

Pupil premium strategy statement – Henley Green Primary 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	463
Proportion (%) of pupil premium eligible pupils	55.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Rebecca Bond Headteacher
Pupil premium lead	Estelle Collett-Cox
Governor / Trustee lead	Jeanette Oldacre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,385
Recovery premium funding allocation this academic year	£63,800
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
Total budget for this academic year <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>	£342,185

Part A: Pupil premium strategy plan

Statement of intent

When making decisions regarding Pupil Premium funding, it is important to consider the context of Henley Green Primary School and the challenges that are faced. Henley Green is situated in an area of high socioeconomic deprivation which has only been made worse by COVID-19. We serve a diverse and disadvantaged community with high levels of generational unemployment. Most of our families live in a mix of either social housing or private landlord accommodation. There are also a significant number of our children in temporary accommodation. Due to the deprivation our families face, many experience serious domestic issues, such as: debt, domestic violence, single parent families, mental health issues, homelessness and drug and alcohol misuse.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. At Henley Green, our aim is twofold: firstly, to ensure the safeguarding and wellbeing needs of our pupils are met and secondly to narrow the academic attainment gap with the national levels. We do this through a rich curriculum that enables our children to access wider opportunities they may not otherwise experience and embedding our school's core values.

Through support from our Leadership Team, teachers receive high quality teaching and learning support to enable pupils to make accelerated progress and close the attainment gaps. Emphasis is placed on identifying the gaps in pupils' learning through robust assessment and ensuring that planning allows for these learning objectives to be taught. Thorough data analysis is undertaken and targeted pupils are identified for further support in each year group. Where needed, early intervention will take place using evidence-based strategies.

Our strategy is closely linked to wider school plans for education recovery following the COVID-19 pandemic, including the targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Key Principles:

- Pupils' social, emotional and mental health needs are met.
- Pupils access quality first teaching in a safe environment.
- The attainment gap is closed against the national levels.
- Pupils access wider curriculum experiences to enhance their cultural capital.
- School core values are embedded so pupils are ready to move to the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the COVID-19 pandemic and to a greater extent than for other pupils. These findings are supported by national studies.</i></p> <p><i>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.</i></p>
2	<p><i>Assessments, observations and discussions with families indicate that children have a significantly low level of attainment in all areas on entry to the EYFS.</i></p>
3	<p><i>Internal and external assessments indicate that attainment in Reading, Writing and Maths is significantly below that of the national average.</i></p>
4	<p><i>Our assessments from observations and discussions with staff, pupils and families have identified social and emotional issues for many pupils. These are due to a range of reasons, which include the impact of COVID-19, socio-economic difficulties and the mental health of their parents and carers.</i></p> <p><i>Teacher referrals for support remain high and currently there are many pupils who require additional support with social and emotional needs including support from external agencies.</i></p>
5	<p><i>Our attendance data over the last year indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils.</i></p> <p><i>More disadvantaged pupils have been persistently absent compared to their peers. Our assessments and observations indicate that absenteeism has negatively impacted disadvantaged pupils' progress.</i></p>

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 reading attainment for all pupils, particularly our disadvantaged pupils	<p>KS2 reading outcomes in 2024/25 will show that the majority of pupils meet the expected standard.</p> <p>The majority of Year 1 children will pass Phonics Screening Check in 2024/25</p> <p>The majority of Year 2 children who did not pass the Phonics Screening Check in Year 1, will pass it in 2024/25</p>

