (£6,000 – BC) (£1,000 – food in class)	<ul style="list-style-type: none"> <li>• Breakfast club places for children eligible for PPG twice a week.</li> <li>• Daily in class breakfast (fruit or toast) when pupils arrive at school, to be provided in the classroom.</li> </ul>	4, 5
Providing daily milk to ensure vitamin content and supporting/promoting good bone development and oral health (£2,000)	<ul style="list-style-type: none"> <li>• Daily milk to all pupils eligible for PPG</li> </ul>	3, 5

**Total budgeted cost: £55,600**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Sport programme 1:1 focussing on sporting values, rules and respect.	Embrace, Shropshire.

### 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?	We offer the children additional support from a mentor in school who is widely trained in a range of well-being, mental health and academic support packages. Our mentor is also from a military family and can support families with specific needs. We offer additional reading time, Relax groups, in class or external support when



	needed and access to the mentor when needed.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Forces pupils happy and settled in school and accessing the curriculum as intended.</p> <p>Families supported at the time of need with a range of interventions or family support, such as deployment or postings.</p>

## Further information (optional)

--