

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	276
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	22/09/23
Date on which it will be reviewed	22/09/24
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	£163,230
Recovery premium funding allocation this academic year	£12,105
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	£176,034

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.

At Hythe Bay Church of England Primary School, we never confuse eligibility for the Pupil premium with low ability, and focus on supporting our disadvantaged pupils to achieve at the highest levels. Our staff forensically analyse which pupils are underachieving particularly in English and Maths and plan targeted support.

As a School we draw on robust research evidence such as the Sutton Trust Toolkit to allocate funding to activities that are most likely to have significant impact on improving achievement.

Quality First Teaching is paramount and teachers plan ensuring that all day to day teaching meets the needs of each learner. As a School we use a range of assessment strategies to plan for the small steps in learning to secure success. We have allocated highly experienced and skilled teachers to teach the intervention groups. We deploy staff effectively to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.

We use assessment data to frequently monitor the impact of interventions using NFER assessments to measure the impact and to adapt approached as needed, to ensure that interventions are focussed on the exact need of each child.

We have systems in place which carefully monitor, manage and support good behaviour and attendance for all our pupils. If poor attendance is an issue, this is addressed as a priority.

Challenges

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

Challenge number	Detail of challenge
1	To develop a post Covid-19 recovery strategy for the school with a focus on children's mental health and well being
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 poor language skills, including limited range of vocabulary, linked with limited life experiences of 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 improve the attendance of disadvantaged children.

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.	SENCO and Key Stage Leader with responsibility for Early Help to offer 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.
Increasing mental health and nurturing needs of identified children - Pupils to have a positive image of themselves; emotional and mental well-being achieved.	Pupils will have a sense of belonging and emotional maturity will be achieved. Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated.
Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning.	Termly data analysis of progress & attainment. Book scrutiny. Through evidence of pupil voice throughout the school and in children's writing.
Improved oral language skills in EYFS, demonstrated through teacher observations and achievements and progress against communication early learning goals	Language link participation. Communication early learning goal achievement. Demonstrates excellent progress from starting points DPs? Communication early learning goal achievement.
Narrow the gap for outcomes for disadvantaged pupils 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 1.

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: £ 109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage Leaders appointed to drive and monitor interventions in their teams; leading Teaching Assistants and team leaders with Interventions and how to analyse progress of interventions; monitoring interventions; delivering interventions (including higher achievers).	Sir John Dunford consistently states the need for an unerring focus on quality teaching because of its benefits to all (but especially disadvantaged pupils).The Sutton Trust (2011) confirms this: disadvantaged pupils made on average 15 months progress across a year with highly effective teaching; pupils made, on average, only 6 months of progress in a year with poor teaching.	2,3,4
Additional Booster teachers appointed to enable each phase to have highly skilled teacher available to deliver interventions.	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 EEF Covid-19 Support guide for school states that well led and a clearly defined approach to assessment, which itself sits within a well led and clearly defined vision of teaching and learning will ultimately support the loss of learning due to Covid-19.The use of tuition delivered by qualified teachers is likely to have the greatest impact.	2,3,4
Continual with forensic approach to gap analysis methodology to plan targeted interventions	Evidence from the Education Endowment Fund Pupil Premium Toolkit says that targeted intervention has between +3 and 5 months impact.	2,3,4

<p>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.</p>	<p>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).</p> <p>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.</p>	<p>1,2,3,4</p>
<p>Implementation of Mastering Number approach.</p>	<p>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 have missed learning, or take longer to master new knowledge and skills. Studies involving primary school pupils have shown impact (+8 months).</p>	<p>4</p>

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

Budgeted cost: £ 51,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language Link structured intervention delivered by HLTA</p>	<p>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</p>	<p>3</p>

	<p>need ensure that the children are better able to achieve in line with national expectations.</p> <p>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.</p> <p>Evidence from the Education Endowment Fund Pupil Premium Toolkit says that early years intervention has +5 months impact.</p>	
<p>Continued provision of Nurture unit staffed by Nurture TA</p> <p>Additional provision of a Nurture approach classroom to support children in KS1 with additional needs</p>	<p>Social and emotional learning can have an impact of up to + 4 months (EEF toolkit).</p>	1
<p>Continued provision of Beach School and Garden School staffed by trained practitioner.</p>	<p>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)</p>	1,2,3
<p>Whole school vocabulary drive using 'Vocabulary Ninja' to reduce our children's word gap.</p>	<p>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.</p>	2
<p>Embedd new Synthetic Phonics programme validated by the DFE (Little Wandle)</p>	<p>DFE (2021) By ensuring high-quality phonics teaching the government wants to improve literacy levels to; give all children a solid base upon which to build as they progress through school. To help children to develop the habit of reading widely and often, for both pleasure and information.</p>	2