	<p>Baseline assessment and key data points during the year.</p> <p>Monitoring including learning walks, triangulation (books, pupil voice and lesson monitoring), flipchart planning, pupil progress meetings.</p> <p>Staff CPD leads to planning and teaching which addresses gaps to improve outcomes.</p> <p>Targeted intervention and AFL is tailored in all classes.</p> <p>Ongoing RWI assessments – subscription to the RWI Hub for ongoing CPD and support.</p> <p>Salford Reading Tests completed at key points during the year.</p> <p>Ongoing teacher assessments</p> <p>Evidence-based interventions eg Fresh Start.</p> <p>Non-class based English and phonics lead supports all staff as part of SLT.</p> <p>Reading for Pleasure Project – teacher and TA engagement across the school</p> <p>Reading Ambassadors across the school</p>
<p>Improved writing attainment for all pupils, particularly among disadvantaged pupils</p>	<p>KS2 reading outcomes in 2024/25 will show that the majority of pupils meet the expected standard.</p> <p>Baseline assessment and key data points during the year.</p> <p>Monitoring including learning walks, triangulation (books, pupil voice and lesson monitoring), flipchart planning, pupil progress meetings.</p> <p>Staff CPD leads to planning and teaching which addresses gaps to improve outcomes.</p> <p>Introduction of “The Write Stuff” project.</p> <p>Targeted intervention and AFL is tailored in all classes.</p> <p>Ongoing teacher assessments</p> <p>Evidence-based interventions</p> <p>Non-class based English and phonics lead supports all staff as part of SLT</p>
<p>Improved maths attainment for all pupils, particularly among disadvantaged pupils</p>	<p>KS2 reading outcomes in 2024/25 will show that the majority of pupils meet the expected standard.</p> <p>Baseline assessment and key data points during the year.</p> <p>Monitoring including learning walks, triangulation (books, pupil voice and lesson monitoring), flipchart planning, pupil progress meetings.</p>

	<p>Staff CPD leads to planning and teaching which addresses gaps to improve outcomes.</p> <p>Introduction of “Maths Mastery”.</p> <p>Targeted intervention and AFL is tailored in all classes.</p> <p>Ongoing teacher assessments</p> <p>Evidence-based interventions eg Numberstacks</p> <p>Non-class based Maths lead supports all staff as part of SLT</p>
EYFS pupils make good or better progress across all areas.	<p>60% of children will achieve GLD at the end of Reception in 2024/25</p> <p>WellComm assessments</p> <p>Class assessment folders</p> <p>Use of online learning journal (Tapestry)</p> <p>Quality daily interactions with the children</p> <p>Parental involvement and professional involvement with health visitor, school nurse, Early Years SEN support team and family support Team</p> <p>All staff using the Development Matters checkpoints</p> <p>Team moderation opportunities</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from student voice, parent surveys and teacher observations - A significant increase in participation in extra-curricular activities, particularly amongst disadvantaged pupils. <p>Opportunities for extra-curricular activities signposted eg Forest School, Young Carers group.</p> <p>Creation of Mental Health and Wellbeing Action Group.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £117,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of whole school assessment package with CPD for all staff to ensure that they understand the importance of accurate assessment and are using it effectively.	Assessment package will help staff to monitor and track pupil progress effectively and accurately to identify specific strengths and weaknesses of each pupil, as well as identifying any trends. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Non-class based English Lead Able to provide ongoing support with planning and delivery of phonics using RWInc. Ongoing support with planning and delivery of Reading and Writing across the school. Provide CPD and training for all staff to improve delivery of high quality teaching. Ongoing monitoring and evaluation.	Most children entering Reception are at a level significantly below the National average in Communication and Language and English. 55% of Year 1 children passed the Phonics Screening Check in Summer 22 and need to continue with phonics support. The number of children working at ARE in reading and writing across Years 1-6 is well below the national average. Strategic support from non-class based English Lead will allow CPD and targeted support to improve attainment. Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3
Non-class based Maths Lead Able to provide ongoing support with planning and delivery of maths mastery. Provide CPD and training for all staff	Most children entering Reception are at a level significantly below the National average in Maths. The number of children working at ARE in maths across Years 1-6 is well below the national average. Strategic support from non-class based Maths Lead will allow CPD and targeted support to improve attainment.	1, 2, 3

