

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hythe Bay Church of England Primary School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-26
Date this statement was published	02/10/24
Date on which it will be reviewed	02/10/25
Statement authorised by	Luke Haisell
Pupil premium lead	Rebecca Prout
Governor / Trustee lead	Jon Jansen- Alder

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,417
Recovery premium funding allocation this academic year	£0
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	£164,417

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Hythe Bay Church of England Primary School, we aim to create a Christian environment in which each child is valued and special and in which respect for the rights and needs of others is nurtured. As a Church School, we believe all we do is supported by biblical guidelines and our schools' Christian vision and ethos.

Our intention is that all pupils, irrespective of their background or the challenges that they may 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. As a School, we draw on robust research evidence such as the Education Endowment foundation toolkit (EEF) to allocate funding to activities that are most likely to have significant impact on improving achievement.

High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We have systems in place, which carefully monitor, manage and support good behaviour and attendance for all our pupils, this ensures that we have a whole school approach in which all staff support all children to achieve personal success.

Every effort is made to engage and empower parents and carers in the education and progress of their child and for school and home to work in partnership together to achieve this.

We believe in creating opportunities for our pupil premium eligible children through extra-curricular opportunities and additional school wide roles and responsibilities to promote a sense of belonging.

We aim to instil an enduring passion for learning in all our pupils through our rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	To continue to focus on children's mental health and well - being, especially our most vulnerable children and their families.
2	To improve the progress and attainment in writing across the school, with a focus on narrowing the gap between disadvantaged and non-disadvantaged pupils.
3	To improve the underdeveloped language skills, including limited range of vocabulary, linked with limited life experiences of many of our disadvantaged pupils.
4	To increase the progress of disadvantaged pupils to match that made by other non-disadvantaged pupils nationally, especially in maths.
5	To support the improvement in attendance of many groups of pupils in the school.
6	To improve the life experiences (cultural capital) of many of our most vulnerable children, to support their wider school opportunities and knowledge of the wider world.

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
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>SENCO and Well-being team are able to offer direct support or sign post parents and carers to a variety of family support workshops so they confidentially feedback that they feel well supported during social care issues. Encourage vulnerable families to actively seek support from school to reduce need for social care agency involvement.</p> <p>An increase in access to social emotional support systems such as ELSA and NEFLT.</p> <p>Children are screened using the Leaven scales, pupils needing support are identified early, and targeted</p>

	provision defined as part of pupil tracking meetings.
Narrow the gap for outcomes for disadvantaged pupil's attainment in writing so they are closer to national expectations at the end their Key Stage.	Attainment gap is narrowed so that children are attaining closer to those nationally by the end of Key Stage 2.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment among disadvantaged pupils by the end of Key stage 2, with a particular focus on maths mastery and number fluency.	A significant reduction in the gap between disadvantaged children's maths data compared to non-disadvantaged pupils.
To achieve and sustain good attendance for all pupils in line with national expectations.	Sustained high attendance for all groups. Lower levels of persistence absence- in line with national.
To raise aspirations through educational visits and provide opportunities for wider school life experiences to support disadvantaged pupils' cultural capital.	All children to be able to have equal access to extracurricular activities and for planned opportunities for children to experience trips to build on cultural capital.

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: £ 65,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teacher working three days a week to support targeted children in literacy and maths.	Evidence from the Education Endowment Fund Pupil Premium Toolkit says that small class teaching, collaborative learning, and tuition has between +3 and 5 months impact.	2,4,5
Standardised diagnostic assessments to support forensic gap analysis.	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support EEF- Assessing and monitoring pupil progress.	2,4,5
Provision of additional SENCO time in school to address specific needs for pupils and work with social care as needed. Time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paper work and organising finance.	Evidence from the Education Endowment Fund Pupil Premium Toolkit says that school communications to encourage positive dialogue about learning can have a positive impact of (+4 months). Evidence suggests that building effective relationships between school and parents requires a sustained effort over an extended period of time and provision for working parents to engage in short sessions with flexible times – or even through remote engagement where available.	1,2,3,4
Enhancement of our maths teaching and curriculum using White Rose and NCTEM materials.	Evidence from the Education Endowment Fund Pupil Premium Toolkit says that Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may	4,5

	have missed learning, or take longer to master new knowledge and skills. Studies involving primary school pupils have shown impact (+8 months).	
Deputy Head funded for two days to support quality first teaching, progressive curriculum development and support teachers to use diagnostic assessment to raise pupils outcomes.	Evidence from the Education Endowment Fund Pupil Premium Toolkit says that school communications to encourage positive dialogue about learning can have a positive impact of (+4 months).	2,3,4

