

Pupil premium strategy statement – Hexthorpe Primary

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	Hexthorpe Primary
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	45% (196 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (2021-2024)
Date this statement was published	November 2021
Date on which it will be reviewed	September 2021 (plus annual review Sept 2022)
Statement authorised by	
Pupil premium lead	Ruth Veal
Local Governance Committee member / Trustee lead	Tomas Thurogood-Hyde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,220 (196 pupils)
Recovery premium funding allocation this academic year	£14,752
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	£277,972

Part A: Pupil premium strategy plan

Statement of intent

Our principles at Hexthorpe:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who are new to English and belong to vulnerable groups, this includes ensuring 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography & School Context

Hexthorpe Primary is a community school located in Hexthorpe, Doncaster. The majority of Hexthorpe pupils live in areas which contain significant pockets of deprivation characterised by high unemployment, low average incomes, low adult education and skills and poor housing and health and very limited spoken English. This is exemplified by Hexthorpe's free school meals data.

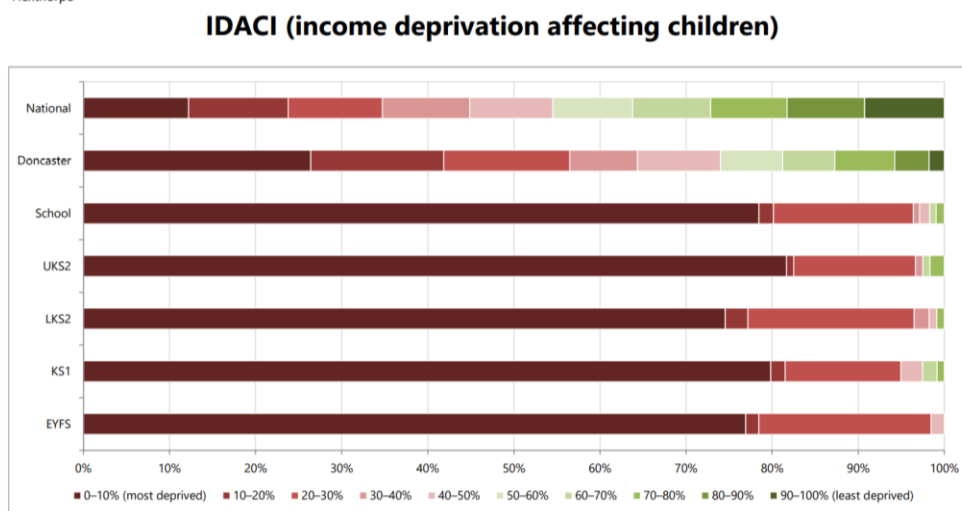
The proportion of pupils eligible for free school meals (FSM) is high at 50.35% (Oct 2021) an increase of 7.96% since October 2020 and pupil premium is at 51.04%. The FSM data for Hexthorpe is almost 3 times greater than national. Even though, in 2020, the number of FSM rose nationally to 15.8%, Hexthorpe's rate of increase was significantly higher over the same time frame. Due to the mobility of families, autumn term is spent collating data and ensuring that all eligible pupils get FSM. Within the school there is a proportion of pupils who are in the lowest income or no income households, who cannot claim for FSM. The systems in place do not identify this group of pupils who Professor Stephen Gorard describes as "super-deprived."

The Indices of Multiple Deprivation for the academy (IMD) demonstrates that 79% of all pupils are from the most deprived households nationally, this breaks down to 78% in EYFS, 79% in KS1, 79% in LKS2 and 80% in UKS2. A further 17% are in the 10-20% bracket of deprivation. Hexthorpe is one of the most deprived area in the locality based on the Index of Multiple Deprivation by lower super output area and ranked 9th out of 99 schools in the LA. The number of children in poverty is significantly worse in Hexthorpe than Doncaster, as a town. With regards to education and skills, 88% of pupils come from low skilled/educational homes: 88% EYFS, 86% KS1, 89% LKS2 and 89% UKS2. Doncaster has been identified by the Dfe as one of the 12 Opportunity Areas in England and within Doncaster Hexthorpe Primary has been further identified as an Opportunity Area 25 school.

