

# Pupil premium strategy statement – Hatfield Community Free School

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	418
Proportion (%) of pupil premium eligible pupils	24.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Victoria Hobson (Principal)
Pupil premium lead	Victoria Hobson (Principal)
Governor / Trustee lead	Maxine Kinghorn (Premiums Link Trustee)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,425.00
Recovery premium funding allocation this academic year	£15,370.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£160,795.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve their full potential across the primary curriculum and have access to enrichment opportunities that they may not have access to due to levels of vulnerability, deprivation and disadvantage. This includes support and provision for those pupils who are already high attainers or have special educational needs.

Quality first teaching for all pupils, regardless of levels of disadvantage, is at the heart of our approach. This means that the attainment and progress of all pupils (disadvantaged and non-disadvantaged pupils) will be sustained and improved. Particular focus will be provided on areas in which disadvantaged pupils require the most support so that disadvantaged attainment gaps can be closed.

Our strategy is also integral to the focused provision in core subjects for those not meeting age related expectations as a result of the COVID-19 pandemic. Pupils whose education has been worst affected (disadvantaged and non-disadvantaged pupils) have access to an adapted curriculum which aims to close attainment gaps and accelerate progress for them. In addition to this is targeted support through a tutoring programme led by Learning Support Practitioners who make links to learning in daily lessons.

Our approach also knows that emotional wellbeing is key to progress and achievements and therefore we implement Thrive® support across the school to support pupils in regulating their emotions and mental well-being.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils have access to emotional support whenever needed
- Act early to intervene at the point need is identified through quality first teaching and learning as well as learning interventions
- Ensure all staff are aware of the disadvantaged pupils they work with and the targets for attainment and progress for them as an individual

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils, teachers and parents indicate that writing and mathematics has been most affected by the pandemic for disadvantaged pupils. There is also a gender difference in KS2 with boys being further disadvantaged. Targeted teaching needs to be in place to ensure PPG pupils are not disadvantaged.
2	Assessments, observations and discussions with pupils, teachers and parents indicate that emotional well-being and mental health of both pupils and parents has been greatly affected with high levels of attachment and pupils finding it difficult to regulate their emotions and conduct age appropriate social interactions successfully. This is impacting their learning and the learning of others around them. Both parents and pupils are also showing high levels of anxiety.
3	Assessments, observations and discussions with pupils, teachers and parents indicate phonics learning and development has been affected by the pandemic, especially for disadvantaged pupils and those in Y3 who have not completed a full academic year in school since beginning Reception in September 2019.
4	Observations and discussions show that access to wider extra-curricular activities for all pupils have been severely impacted due to National Lockdowns and COVID-19 risk assessment measures.
5	Parental support for disadvantaged pupil's learning is not always consistent. Parents are often unable to support their child's learning at home for a range of reasons, including high levels of EAL in the family, lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support, lack of access to resources at home and other health or social pressures.

## 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
Improved well-being for all pupils enabling them to regulate their emotions, improve their mental health and develop their socialising skills to enable to access learning and enable themselves and others around them to learn	Thrive® is available to all pupils when they are not able to regulate or need some support or a safe space to discuss emotions and problems. Pupils are then able to re-engage with learning and social experiences with minimal disruptions for themselves and others around them.
Improved learning outcomes for pupils enabling them to achieve their full potential	Teachers will offer quality first teaching and learning and Learning Support Practitioners will provide additional interventions to enable the best outcomes for pupils.
Improved and accelerated progress in writing and mathematics for all pupils and in particular PPG and boys in KS2	Adapted curriculum groups, individualised interventions through the tutoring programme and adaptations to curriculum schemes of work will be implemented. Pupils will make accelerated progress and apply the skills taught. Adults will also be identified to provide individuals with further support within lessons. Progress and attainment tracking will demonstrate that PPG pupils will achieve as well as non PPG pupils.
Improved attainment and accelerated progress in Phonics for those who have been impacted by the pandemic  Return to pre-pandemic phonics achievements for those who have begun their primary education journey since September 2021	Whole class and individualised interventions in place to close learning gaps in phonological knowledge extended into LKS2 to ensure pupils have the required phonological skills. High levels of communication in relation to phonics attainment for pupils with parents to encourage a collaborative approach to learning to read and write using Little Wandle phonics scheme.
Improved access to a wider range of clubs and extra curriculum learning experiences	Free access to one extra-curricular activity of choice per term including sport, arts and technology
Improved parental support and engagement for pupil's learning outside of school	A wide range of parental workshops will be offered by the teaching team to support parental engagement and understanding as well as confidence in supporting learning outside of school. Support materials to be readily available on the school website for parents to access at convenient times to them.

## 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: £43,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adapted Curriculum – will provide small group tuition in core subjects by fully qualified teachers three times per week plus additional interventions</p> <p>£43,095 (<i>cost of two teachers providing equivalent of 5 days adapted curriculum teaching plus interventions</i>)</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p><a href="#">Link to the EEF Small Group Tuition Teaching and Learning Toolkit</a></p>	1

