

# Pupil premium strategy statement – Keep Hatch 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	400
Proportion (%) of pupil premium eligible pupils	18% (73 PPG)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24 <b>2024/25</b>
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Claire Appleby Headteacher
Pupil premium lead	Yasmin Caird
Governor / Trustee lead	Lisa Vickers, Link Governor for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,180
Recovery premium funding allocation this academic year	£0
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>	<b>£113,180</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>	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Keep Hatch Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils, as well as those who might not be eligible for pupil premium funding (but who require additional support and intervention), are able to successfully access high-quality teaching and learning every day. This targeted approach enables our disadvantaged pupils to flourish by becoming fully engaged in our school curriculum, in order to enable them to prepare them for future successes in our changing world.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. We especially recognise that our disadvantaged pupils can face a wide range of barriers which may also impact on their learning. As with every pupil in our care, a pupil who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Our strategy links closely to wider school plans for education recovery including our strategic use of the Recovery Premium and the Tutoring Grant. We will respond to individual needs and identified challenges, and some approaches will be outcomes of robust diagnostic assessment. This will avoid assumptions about the impact of disadvantage.

### **Ultimate Objectives:**

- Remove barriers to learning created by poverty, family circumstance and background
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to be provided with technology and resources to access all of the wider curriculum
- For all disadvantaged pupils to have provision in place to support their wellbeing and mental health
- To increase attendance of PPG pupils so that it is in line with or exceeding their peers

### **Key Principles:**

- Provide high quality CPD to ensure early identification of challenges or barriers in order to overcome them effectively
- Provide assistive technology to support high quality teaching and learning and ensure access to the wider curriculum
- Provide high quality CPD to ensure all pupils access effective high-quality teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Support pupils with their social, emotional and mental health needs
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have looked at the overall strategy which we have categorised into four main areas of priority:

- Professional development on evidence-based approaches and using technology to support teaching
- Targeted academic support to include activities and resources to meet the specific needs of disadvantaged pupils with SEND.
- Social emotional learning, well-being and behaviour
- Attendance

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils also have SEND and additional barriers to learning
2	Social and emotional difficulties can be a barrier to learning
3	Attendance is lower than their non-disadvantaged peers
4	Assessments show that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Reading, Writing and Maths in some year groups
5	Finances can cause a barrier to experiencing enrichment activities (for example, fewer enrichment activities after school, fewer resources to support learning including technology)

## 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
To continue to improve rates of progress in reading, writing and maths	<p>Improved progress scores for disadvantaged pupils by the end of KS2</p> <p>Further narrowing of the gap for all year groups</p> <p>An increase in the number of disadvantaged pupils achieving age related expectations and above by the end of KS2</p>
Improved reading attainment among disadvantaged pupils.	<p>Phonics outcomes at the end of Year 2 will show that at least 90% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes will be in line with or above the national average at expectation and greater depth.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes will be in line with or above the national average at expectation and greater depth.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes will be in line with or above the national average at expectation and greater depth.</p>
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing demonstrated by:</p> <p>Qualitative data from pupil voice, teacher observations</p> <p>Nurture assistant support impacts positively supporting disadvantaged pupils to employ strategies to regulate anxiety levels</p> <p>Increased attendance</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Ensure attendance of disadvantaged pupils is at least 95%</p>

## 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: £17,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase British Picture Vocabulary Scale to identify strengths and areas of need to allow school to tailor interventions and support</p> <p>Release time for class teachers to meet with SENDCo to plan next steps for pupils</p>	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning and identify areas that may need further intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	4
<p>Nessy dyslexia screeners to identify children at risk of dyslexia and allow school to tailor support and intervention</p>	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning and identify areas that may need further intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1
<p>Assistive technology to remove barriers to learning in classroom:</p> <ul style="list-style-type: none"> <li>• Purchase Clickr 8 to use with specific children</li> <li>• Purchase additional chrome books for classrooms to use Clickr 8</li> <li>• Train staff in assistive technology to ensure disadvantaged pupils with</li> </ul>	<p>Assistive technology will support developing readers and writers who have barriers to learning and allow them to build independence and confidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	1, 4

underlying needs are accessing the curriculum:		
Provide professional development on evidence-based approaches:  Adaptive Teaching  Subject leadership development – focusing on the PP child  Effective feedback	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <a href="#">EEF&gt;High Quality Teaching</a>	1, 4

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

**Budgeted cost: £70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff to enable RWI tutoring	<p>Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p><a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language</p>	1, 4

