

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	Hatchell Wood Primary
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers	2020-2023
Date this statement was published	01/09/22
Date on which it will be reviewed	01/09/22
Statement authorised by	J Harris
Pupil premium lead	Gemma Snow
Governor / Trustee lead	James Bullock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,500
Recovery premium funding allocation this academic year	£14,000
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	£152,500

Part A: Pupil premium strategy plan

Statement of intent

At Hatchell Wood Primary, our aim is to ensure that our teaching and learning meets the needs of all our pupils, helping all pupils achieve their individual potential. The Pupil Premium funding enables us, starting with quality first teaching, to ensure that we provide extra provision for our pupils who fall into this group. We diagnostically assess and address their individual needs through challenge and engagement to reach their full potential. This may be academic support in areas where they have missed learning or where learning has not been embedded and so it needs to be revisited and reinforced. We also focus on mental health and wellbeing support so that the children are ready to learn through developing learning skills and resilience or are more able to process difficult events in their life including the impact of the pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils are not working at an age related level and have conceptual gaps or misconceptions. This includes phonics. This was further inhibited by lockdown for some pupils. 2022 data shows end of Key Stage 2 shows a 7% gap between PP and non PP in reading (national 18%) a 14% gap in writing (national 20%) and a 28% gap in maths (national 22%)
2	Limited speech and language and/or vocabulary skills. This may also be further inhibited by lockdown for some pupils. Assessments, observations and discussions evidence this.
3	In some cases, learning skills may need developing, eg organisation, commitment, resilience and self regulation. This may also be further inhibited by lockdown for some pupils.
4	In some cases, consistent attendance and punctuality. Persistent absence for PP children is 18.5% higher than non pp children
5	Need to develop enrichment activities as, in some cases, access to resources, such as books, libraries and life experiences and parental reticence to engage limit pupil's potential. This has been evidenced by Thrive screening and observations/discussions with pupils
6	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school. During lockdown a lack of engagement in remote learning (either online or paper based).

7	Mental Health and wellbeing is an issue for many children (increasing number since lockdown – see vulnerability register). This has been evidenced by Thrive screening and observations/discussions with pupils
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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
Progress in Reading – improved attainment among disadvantaged pupils	Achieve above national average progress scores in KS2 Reading
Progress in Writing - improved attainment among disadvantaged pupils	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics - improved attainment among disadvantaged pupils	Achieve above national average progress scores in KS2 Maths
Phonics - improved attainment among disadvantaged pupils	Achieve well above national average expected standard in PSC – 95%+
Attendance improved	At or above 96%
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged and vulnerable pupils	Thrive screening shows an improvement in children’s social and emotional health on an individual, class and school measures

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: £ 52,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to pupil ratio support to be decreased in key year groups to enable quality support and same day intervention and accelerate progress.	Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers	1, 2, 3

	<p>Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.</p> <p>An Institute of Education research report, 2002 'Pupil Adult Ratio Differences' concluded that teachers' perception of stress is related to the number of pupils they teach.</p>	
<p>Walkthru Resources linked to Rosenshine Principles of Instruction as a basis for staff CPD to ensure quality first teaching and teaching methods aligned with how children learn.</p>	<p>Walkthru resources are research evidence based fifty strategies to instructional coaching led by Tom Sherrington, Oliver Caviglioli, Dylan Williams, Mary Myatt amongst others. (see website for details)</p>	1, 2, 3
<p>Little Wandle Revised Letters and Sounds programme – Staff trained and scheme integrated and taught effectively across KS1 (and lower KS2 where necessary whilst recovering from lost learning)</p>	<p>DFE Approved SSP programme to ensure continuity, clarity and progression through phonics teaching</p> <p>DFE – By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p> <ul style="list-style-type: none"> • give all children a solid base upon which to build as they progress through school help children to develop the habit of reading widely and often, for both pleasure and information particularly for disadvantaged pupils: <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose Maths Hub resources and CPD (including Teaching for Mastery training and small steps planning).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	5, 6, 7
<p>Introduce the use of STAR assessment across the whole school to ensure all children's attainment and</p>	<p>'Renaissance assessment and practice solutions are recognized by national educa-</p>	1,2,3

