

Pupil premium strategy statement

Hodnet Primary School 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	181
Proportion (%) of pupil premium eligible pupils	23% (10% FSM, 13% Service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24/25
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Penny Lyall
Pupil premium lead	Penny Lyall
Governor / Trustee lead	Steve Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,030
Recovery premium funding allocation this academic year	£2,570
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£46,600

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.
- We focus on core learning opportunities such as additional reading to ensure children can access the wider curriculum, and pastoral support to ensure pupils are settled, focussed and ready to learn. We analyse the specific needs of our cohorts and plan accordingly to ensure we can meet needs and develop our pupils based on their needs.
- We also support families by enabling pupils to have free breakfast club sessions to support working families or families in need, we also provide discounted events such as residential and key skills such as swimming and music tuition.

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, Writing and Maths in KS2 (based on internal data current KS2 pupils)
2	Low academic attainment in Reading (boys), Writing and Maths (girls) in KS1 22/23 (LKS2 in 23/24)
3	Self-esteem and confidence which are a barrier to learning to a select number of pupils 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 a select few 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 KS1	Pupils eligible for PPG will achieve in line with their peers and achieve expected levels
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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in the T&W Mental Health support pathway, Future in Mind £384	Future in Mind specific training to use within school in 23/24. CPD includes EBSA (Emotionally Based School Avoidance), CBT (Cognitive Behaviour Therapy) and anxiety.	1, 2, 3, 4 & 5
North Shropshire Mental Health trust – participate and host specific events base don the school action. (Free other than supply) £400	<ul style="list-style-type: none"> The new North Shropshire team will work with our Mental Health leading teacher (JD) to support specific pupils and their families. They will provide 1:1 or small group sessions with a trainee psychologist over the course of the academic year. CPD for JD running concurrently. Including our Mental Health Audit, Action Plan and Policy. 	1, 2, 3, 4 & 5
Academy conference, October 23.	Whole staff conference led by The 3-18 Education Trust. Workshop style training and key note speakers with a	1, 2, 3, 4 & 5

	focus on all aspects of education, mental health, lesson study, SEND, IT, wellbeing, specific needs, groups of learners.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Covid catch up writing groups – LC £2500 Recovery funding	<ul style="list-style-type: none"> • Weekly intervention groups focussing on writing, sentence structure, writing knowledge - delivered by an experienced teacher • Writing has been identified as an area to close the gap, in particular sentence structure in KS1 and content in KS2. • Weekly writing groups will focus on tasks personalised to the children including using phonics for EY/KS1. 	1, 2, 3, 4
Daily reading, 15 mins for each TA £10,624	<ul style="list-style-type: none"> • 1:1 time individual reading with a TA. 'Daily readers' are identified in each class and these children read to an adult every day. • Focus points are: the need for regular practice, language acquisition, reading for pleasure and comprehension. • 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. 	1, 2, 3, 4
Lara Chaplin intervention groups £12,729	<ul style="list-style-type: none"> • 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. • 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 	1, 2, 3, 4

	<p>the hope of closing the gap and extending them as close to ARE as possible.</p> <ul style="list-style-type: none"> • Mrs Chaplin also leads 1:1 sessions for specific learners to target and close their gaps. Focus for 23/24 is maths for the 1:1 Work. 	
<p>IT hardware to support teaching in KS1 £1500</p>	<ul style="list-style-type: none"> • TA laptop and digital screen to support phonic intervention sessions and interactive maths as part of Mastering Number 	2, 3, 4

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

Budgeted cost: £17,976


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentor support with Mrs Mason 6hrs PPG from main budget - £7,676</p>	<ul style="list-style-type: none"> • Delivery of small group session of Relax Kids and No Worries. • Delivery of specific programme Cool Kids • 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. 	3, 4, 5
<p>Providing a healthy start to the day to ensure children can concentrate effectively and are ready to learn. £5000 – BC £1000 – food in class</p>	<ul style="list-style-type: none"> • Breakfast club places for children eligible for PPG weekly based on need and parental preference. • Daily in class breakfast (fruit or toast) when pupils arrive at school, to be provided in the classroom. 	4, 5
<p>Providing daily milk to ensure vitamin content and supporting/promoting good bone development and oral health £2000</p>	<ul style="list-style-type: none"> • Daily milk to all pupils eligible for PPG 	3, 5
<p>Happiness Trainer classes R, 1, 2, 3 & 4 £1600</p>	<ul style="list-style-type: none"> • 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 	3,4