	<p>development and the targeted use of approaches may support some disadvantaged pupils to catch up with peers.</p> <p><a href="#"><u>Oral Language Interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	
Ongoing CPD and coaching for members of staff delivering RWI teaching and tutoring	<p><b>Phonics</b></p> <p>Phonics has a positive impact overall (+5 months additional progress) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF Toolkit)</p> <p><b>Reading Comprehension Strategies</b> taught through RWI</p> <p>Reading comprehension strategies have a high impact (+6 months). Alongside phonics it's a crucial component of early reading instruction (EEF Toolkit)</p>	1, 4
Academic tutoring for small groups or individual sessions	<p>Studies have shown that one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></a></p> <p>And in small groups:</p> <p><a href="#"><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	1, 4
ABC to Read – 3 volunteer reading mentors who will motivate, raise self-	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</u></a></p>	1, 4



<p>esteem and help each child to enjoy reading and develop literacy skills.</p>		
<p>In class interventions with PPG children eg priority reading, pre and post teaching, handwriting intervention</p>	<p>Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p><a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,4</p>
<p>PPG / SEN TA in EYFS to deliver interventions including Attention Autism, Bucket phonics, NELI to PPG children</p>	<p>Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p><a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,4</p>
<p>Nurture support and interventions to target PPG children whose mental health and well-being is a barrier to learning</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#">SEL   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

<p>Embed new independent support mechanisms for delivery of speech and language support:</p> <ul style="list-style-type: none"> <li>• Termly visit from speech therapist</li> <li>• Two afternoons of speech and language assistant time</li> <li>• Preferential therapy offered to PPG children</li> <li>• Specialist training and support for staff</li> <li>• Programmes including: NELI, colourful semantics, bucket time</li> <li>• Subscription to Widget</li> </ul>	<p>Most studies comment on the importance of training and professional development, and supporting early years practitioners with the implementation of different approaches. There are indications that settings should use a range of different approaches to developing communication and language skills, as it is unlikely that one approach alone is enough to secure progress. We will use a variety of a trained speech and language therapist, trained speech and language TA and communication strategies in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>1</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Interventions with specialised teaching assistants in KS1 and KS2</p> <p>Training of Peer Mentors in Year 6 to support identified children in the school (via MHST)</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills</p>	<p>2</p>

	<p>and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#">SEL   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Adult to support the Peer Mentoring programme in the Spring term	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
Soulscape Mentoring to support the mental health and well-being of children in Y5 and 6 and support with transition	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
<p>Develop access to Therapy Dog (Pets as Therapy)</p> <p>Timetable access to school therapy dog for children with social and emotional needs.</p>	<p>Evidence supports that access to dogs can help children to self-regulate, build confidence.</p> <p>Supporting social and emotional learning has a recognised impact on children's ability to access school, incl improved attendance and attainment. This includes teaching self-awareness, self-regulation, relationship skills and responsible decision making.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2, 3
Access external behaviour support / Alternative Provision for children with SEMH needs.	There is extensive evidence to demonstrate that childhood social and emotional skills link	2

	to improved outcomes in later life. This includes academic performance, behaviours and relationships with peers.	
<p>Continue employment of Attendance Officer to monitor, report and offer support strategies for PP attendance, to the PP Lead and the wider Leadership Team</p> <p>Buy in Educational Welfare Officer Service Level Agreement</p> <p>Embed principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>PP funding on non-academic interventions, such as improving attendance as this will boost attainment. (EEF 21)</p> <p>A focus on attendance is particularly important now, given the impact of Covid-19. (EEF 21)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
Physical resources to support SEND and PPG children in the classroom including ear defenders, wobble cushions, chair bands etc	It is recommended by Occupational Therapists that children with SEND should have reasonable adjustments in the classroom to support with sensory needs	1
Enrichment Experiences (residential, after school clubs, music tuition, milk, uniform, etc)	<p>There is limited evidence on the impact of outdoor adventurous activities. However, trips and outdoor education provides opportunities that disadvantaged pupils might not be able to participate in otherwise and supports their personal development.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs outside of school due to associated financial costs. By providing physical activities free of charge, we hope to provide pupils with opportunities that might not otherwise be available to them.</p>	5

**Total budgeted cost: £94,653**

## 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.

#### To continue to improve rates of progress in reading, writing and maths

Assessment data shows our Pupil Premium ended the academic year 2023 – 24 as follows:

<b>Year Groups</b>	<b>Reading Steps Average</b> All Pupils (PPG Support)	<b>Writing Steps Average</b> All Pupils (PPG Support)	<b>Maths Steps Average</b> All Pupils (PPG Support)
Y1	6.6 (6.4)	6.2 (5.5)	6.1 (5.8)
Y2	6.1 (5.1)	5.8 (3.5)	5.9 (5.0)
Y3	6.3 (6.0)	4.9 (4.7)	5.8 (5.7)
Y4	6.3 (5.7)	6.0 (6.0)	6.2 (5.5)
Y5	6.1 (5.9)	5.4 (4.3)	5.5 (5.5)
Y6	6.1 (5.4)	7.8 (7.8)	6.2 (6.6)

Expected progress is 6 steps over the academic year. PPG progress was slightly below their non-PPG peers in the majority of year groups. Year 2 PPG progress was slightly lower – this can be attributed to the significant SEND barriers of the PPG children in this year group.