	EEF states Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
Small group tuition led by Stage Leaders.	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.	2
School using ICT programmes to deliver targeted support. Nessy/TT Rockstars	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	1,2,3

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

Budgeted cost: £15,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
The attendance of PP children improves. Children's	We can't improve attainment for children if they aren't actually attending school. This may lead to under-performance and not reaching their full potential, having long-term impact on	5

<p>attendance is monitored during pupil progress meetings. Children whose attendance is identified as a cause for concern are sent a letter to ensure parents understand the situation.</p> <p>Parent/carers will be invited into school to discuss how we can support in any way – signpost to necessary services if required.</p> <p>Attendance awards and end of year incentive for all children with 100% attendance.</p>	<p>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>Deputy Headteacher dedicated time weekly to lead Pupil Premium: management release time.</p>	<p>It is important to have access to the most recent information and guidance, and to listen to experts on the use of the Pupil Premium grant in order to inform our decision-making and funding allocation.</p> <p>Research conducted by the Wallace Foundation concludes that leadership influences student learning and proves that effective leadership is key in improving standards.</p>	2,3,4,5
<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.</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’</p> <p>Ofsted Early Years Inspection Handbook, Sept 2019</p>	1,2

<p>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>PP money is used to ensure that our high quality teaching in every classroom is supported by the use of teaching assistants in the afternoons to work with focused groups and to facilitate learning depending on children's specific needs.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF). Targeted TA interventions to support academic attainment and provide extra pastoral support in a small group setting.</p>	<p>2</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.</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>	

Total budgeted cost: £ 176,034

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.

Disadvantaged Pupils (not SEN) achieved higher than Non-disadvantaged pupils.

See below data showing our internal assessment data.

KS2 Outcome

	2022			2023		
	School	Kent	National	school	Kent	National
Disadvantaged Reading achieved the Expected Standard (19 pupils)	52%	59%		58%	57%	
Disadvantaged Reading achieved the Higher Standard (19 pupils)	19%	16%		15.8%	16.3%	
Disadvantaged Writing achieved the Expected Standard (19 pupils)	57%	57%		68%	56%	
Disadvantaged Writing achieved the Higher Standard (19 pupils)	10%	6%		7%	5%	
Disadvantaged GPS achieved the Expected Standard (19 pupils)	43%	51%		53%	50%	
Disadvantaged GPS achieved the Higher Standard (19 pupils)	14%	13%		11%	12%	
Disadvantaged Maths achieved the Expected Standard (19 pupils)	52%	52%		53%	52%	
Disadvantaged Maths achieved the Higher Standard (19 pupils)	19%	10%		5%	10%	
Disadvantaged Combined achieved the Expected Standard (19 pupils)	48%	40%		47%	39%	
Disadvantaged Combined achieved the Higher Standard (19 pupils)	5%	2%		0%	3%	
Disadvantaged(not SEN) Reading achieved Expected Standard (12 pupils)	83%			83%		
Disadvantaged(not SEN) Reading achieved Higher Standard (12 pupils)	33%			8%		
Disadvantaged(not SEN) Writing achieved the Expected Standard (12 pupils)	67%			100%		
Disadvantaged(not SEN) Writing achieved the Higher Standard (12 pupils)	25%			8%		
Disadvantaged(not SEN) Maths achieved the Expected Standard (12 pupils)	75%			75%		
Disadvantaged(not SEN) Maths achieved the Higher Standard (12 pupils)	33%			0%		
Disadvantaged(not SEN) Combined achieved the Expected Standard (12 pupils)	75%			68%		
Disadvantaged(not SEN) Combined achieved the Higher Standard (12 pupils)	8%			0%		

Our approach to use additional teachers to run high quality interventions to diminish the difference and support in delivering the Recovery Curriculum due to Covid-19 was successful. This is why as part of the strategy plan we will continue to use additional teachers to deliver intervention groups combined with our whole school restructuring with the creation of Key Stage Manager posts to drive and monitor interventions in their teams. In our last plan we targeted children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they make progress in their learning. Our Nurture room continues to be a valuable support to our most vulnerable pupils and families with identified social, emotional or health needs, with the additional of a provision for KS1 children called Barnacles and a new sensory room. We will continue to use our Pupil Premium funding to support this provision. Our successful language interventions in the Foundation stage will continue through the next year due to the high level of need that has been identified within the new cohort.

We also had a range of enrichment activities that targeted disadvantaged children including visits to see Authors at the Folkestone Literacy Festival and Art workshops run by the Quarter house.

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
Nessy	Nessy Learning Ltd