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

Budgeted cost: £ 57,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link structured intervention delivered by HLTA	Language development is a barrier to children's learning and progress. Often, children have specific areas which prevent them from achieving a Good Level of Development; identifying and addressing these specific areas of need ensure that the children are better able to achieve in line with national expectations. Sir John Dunford says that disadvantaged children fall behind their peers from a very young age so tackling the attainment gap in the Early Years is critical to success later on. Evidence from the Education Endowment Fund Pupil Premium Toolkit says that early years intervention has +5 months impact.	3,5
Continued provision of Nurture unit staffed by Nurture TA Additional provision of a Nurture approach classroom to support children in KS1 with additional needs	Social and emotional learning can have an impact of up to + 4 months (EEF toolkit).	1,5

Continued provision of Beach School .	Outdoor education involves collaborative learning experiences with a high level of physical and emotional challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion also Meta-cognition and self-regulation may also be involved. (+ 4 months EEF toolkit)	1,5,6
Whole school vocabulary drive using 'Vocabulary Ninja' to reduce our children's word gap.	Disadvantaged children hear 30 million less words than their non-disadvantaged peers. Reducing their long term academic achievement. (Hart and Risley 1990). Children's language at age 5 is the single most important factor in predicating literacy at age 11.	2,3
Small group intervention led by Deputy Head.	The EEF toolkit states that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. We will be using NFER informed gap analysis to ensure that the intervention is targeted forensically.	1,2,3,4,5
School using ICT programmes to deliver targeted support. The Doodle learning platform. Doodle also to be used for homework through the school.	The using Digital technology to improve learning summary of recommendations Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills	2,3,4

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

Budgeted cost: £34,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Champion New Attendance strategy developed in	We can't improve attainment for children if they aren't actually attending school. This may lead to under-	5

<p>line with new guidance.</p> <p>Attendance awards and end of year incentive for all children with 100% attendance.</p> <p>Use of Dojo across the whole school to increase communication and reward attendance.</p>	<p>performance and not reaching their full potential, having long-term impact on their social and economic future; the "Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice" (DfE November 2015) document states that it is important to focus on attendance as "lower performance [is] associated with higher absence levels". The EEF Toolkit says that although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement is much less conclusive but that the suggestion from recent research is that increasing parent involvement will have a positive impact on their child's learning. EEF - Parental Engagement = +3 months impact.</p>	
<p>A range of curriculum enrichment activities provided beyond the classroom Visits to or out of school to enhance/support topic learning, including residential. Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days. All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils.</p> <p>Funded Music lessons to ensure equal access to opportunities.</p>	<p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. In pupil and parent questionnaires feedback is overwhelmingly positive about the quality of trip provision. The quality of children's writing greatly improved after educational visits.</p> <p>'It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live' Ofsted Early Years Inspection Handbook, Sept 2019</p>	5,6
<p>PP money is used to ensure that our high quality teaching in every classroom is supported by the use of teaching assistants in</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF).</p>	2,3,4

<p>the afternoons to work with focused groups and to facilitate learning depending on children's specific needs.</p>	<p>Targeted TA interventions to support academic attainment and provide extra pastoral support in a small group setting.</p>	
<p>External counsellor intervention (play therapist) to target social and emotional learning. Interventions that target social and emotional learning (SEL) and seek to improve pupils' interaction with others and encourage self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. ELSA and Nurture interventions.</p>	<p>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning</p>	<p>1,5</p>

Total budgeted cost: £ 157,035

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrated that 90.5% of our disadvantaged pupils achieved the expected level in **Reading** compared to 84.2% of the whole cohort. This was significantly above Kent and National figures.

The school's writing and Maths results for our disadvantaged pupils were broadly inline with all pupils and Kent disadvantaged figures but were below National .

The data demonstrates that the impact on our disadvantaged pupils of the actions from our previous strategy statement led to significant progress across oral language and reading . This has informed our actions and in line with our school improvement priorities we will use the lessons learnt from the impactful practice to support maths and writing in the forth coming year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that although we saw improvements in our attendance for our disadvantaged pupils we still have to continue to use our robust policies to support in closing the gap between our school and national. Therefore attendance continues to be a high priority on our pupil premium strategy report and our school improvement plan.

The school also used our Pupil Premium money to support enrichment and our ELSA and Nurture uk support 67 children, which is equivalent to 25 % to access mental health and well being support. Children were also able to extend their experiences outside of school and Hythe and experience visits to the theatre, London and the Houses of Parliament, Kew gardens, the Tower of London , art workshops and go on a residential. These experiences are supporting our children holistically as well as academically.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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
NFER	NFER
Language Link	Speech Link Multimedia Ltd
Doodle	Discovery Education