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

Budgeted cost: £40,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One Maths Tutoring for children in UKS2 on a weekly basis</p> <p><b>£16,100</b> (cost of 15 children receiving in Autumn Term and 23 in both Spring and Summer Term)</p>	<p>Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. Research into affordable primary tuition found that pupils who received tuition made +5 months additional progress.</p> <p><a href="#">Link to the EEF One to One Tuition Evidence</a></p>	1
<p>Individualised Counselling and Play Therapy sessions for those children in receipt of PPG who have had significant ACEs affecting their engagement in learning and with their peers</p> <p><b>£4,500</b> (cost of 2 children receiving weekly sessions across the course of the academic year)</p>	<p>Children need to be given opportunities to express and understand their experiences in a safe and non-judgemental environment with a trained and trusted adult.</p> <p><a href="#">Link to Safe Space Counselling</a>  <a href="#">Link to Buttercup Play Therapy</a></p>	2
<p>Provide targeted interventions to pupils within the classroom</p> <p><b>£20,000</b> (cost of 13 LSPs delivering one afternoon per week of interventions)</p>	<p>Targeted deployment, where learning support practitioners are trained to deliver an intervention to small groups or individuals have a higher impact.</p> <p><a href="#">Link to the EEF Teaching Assistant Interventions Teaching and Learning Toolkit</a></p>	1,3

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

Budgeted cost: £77,100.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to one paid extra-curricular activity per term of the academic year for pupils in receipt of PPG (activity can be chosen by the child/family from all on offer)</p> <p>£4,000 <i>(cost of 104 children completing one club per week, per term)</i></p>	<p>Research shows too many young people from disadvantaged backgrounds never get the chance to undertake extra-curricular activities. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging.</p> <p><a href="#">Link to Social Mobility Commission documentation about Extra Curricular Activities</a></p>	2,4
<p>Thrive Approach to be used for individually identified children as well as a whole school approach in all classrooms</p> <p>£50,000 <i>(cost of accreditation, license, staffing and CPD for the year)</i></p>	<p>Schools using the Thrive Approach report benefits including fewer disruptions in class, reduced exclusions and improved academic results. It enables pupil's needs to be better understood and met.</p> <p><a href="#">Link to the Thrive Approach</a></p>	2
<p>Wide range of Parent Workshops and events on offer across the school to increase parental engagement and support for learning outside of school</p> <p>£0</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><a href="#">Link to the EEF Parental Engagement Teaching and Learning Toolkit</a></p>	5
<p>Full funding of school trips for pupils in receipt of PPG each academic year</p> <p>£15,000</p>	<p>Research shows too many young people from disadvantaged backgrounds never get the chance to undertake extra-curricular activities. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging.</p>	2,4

	<a href="#">Link to Social Mobility Commission documentation about Extra Curricular Activities</a>	
<p>Purchase of two pieces of school uniform per academic year as well as a blazer for each pupil entering UKS2 and a backpack for each YR commencing their learning journey at HCFS.</p> <p>£3,500</p>	<p>Being able to wear your full school uniform brings a sense of pride, can improve behaviour and well-being. Not all families in receipt of PPG can afford to purchase the full school uniform for their child, despite the new law brought in in 2021 to make uniforms more affordable for families which mean pupils could be vulnerable to losing a sense of belonging to the school community.</p> <p><a href="#">Link to benefits of school uniform</a> <a href="#">Link to school uniform law - 2021</a></p>	2
<p>Access to an enrichment activity relating to the arts at Christmas time</p> <p>£600 <i>(cost of pantomime for Y2, Y3, Y4)</i></p>	<p>Research shows too many young people from disadvantaged backgrounds never get the chance to undertake extra-curricular activities. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging.</p> <p><a href="#">Link to Social Mobility Commission documentation about Extra Curricular Activities</a></p>	2, 4
<p>Animals in school</p> <p>£4,000 <i>(cost of Dog Mentor training and fish tank maintenance)</i></p>	<p>Research shows are many benefits to having animals in school, including: a calming effect on pupils, particularly those with behavioural or learning difficulties. improved behaviour and concentration, reduced stress and improved self-esteem. encouraging expression and participation in more withdrawn children.</p> <p><a href="#">Link to The Dog Mentor</a> <a href="#">Link to Pets in School</a></p>	2

**Total budgeted cost: £160,795.00**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Development of a language rich curriculum and environment in EYFS**

*71.7% of the cohort achieved GLD. 88.3% of the cohort achieved the expected level in listening, attention and understanding. 90% of the cohort reached the expected level in speaking.*

#### **Adapted Curriculum – will provide small group tuition in core subjects by fully qualified teachers three times per week plus additional interventions**

*Steps of progress by pupils in ACL this year: Reading: 4.6 Writing: 3.7 Maths: 4.3*

*Steps of progress by pupils in ACU this year: Reading: 6.9 Writing: 3.4 Maths: 4.5  
(3 shows expected progress)*

#### **Provide targeted interventions to pupils within the classroom by support staff who have completed the National Tutoring Programme CPD**

*Percentage of children on OPP in each year has reduced by the following percentages by the end of the academic year: YR – 6.1% Y1 – 9.3% Y2 – 12.2% Y3 – 2.2% Y4 – 1.8% Y5 – 7.4%*

#### **Thrive Approach (Accreditation and License, Staffing and CPD) to be used for individually identified children as well as a whole school approach in all classrooms**

*Approx. 50 children have benefited from this provision over the course of the year. Improved attitudes and behaviours observed.*

- **Access to one paid extra-curricular activity per term of the academic year for pupils in receipt of PPG**
- **Full funding of school trips for pupils in receipt of PPG each academic year**
- **Purchase of two pieces of school uniform per academic year as well as a blazer for each pupil entering UKS2 and a backpack for each YR commencing their learning journey at HCFS**

*Financial support for clubs, trips and uniform ensured that PPG children were not impacted financially for these costs.*

#### **Access to an enrichment activity relating to the arts at Christmas time (pantomime/cinema trip)**

*Children benefited from this enrichment activity and still speak about how much they enjoyed it.*

## Externally provided programmes

Programme	Provider
Thrive	The Thrive Approach
Counselling	Safe Space
Play Therapy	Buttercup Play Therapy
1:1 Maths Tutoring	Third Space Learning

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A