<p>to improve delivery of high quality teaching. Ongoing monitoring and evaluation.</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
<p>Purchase of subscription to RWInc \and Fresh Start materials and ongoing support</p>	<p>This systematic phonics approach comes with support from a specialist and includes regular meetings and feedback with our English Lead, as well as training for staff. Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk) EEF publishes independent evaluation of Read, Write, Inc.... EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>WellComm programme</p>	<p>This package enables staff to identify areas for development for each child using diagnostic assessment and provides resources to support with communication development. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Maths Mastery CPD Three teachers are being trained as specialist Mastery teachers. Funding will provide teacher release time to embed key elements and allow support for colleagues. Identified Teaching Assistants taking part in mastery training to enable effective support.</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Mastery learning EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Wellbeing and Mental Health CPD delivered to all staff by Mental Health Specialists.</p>	<p>Mental Health audit identified that some staff lacked confidence in identifying and supporting children with mental health difficulties. This was identified as an area that they would like extra support with, especially following the impact of the COVID-19 pandemic. Impact of Covid on Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4</p>

Early Years Lead providing CPD for Early Years staff to improve provision for children.	NEW: Pandemic adversely affected young children's development,... EEF (educationendowmentfoundation.org.uk)	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £63,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>External agency support including</i></p> <ul style="list-style-type: none"> • EP • SEMH+L • CCT • EMAS 	<p>20% of children are on the SEN register. Due to COVID-10 pandemic many children also have gaps in learning and social and emotional difficulties which need addressing.</p> <p>School uses a variety of external agencies to give specialist advice and support.</p>	1, 2, 3, 4
<p><i>Speech and Language Therapist</i></p>	<p>Initial assessments show that a significant number of children enter school with a level of communication which is below their age level of development.</p> <p>Many of these children do not reach the threshold for the Speech and Language Therapy Service but still require support.</p> <p>School pays for a Speech and Language Therapist to come and give identified children support.</p>	1, 2
<p><i>Teacher tutoring small groups of identified children providing targeted support to close gaps in learning.</i></p>	<p>High quality teaching to support identified children with gaps in learning. Children receive personalised curriculum based on learning needs.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 3
<p><i>Identified pupils receive Lightning Squad Reading Intervention to develop reading skills.</i></p>	<p>Daily intervention for identified children in Years 2 and 3 who are not working at the expected level in Reading. Aim is to fill the gaps due to lost learning following COVID-19 pandemic.</p> <p>EEF Lit Review NeuroscienceAndEducation.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Small group reading intervention shown to boost pupil progress EEF (educationendowmentfoundation.org.uk)</p>	1, 3
<p><i>Identified pupils receive Numberstacks Maths Intervention to</i></p>	<p>Small group intervention for identified groups of children in KS2 who have gaps in learning following COVID-19 pandemic.</p> <p>EEF Lit Review NeuroscienceAndEducation.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 3

<i>strengthen understanding of key maths concepts.</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
<i>Reading Gladiators- Reading intervention to support reading comprehension and develop a love of reading for more able readers.</i>	More able readers across Years 2, 4 and 6 are supported in an intervention to extend their learning in reading as they require further support to develop higher level reading skills. Evidence based research from the EEF: EEF Lit Review NeuroscienceAndEducation.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 3
<i>Times Tables Rock Stars- Online maths activities designed to develop fluency in times tables.</i>	Children across Years 1-6 have their own access to the online platform at both home and school to target improvements in their number skills and there is home engagement. Years 3-6 use this as an intervention programme for those children who require more support to improve their times tables knowledge after falling behind through the lockdown period. Evidence based research from the EEF: EEF Lit Review NeuroscienceAndEducation.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 3