Over the last two years the pupil population has become far more transient, with a significant rising trend of EAL; 76% of all admissions were for pupils with EAL (112 pupils) compared to 24% for non EAL (35 pupils). Within the first 6 weeks of the 2021-2022 academic year we had

70 new admissions, 99% of which are EAL. A significant proportion of admissions are new to country.

The transient nature of a significant proportion of pupils considerably affects the academy's attendance data. School has very robust systems and practices that have positively impacted on whole school attendance. Leaders have identified the families that impact most negatively on school attendance and there is a strong correlation between these families and an identified sub group within the non-white British population. The report* identifies that non-compulsory moves are strongly linked to the socially disadvantaged and especially Roma, Gypsy or Traveller children and this therefore impacts on their attendance. In addition to this many Roma, Gypsy, Traveller children do not access any preschool setting, nursery and often start school in Year 1, and so have not accessed any Early Years Education.



On entry: The majority of pupils (90+%) entering FS2 are below the typical level of development for their age in all seven areas of learning.

The aspects with the least amount of pupils (less than 20%) working well below are in the 2 areas of learning (Communication & Language, Physical Development)

Our curriculum offer

The school operates a knowledge based, vocabulary and language rich curriculum that offers a balance of the Hexthorpe drivers which are really specific to what the children need. We place great value in providing our children with rich, real-life experiences as part of a broad curriculum. Learning opportunities inside and outside the classroom. The schools aims to develop learners with the key value traits permeating through:

- *Scholarship* – providing our children with a knowledge rich, vocabulary focused curriculum that encourages them to become independent scholars in their own right.
- *Curiosity* – empowering our children to ask questions and become critical thinkers.
- *Tenacity* – ensuring that our children will have opportunities and experiences that they can pursue with tenacity, resilience and drive.

- *Aspiration* – presenting our children with an awareness of the opportunities that are available to them and the desire to want to achieve them.
- *Unity* – demonstrating the importance of togetherness as a school and community.

The curriculum aims to:

- Ensure that our children experience the very best start to their education & produce young people that are successful learners, confident individuals and responsible citizens.
- Enable pupils to be articulate and able to express their own ideas and opinions
- Provide a broad range of knowledge rich subjects
- Ensure every child is a confident and fluent reader
- Enable access to the wider curriculum to ensure that our children have a rich experience in cultural capital.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum which is delivered in a positive educational environment that cultivates high self-esteem and ensures that all members of the school community can take advantage of learning, high emphasis on oracy and leisure opportunities to make good progress and prepare them for the next stage of life.

Main objectives of the Pupil Premium Plan

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For disadvantaged pupils (that have KS1 data) in school to demonstrate expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths

Achieving these objectives

The range of provision the trustees consider making for this group include and would not be limited to:

- Reducing class sizes (mornings) in Year 6, thus improving opportunities for effective teaching and accelerating progress in Reading, Writing & Mathematics.
- Support for children that need it the most.
- Provide robust language and communication support.
- Additional teaching and learning opportunities.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument across the whole school.
- Ensure children have the best start to the day with a fully funded breakfast club.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Hexthorpe values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Language and communication- 16% of children have arrived (September 2021) with no English
2	24% of the schools population (94% are new to English) arrived at Hexthorpe during 2020-21 which presents a challenge of providing continuity in education
3	Pupils have experienced gaps in learning due to COVID-19. This has a particular impact on prior learning.
4	Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence.
5	The majority of pupils do not have opportunities beyond their experiences at home and at school.
6	Attendance and persistent absence is an ongoing challenge for the school to overcome.