This shows that there is still a disparity in progress between disadvantaged and non-disadvantaged pupils.

Writing continues to be a priority for Pupil Premium children with a focus on monitoring and tracking both disadvantaged and double disadvantaged pupils separately to ensure tailored support and intervention.

### **Improved reading attainment among disadvantaged pupils.**

At the end of Year 6, 36.4% (4 out of 11) of PPG children achieved expected standard in Reading. However, a further 5 children were very close to getting expected. Out of the 2 children that were below the expected standard, 1 had significant SEND needs and went to a specialist school for Year 7.

50% (3 out of 6) of PPG children in Year 1 passed the phonics screening check. However 2 of these children were very close to the pass mark so are expected to pass in Year 2.

Read Write Inc groups and 1:1 tutoring continues to be embedded. Overall, 89% of children passed the Year 1 phonics screening assessment.

### **Improved writing attainment for disadvantaged pupils at the end of KS2.**

At the end of Year 6, 36.4% (4 out of 11) PPG children achieved expected standard in Reading. However, a further 2 children were very close to getting expected. Out of the 5 children that were below the expected standard, 2 had significant SEND needs and 1 went to a specialist school for Year 7.

It has been identified that writing remains a robust whole school focus this year to achieve even more rapid rates of progress for all disadvantaged pupils.

Grammasaurus has been introduced in the Autumn Term in KS2 to support with the foundations of writing.

RWI Get Writing groups have been introduced in Year 3,4,5 to embed basic skills.

All staff have been given CPD on the basics of writing and effective feedback.

Senior leaders are working with teachers to build robust action plans for children who are in the bottom 25% of pupils, EAL, SEND & PPG to ensure these pupils make rapid progress from the earliest stage possible.

### **Improved maths attainment for disadvantaged pupils at the end of KS2.**

At the end of Year 6, 45.5% (5 out of 11) PPG children achieved expected standard in Maths. However, a further 1 child was very close to getting expected. Out of the 5 children that did not achieve expected standard, 2 had significant SEND needs and 1 went to a specialist school for Year 7.

Training has been provided for staff on research based strategies for supporting PPG pupils.

**Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils**

A trained Nurture Assistant continues to deliver targeted interventions to children across KS1 and KS2. This builds on previous work that had been completed around Paul Dix and Therapeutic Thinking. All staff received training from the Trust on supporting explosive behaviours. The impact was evidenced in increased pupil outcomes for most vulnerable pupils.

We continue to be a Mental Health in Schools Team (MHST) partner and benefited from support in the following areas:

- Parenting programmes
- Peer Mentoring Programme
- Advice via the surgery every half term

Soulscape have supported PPG children with their mentoring programme which has resulted in more positive mental health and well-being as evidenced by pupil voice.

All pupils were offered the opportunity to engage in enrichment activities. Pupils participated in a variety of extra-curricular activities ranging from music and art to sport. Our disadvantaged pupils took part in the following clubs: - Football, Art, Cross Country, Choir, Yoga. We are proud to be an inclusive school for competitions. Our pupils were selected for various matches and events including School Games, Cross Country and Football. All pupils participate in swimming lessons as part of our curriculum. All year 6 pupils have the opportunity to spend a week's residential at Liddington PGL. Requests can be made for support for this school trip. Disadvantaged pupils had support for trips. Excursions took place to the River and Rowing Museum, Beale Park, Winchester Science Museum, Bowling amongst others. Pupils had the opportunity to take part in the school choir and represented Keep Hatch at WASMA at The Hexagon Theatre in Reading and Young Voices at the 02. Disadvantaged pupils are supported to play a musical instrument and through Berkshire Maestros.

**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

Attendance for PPG children last year was 90.8% which is lower than our target of 95%. We have included attendance as an ongoing focus this year as overall attendance for this group is still lower than their non-disadvantaged peers. Robust systems are in place to support non-attendance such as letters home, meetings with parents, SENDCo involvement if SEND is a barrier to attendance and EWO support if necessary.