progress can be accurately monitored and tracked.	tional organizations and publications dedicated to ensuring all students receive an outstanding education.'	
<p>Use of Launchpad for Literacy Programme.</p> <p>Launchpad for Literacy is all about children, the skills they have and the skills they need for all aspects of literacy .</p> <p>It is a systematic, skill-based approach.</p>	<p>This will:</p> <ul style="list-style-type: none"> • outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the 'bottom-up.' • Identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. • identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.' 	1,2,3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ongoing in class intervention</p> <p>Provision maps based on analysis of data show individual targeted support and are analysed for impact –</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these-</p> <p>Small group tuition having an impact of +4 months (EEF)</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p>	1-3
<p>Individual and/or group tutor session which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these-</p> <p>Small group tuition having an impact of +4 months (EEF)</p>	1-3

formative based initially. Small group and/or one to one tuition with particular focus on (dependent on year group) phonics, reading, writing arithmetic/basic maths skills. These will be taught by experienced qualified teachers and an experienced TA	Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support..	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <ul style="list-style-type: none"> • Phonics Toolkit Strand Education Endowment Foundation EEF 	1, 2
Purchase of Reading Plus to improve reading accuracy, speed and comprehension in Key Stage 2	Reading practice and focus on age appropriate ability matched texts to improve fluency Special Research Report: COVID-19 Pilots Results 2020 - Reading Plus	1, 2, 3

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive Learning Mentors and 1 to 1 support work on children's individual action plans</p> <p>Whole school Thrive – Thrive assessments for all pupils to identify social and emotional needs and develop class/individual plans to develop organisation, commitment, resilience and self regulation</p>	<p>Thrive</p> <p>Pupils are supported with their individual emotional needs as identified by their Thrive assessment.</p> <p>'Scientists have discovered that the neural pathways of the brain and wider nervous system are relatively unformed at birth, undergoing much of their development during the first three years of life in response to relational experiences with primary care-givers. A key development during this period is the establishment of the body's stress-response system. It remains possible to intervene at a later stage to fill the gaps if this is under developed'</p> <p>Remove barriers to learning and getting vulnerable children ready to learn in school</p>	3-5

	<p>by allowing children a safe environment where they can talk about their feelings and worries so that they are learning ready.</p> <p>EEF - Improving Social and Emotional Learning in Primary Schools</p> <p>EEF - Metacognition and Self-regulated Learning</p>	
<p>Development of EMBRACE and PSHE Curriculum to support the above including Forest School – support will be tailored to the need of individuals to enable them to be ready to learn</p>	<p>‘Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.’</p>	<p>3-6</p>

Total budgeted cost: £ 152,500

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 2022 to 2023 academic year:

Early Years

Hatchell Wood

	% of cohort	GLD 2023	All ELGs	Goals Exp.	LA (GLD)	England	GLD 2022	GLD 2019
All pupils (59)	100%	68%	68%	13.5	67%	67%	72%	71%
Female (32)	54%	72%	72%	14.8	74%	74%	73%	77%
Male (27)	46%	63%	63%	12.0	61%	61%	71%	64%
PP (8)	14%	38%	38%	10.9	54%	52%	13%	83%
Not PP (51)	86%	73%	73%	13.9	70%	70%	81%	70%

Phonics

Hatchell Wood

Year 1

	% of cohort	Wa	Mark	LA	England	Wa 2022	Wa 2021	GLD 2022
All pupils (60)	100%	90%	35.0	80%	79%	79%	88%	72%
Female (22)	37%	95%	36.4	83%	83%	83%	96%	73%
Male (38)	63%	87%	34.2	77%	76%	71%	82%	71%
PP (10)	17%	50%	25.6	69%	67%	45%	67%	13%
Not PP (50)	83%	98%	36.7	84%	82%	87%	93%	81%