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
1. Ensure that there is early intervention and targeted support in place to meet the individual needs with regards to language and communication.	<p><i>For pupils in receipt of the pupil premium:</i></p> <ul style="list-style-type: none"> ▪ Improved Teaching and Learning (through language development) across the school, leading to improved academic outcomes and active engagement: ▪ Pupils are able to independently communicate their needs in order for them to effectively participate in their learning ▪ Impact of achievement of SALT targets ▪ Progression through BELLS ▪ Improved and personalised learning opportunities, leading to improved

	engagement in learning and outcomes (for disadvantaged pupils).
2. Supporting children robustly when they enter school. Rigorous assessments in place after 6 weeks of immersion Targeted support for Phonics	<ul style="list-style-type: none"> ▪ <i>Improved language acquisition in order to access classroom learning</i> ▪ <i>Development of confidence</i> ▪ <i>Children being able to read phonetically</i>
3. Addressing gaps in learning Improve the quality of teaching and learning through high quality CPD and coaching	<ul style="list-style-type: none"> ▪ 100% of teaching is good across the whole school ▪ Phonics outcomes are significantly improved from 2019-20 ▪ Pupils achieve above national average progress scores in KS2 Reading (0) ▪ Pupils achieve above national average progress scores in KS2 Writing (0) ▪ Pupils achieve above national average progress scores in KS2 Mathematics (0) ▪ Achieve above national average expected standard in PSC
4. Development of social and emotional assessments in order to decipher need -Key staff (4 members) trained in trauma informed practice -Investment in key staff to provide targeted support to key children	<ul style="list-style-type: none"> ▪ Clearly identified pupils that need support and ultimately the support impacts on progress ▪ Trauma informed approaches enable all children
5. Children across the whole school will be provided with at least 2 school trips per year. -Year 4 & 6 are provided with a residential experience -All children will have the opportunities to learn multiple instruments -Theatre experiences are provided to Year 1 & Year 6 -Author visits provide inspiration to all on the love of reading	<ul style="list-style-type: none"> ▪ Children are enriched by their real-life experiences ▪ Children are made more aware of the world around them which in turn they can bring into their learning ▪ Development of musicality. ▪ Children have the opportunity to be successful in wider areas ▪ Develop their love of story ▪ Develop children's love of reading
6. Continuous drive to improve attendance to enable pupils to access more learning. Reduce persistent absence (31.35%)	Improved attendance from 2019-20 (week 24 pre-COVID) for disadvantaged pupils from 90.5% and significantly improved.

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: £42,854 (15.4% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For children to develop in their language and vocabulary use across the school.</p> <ul style="list-style-type: none"> -Development of Oracy through the Doncaster Oracy project -Quality CDP for all staff on language development -Visits to high achieving, language-rich schools -EYFS chatter buddies -SALT interventions throughout school -Key adults allocated to deliver these interventions (see below spend in targeted support) 	<p>Internal evidence Last year, (number of pupils who received support and impact of this support)</p> <p>External evidence</p> <p>Oral language intervention – very high impact for very low cost</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EYFS Communication and Language Education Endowment Foundation EEF</p> <p>Early literacy approaches</p> <p>Early literacy approaches aim to improve young children’s skills, knowledge or understanding related to reading or writing. Common approaches include activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing.</p> <p>Early literacy strategies may have components in common with Communication and language approaches and may also involve Parental engagement.</p> <p>There is evidence that a combination of early literacy approaches is likely to be more effective than any single approach. For example, some studies suggest that it is possible to develop certain aspects of literacy, such as knowledge of the alphabet</p>	<p>1, 2</p>

-Recruitment of learning mentor to support Pastoral Team		
Development of quality first teaching -Training & Staff CPD - TAs to attend 3 additional meetings per year Targeted resources	<p>Internal and external evidence Teaching & learning toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term to enable them to provide quality CPD.</p> <p>Development of Maths Mastery learning- impact of +5 months</p> <p>Maths resources to support implementation of Maths Mastery</p>	3

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

Budgeted cost: £164,798 (59.3% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved access to personalised learning opportunities—leading to improved academic outcomes in reading and Maths through the delivery of a targeted intervention e.g. RWI targeted tutoring, Fresh start, Reading Fluency & 1:1 reading for the lowest 20%</p> <p>Additional staffing / capacity to support the robust delivery of</p>	<p>Internal evidence Last academic year the reading intervention had a positive impact on reading ages and assessments outcomes (impact data through intervention tracking records), bottom 20%+ received additional 1:1 reading in all year groups enabling them to access more class reading content. Positive Pupil Voice around reading and reading for pleasure has increased.</p> <p>External evidence The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>RWI development days & resources</p>	1, 2, 3