	<p>gap tasks to complete in the class and at home and at school.</p> <ul style="list-style-type: none"> • 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. • Staff previously trained in the key principles through a staff meeting twilight session and the actual class delivery sessions. Staff continued the methodology and embed within daily practice, however a repeated programme for new pupils and specific year groups is required in 23/24. 	
<p>Attendance incentives - rewards and recognition £200</p>	<ul style="list-style-type: none"> • 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. • Attendance certificates termly • Attendance recognition and information home on newsletters, monthly highest class attendance. 	3, 4, 5
<p>RAF specific events and projects £500</p>	<ul style="list-style-type: none"> • Participation in STEM projects ongoing throughout the year. 	1, 2, 3, 4
<p>Targeted intervention support at lunchtime and playtimes to enable effective structured play £1,500</p>	<ul style="list-style-type: none"> • Linked to sports premium. • 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. • Teaching traditional games and the use of sporting equipment to encourage healthy life styles as well as promoting self-esteem. 	3, 5

Total budgeted cost: £46,329

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 22/23

B/RAG rated against national comparisons and school data. 

Outcomes for learners in EYFS. TA EYFS-P	PP Expected standard	All pupils Expected standard	National Average (2022 figures as awaiting 2023 release in Nov 23)
Reading	100%	94%	
Writing	100%	82%	67% CLL
Maths	100%	88%	
PSED	100%	100%	
GLD overall	100%	82%	65%

Y1 Phonics 100% of the cohort achieved the expected standard in 22/23 – all groups.

Y2 Phonics

Outcomes for learners in KS1. TA inc SATs data	PP		All pupils		National Average
	Exp+	GD	Exp+	GD	
Reading	56%	0%	77%	16%	69%
Writing	33%	0%	65%	3%	61%
Maths	44%	0%	65%	10%	72%
RWM combined	22%	0%	55%	3%	56%

Outcomes for learners in KS2. TA inc SATs data	PP		All pupils		Non-PP		National Average
	Exp+	GD	Exp+	GD	Exp+	GD	
Reading	75%	25%	81%	41%	87%	53%	73%
SPAG	75%	33%	89%	48%	87%	60%	72%
Writing	75%	8%	89%	30%	100%	40%	71%
Maths	75%	33%	89%	37%	100%	33%	73%
RWM combined	58%	8%	74%	22%	100%	33%	59%

A review of our PPG strategy Intended outcomes

Outcome	Success criteria	Achieved?
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	PP learners achieved 2% above National Average levels which is an excellent result. However, 75% of PP learners achieved the expected standard or above compared to 87% of non-PP pupils, creating a gap of 12%.

		73% NA	75% PP	87% Non PP	81% All	gap +2 NA -12% non PP	
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	PP learners achieved 4% above National Average levels which is an excellent result. However, 75% of PP learners achieved the expected standard or above compared to 100% of non-PP pupils, creating a gap of 25%.					
		71% NA	75% PP	100% Non PP	89% All	gap +4% NA -25% non PP	
Pupils feel confident and able to learn	Pupils will apply growth mindset principles to their learning styles and will achieve and make progress	<i>Pupil questionnaire data to add</i> Anecdotal evidence suggests that pupils feel confident following their interventions with both LC and JM. They apply strategies to support their behaviour, social skills, well-being and academic abilities.					
Pupils attend school, learn and make progress	Pupils will attend for at least 96% or the time Pupils will access home learning if they are not at school for covid reasons.	National average for attendance in 92.6% Shropshire's average is 92.7% Hodnet's attendance target in 22/23 was 95% which we achieved as a collective, however PP pupils as an isolated group were 3.9% under target. 53% of the pupils who were classed as Persistently Absent were PP in 22/23.					
			All pupils	PP pupils	Non-PP		
		Attendance	95.18%	91.28%	96.09%		
		Pers Abs.	9.84%				
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.	<i>Pupil surveys to add data</i> Parents survey 2023 <ul style="list-style-type: none"> •88% Hodnet school has high expectations for my child •94% My child feels safe at Hodnet school •92% My child is happy at Hodnet school •92% My child is doing well at Hodnet School •92% My child enjoys participating in clubs and activities •92% Would recommend Hodnet school to another parent. 					

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
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<p>Sport coaching programme focussing on sporting values, rules and respect, confidence and resilience. (£30 per hour, 1 hour per week for 12 weeks = £360)</p> <p>Successful in 22/23. To be used as a lunchtime intervention in 23/24 to support successful happy lunchtimes and provide structure at unstructured times.</p>	<p>Embrace, Shropshire.</p>
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Service pupil premium funding

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<ul style="list-style-type: none"> • 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. • We participate in local and national service events as set out by the Little Troopers organisation. • We attend termly meetings at RAF Shawbury to ensure our links remain strong and that we participate in local events to support pupils.
<p>The impact of that spending on service pupil premium eligible pupils</p>
<ul style="list-style-type: none"> • Service pupils happy and settled in school and accessing the curriculum as intended. • Families supported at the time of need with a range of interventions or family support, such as deployment or postings • Service pupils academic achievements are in line with or above national averages, with many pupils working above expectations.

Further information

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