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

Budgeted cost: £144,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor (three days a week)	Providing support to identified pupils who require support with their wellbeing or to remove barriers to learning. This may be in class support, group or 1:1 sessions. These may include relaxation group, Lego therapy, art therapy or cookery club. Social and Emoional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	4
Family Support Team – three full time members of staff to support children and families and reduce	Offering support and advice for families and children that require help, including Child Protection, Children in Need and Early Help Plans. Delivery of interventions (such as Wishes and Feelings, Thrive or Pants Programme) to support children across the school with a variety of safeguarding, wellbeing and social and emotional needs. Delivery of interventions to support families, such as PPP. Monitoring attendance and supporting families to improve this.	4. 5

barriers to learning.	Social and Emotional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	
CPOMS – safeguarding package	<p>Computing package that allows key information about children and families to be stored safely. This includes safeguarding information, attendance, injury forms, pupil progress and concerns. This package brings together key information about each child and feeds into Early Help/support meetings.</p> <p>Improving Behaviour in Schools Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 3, 4, 5
Thrive Approach	<p>Many children suffer from adverse childhood experiences which impact on their social and emotional development. This has been amplified due to the COVID-19 pandemic. School have adopted the Thrive Approach. All staff have had training in the Thrive Approach and the importance of supporting children with Social and Emotional wellbeing. Whole class Thrive action plans have been introduced. Two Thrive Practitioners have been trained. They can support groups or individual children with interventions.</p> <p>Social and Emotional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
Forest School	<p>Many children have little access to outdoor space at home and due to the COVID-19 lockdowns this has had an impact upon the social and emotional wellbeing of pupils and their ability to work cooperatively.</p> <p>School has three members of staff who are trained to lead Forest School Sessions. These are available to identified children from across the school.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	2, 4
Relate	<p>Many children have suffered adverse childhood experiences which impact on their wellbeing. School has a Relate counsellor who works with identified children.</p> <p>Social and Emotional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
Magic Breakfast	<p>Due to family circumstances, many children often come to school having had no breakfast or one that is not nutritional. School provides breakfast for all pupils every day.</p>	4
Music tuition	<p>School employs music specialists to ensure that all children across the school have access to high quality music tuition. All Year 3 children get the opportunity to learn a musical instrument. There are several extra-curricular music clubs including folk band, ukulele and a choir.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4
Dance	<p>School employs a dance teacher to give all children the opportunity to develop different talents. All children from Reception up to Year 6 get the opportunity to take part in dance lessons and to perform to an audience.</p>	4

	Physical activity EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £ 326,469

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level - although these comparisons are to be considered with caution.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

The impact of COVID-19 pandemic on pupils was a challenge in the previous year. with many children working well below the expected standard. The support provided last year has had some impact and has narrowed the gaps but there is still more work needed to ensure that more children are reaching the expected standard in Reading, Writing and Maths, particularly for our disadvantaged pupils. This area will continue to be a focus. The use of RWInc to improve the early reading skills of our youngest children seems to have been particularly effective.

A main area of challenge was the low attainment on entry in the EYFS across all areas. There was a significant improvement in the number of children who reached GLD however the entry data of this year's cohort is still low so this needs to continue to be a target.

The number of children with significant behaviour challenges has decreased over the year, following the introduction of Thrive and support from our Learning Mentor and the Family Support Team but there are still many children who require social, emotional and wellbeing support. This will be a focus in the coming year.

The attendance of pupils has continued to be erratic due to the COVID-19 pandemic but the majority of pupils are now achieving a good level of attendance of at least 95%. Improving the levels of persistent absence will now be a focus as this continues to be high.

Barriers to learning due to family circumstance continues to be a significant issue. The COVID-19 pandemic has exacerbated these difficulties and the current financial issues are likely to increase this further. This will continue to be a focus in the coming year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
PAL Maths- Maths key skills	ABBC
TTRS/Numbots	Maths Circle
Numberstacks – Maths intervention	Numberstacks
Read Write Inc.	Oxford University Press
WellComm – speech and language tool	GL Assessment
Time For You counselling	Relate

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. That includes:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected focuses on developing a sustainable whole school plan to improve the mental health outcomes for all members of the school community.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- embedding more effective practice around metacognition. The EEF demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. [Metacognition and self-regulation review.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)