Key Stage 1

Hatchell Wood

Reading

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
All pupils (53)	100%	77%	28%	49%	11%	11%	0%	66%	68%
Female (30)	57%	80%	33%	47%	13%	7%	0%	70%	72%
Male (23)	43%	74%	22%	52%	9%	17%	0%	62%	65%
PP (12)	23%	58%	8%	50%	25%	17%	0%	52%	54%
Not PP (41)	77%	83%	34%	49%	7%	10%	0%	72%	73%

Key Stage 1

Hatchell Wood

Writing

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
All pupils (53)	100%	70%	11%	58%	19%	11%	0%	59%	60%
Female (30)	57%	77%	17%	60%	17%	7%	0%	65%	66%
Male (23)	43%	61%	4%	57%	22%	17%	0%	53%	54%
PP (12)	23%	50%	0%	50%	33%	17%	0%	42%	45%
Not PP (41)	77%	76%	15%	61%	15%	10%	0%	66%	65%

Key Stage 1

Hatchell Wood

Maths

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
All pupils (53)	100%	85%	25%	60%	6%	9%	0%	71%	71%
Female (30)	57%	83%	20%	63%	10%	7%	0%	71%	70%
Male (23)	43%	87%	30%	57%	0%	13%	0%	70%	71%
PP (12)	23%	67%	0%	67%	25%	8%	0%	56%	56%
Not PP (41)	77%	90%	32%	59%	0%	10%	0%	77%	75%

Key Stage 1

Hatchell Wood

Reading, writing and maths

	% of cohort	TA		LA	England
		EXS+	GDS	EXS+	EXS+
All pupils (53)	100%	68%	8%	56%	56%
Female (30)	57%	73%	10%	61%	61%
Male (23)	43%	61%	4%	51%	52%
PP (12)	23%	42%	0%	40%	40%
Not PP (41)	77%	76%	10%	63%	61%

Key Stage 2

Hatchell Wood

Reading

	% of cohort	Test				LA	England
		Score	Exp+	High	Progress	Exp+	Exp+
All pupils (55)	100%	105	76%	22%	-2.0	68%	73%
Female (26)	47%	106	77%	23%	-1.4	72%	76%
Male (29)	53%	103	76%	21%	-2.4	65%	70%
PP (18)	33%	103	78%	17%	-2.9	57%	60%
Not PP (37)	67%	105	76%	24%	-1.5	75%	78%

Key Stage 2

Hatchell Wood

Writing

	% of cohort	Teacher assessment						Progress	LA	England
		EXS+	GDS	EXS	WTS	PKS	EM		EXS+	EXS+
All pupils (55)	100%	60%	5%	55%	35%	4%	0%	-3.3	68%	72%
Female (26)	47%	69%	12%	58%	27%	0%	0%	-1.5	75%	78%
Male (29)	53%	52%	0%	52%	41%	7%	0%	-4.7	60%	65%
PP (18)	33%	56%	0%	56%	33%	11%	0%	-4.1	54%	58%
Not PP (37)	67%	62%	8%	54%	35%	0%	0%	-2.9	75%	77%

Key Stage 2

Hatchell Wood

Maths

	% of cohort	Test				LA	England
		Score	Exp+	High	Progress	Exp+	Exp+
All pupils (55)	100%	103	65%	20%	-1.6	71%	73%
Female (26)	47%	105	69%	35%	-0.9	70%	72%
Male (29)	53%	102	62%	7%	-2.2	72%	73%
PP (18)	33%	101	56%	17%	-2.5	58%	59%
Not PP (37)	67%	104	70%	22%	-1.2	78%	79%

Key Stage 2

Hatchell Wood

Grammar, punctuation and spelling

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (55)	100%	103	64%	16%	68%	72%
Female (26)	47%	104	69%	19%	72%	77%
Male (29)	53%	101	59%	14%	64%	68%
PP (18)	33%	101	56%	17%	55%	59%
Not PP (37)	67%	103	68%	16%	75%	78%

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year:

Key stage 2 data:

Reading

	% of cohort	Test				LA	England
		Score	Exp+	High	Progress	Exp+	Exp+
All pupils (60)	100%	103	68%	17%	-2.0	70%	75%
Female (25)	42%	102	64%	8%	-3.1	76%	80%
Male (35)	58%	104	71%	23%	-1.3	64%	70%
PP (16)	27%	101	63%	6%	-3.2	57%	63%
Not PP (44)	73%	104	70%	20%	-1.6	76%	79%