<p>reading/ Maths interventions supported by the Recovery Premium part funded</p> <p>Specific TA support)</p>		
<p>Improved access to personalised learning opportunities and an extended curriculum— leading to improved academic outcomes and/or learning behaviours:</p> <ul style="list-style-type: none"> -Lunch time clubs are accessible for all -All children having the opportunity to play a musical instrument -Visitors and experiences brought into school -Spanish 	<p>External evidence</p> <p>Sally Goddard Blythe, a consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology supports the link between music and developments in language skills in her book, <i>The Genius of Natural Childhood</i>. Research base demonstrating positive effect of equine therapy on interaction.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Sport boosts confidence - the benefit of Sport on wider learning is outlined at; https://www.sportengland.org/research/benefits-of-sport/</p> <p>Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. http://www.bbc.co.uk/news/health-28703013</p> <p><u>Singing</u> - Sally Goddard Blythe, a consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology supports the link between singing and developments in language skills in her book, <i>The Genius of Natural Childhood</i>.</p>	<p>1 (supporting 2) 4 5</p>
<p>Early Years resourcing to meet the need of the new EY Framework and population of cohort</p>	<p>Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage. Foundation stage attainment is therefore consistently well below national and many children join Hexthorpe with very low levels of development.</p> <p>The EPPSE study (a longitudinal study assessing children’s development) found that children attending a high-quality pre-school showed an effect on attainment</p>	<p>1, 3, 4</p>

	<p>at the end of primary school when compared to those attending lower quality pre-school.</p> <p>EEF EYFS Toolkit Play Based Learning Education Endowment Foundation EEF</p> <p>Physical Development Approaches Education Endowment Foundation EEF</p>	
EY / KS1 Reading Books to ensure the books link to RWI and accelerate reading	<p>We undertook a review of EY's with Astrea Academy Trust to invest in new resources in June 2021 to ensure the needs of the new curriculum could be met. Phonics, Guided Reading and home reading books were overhauled as a result of an internal review of Phonics. An investment of new books was undertaken to support the EEF research into effective early reading.</p>	1, 2

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

Budgeted cost: £70,320 (25.3% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support to secure low levels of behavioural incidents</p> <p>Continuation of Thrive to support children's social and emotional development</p> <p>Provision of uniform to support the needs of children/families</p> <p>Continuation of Fareshare food parcels to support children/families</p>	<p>Internal evidence</p> <p>Last year, the pupils attending saw a positive impact / reduction in behavioural incidents. As a result of the support, one pupil made a successful transition back in to full time education (special school) and the other was been able to continue within education at the specialist support. Pupils have also enhanced their social communication and relationship skills both in and out of school as reported by parents.</p> <p>External evidence</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>2 (supporting 3)</p>

<p>Improved access to opportunities/ experiences and an extended curriculum— leading to improved attendance, improved academic outcomes and/or learning behaviours:</p> <ul style="list-style-type: none"> -Breakfast club – all children to have a free breakfast -Lunch time clubs are accessible for all -Every year group to have at least 1 trip per year 	<p>External evidence</p> <p>Sally Goddard Blythe, a consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology supports the link between music and developments in language skills in her book, The Genius of Natural Childhood.</p> <p>Research base demonstrating positive effect of equine therapy on interaction.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Sport boosts confidence - the benefit of Sport on wider learning is outlined at; https://www.sportengland.org/research/benefits-of-sport/</p>	<p>4, 5, 6</p>
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Total budgeted cost: £277,972

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 the DfE have stated that 2020 to 2021 results will not be used to hold schools to account. Given this, in school data and tracking has been used to populate the impact section where possible.

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
Catch-up Phonics Programme	Catch Up

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

In addition to the strategic plan mapped out in the strategy, additional resource has been allocated to the school to support a Direct Instruction intervention as part of a Corrective Curriculum approach in mathematics.