Writing

	% of cohort	Teacher assessment							LA	England
		EXS+	GDS	EXS	WTS	PKS	BLW	Progress	EXS+	EXS+
All pupils (60)	100%	73%	13%	60%	20%	2%	0%	+0.7	68%	70%
Female (25)	42%	84%	16%	68%	12%	0%	0%	+2.3	76%	77%
Male (35)	58%	66%	11%	54%	26%	3%	0%	-0.5	60%	63%
PP (16)	27%	63%	6%	56%	31%	6%	0%	+0.4	54%	56%
Not PP (44)	73%	77%	16%	61%	16%	0%	0%	+0.8	75%	75%

Maths

	% of cohort	Test				LA	England
		Score	Exp+	High	Progress	Exp+	Exp+
All pupils (60)	100%	102	58%	15%	-2.3	66%	71%
Female (25)	42%	100	56%	4%	-4.5	67%	71%
Male (35)	58%	104	60%	23%	-0.7	65%	72%
PP (16)	27%	100	38%	0%	-3.1	51%	57%
Not PP (44)	73%	103	66%	20%	-2.1	74%	77%

Combined

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
All pupils (60)	100%	52%	3%	54%	59%
Female (25)	42%	52%	0%	60%	63%
Male (35)	58%	51%	6%	49%	55%
PP (16)	27%	38%	0%	39%	43%
Not PP (44)	73%	57%	5%	62%	65%

Early Years

	% of cohort	GLD 2022	All ELGs	Total points	LA (GLD)	England	GLD 2019	GLD 2018
PP (8)	13%	13%	13%	26.8	51%	50%	83%	60%
Not PP (52)	87%	81%	81%	32.4	68%	68%	70%	71%

Year 1 phonics

	% of cohort	Wa	Mark	LA	England	Wa 2019	Wa 2018
PP (11)	20%	45%	24.7	65%	63%	43%	75%
Not PP (45)	80%	87%	34.1	80%	79%	94%	96%

Year 2 (phonics re-sits)

	% of cohort	Wa	Mark	LA	England	Wa 2019	Wa 2018
All pupils (7)	100%	57%	24.4	47%	47%	100%	71%
Female (1)	14%	0%	13.0	49%	51%	100%	50%
Male (6)	86%	67%	26.3	46%	44%	100%	80%
PP (3)	43%	67%	27.3	43%	41%	100%	33%
Not PP (4)	57%	50%	22.3	51%	51%	100%	100%

Key Stage 1 results

Reading

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	BLW	EXS+	EXS+
All pupils (57)	100%	79%	32%	47%	11%	9%	0%	65%	67%
Female (24)	42%	83%	46%	38%	8%	4%	0%	70%	71%
Male (33)	58%	76%	21%	55%	12%	12%	0%	61%	64%
PP (15)	26%	67%	13%	53%	13%	20%	0%	54%	52%
Not PP (42)	74%	83%	38%	45%	10%	5%	0%	70%	72%

Maths

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	BLW	EXS+	EXS+
All pupils (57)	100%	81%	28%	53%	12%	5%	0%	68%	68%
Female (24)	42%	83%	25%	58%	4%	8%	0%	68%	67%
Male (33)	58%	79%	30%	48%	18%	3%	0%	68%	68%
PP (15)	26%	73%	13%	60%	20%	7%	0%	56%	52%
Not PP (42)	74%	83%	33%	50%	10%	5%	0%	73%	72%

Writing

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	BLW	EXS+	EXS+
All pupils (57)	100%	75%	25%	51%	16%	7%	0%	58%	58%
Female (24)	42%	79%	33%	46%	13%	4%	0%	65%	64%
Male (33)	58%	73%	18%	55%	18%	9%	0%	51%	52%
PP (15)	26%	53%	13%	40%	33%	13%	0%	45%	42%
Not PP (42)	74%	83%	29%	55%	10%	5%	0%	63%	63%

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)