



“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

## Pupil Premium Strategy Statement

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	Hildenborough CE Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	16 <sup>th</sup> November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Ruth Ardrey
Pupil premium lead	Ruth Ardrey and Rachel Forward
Governor / Trustee lead	Hannah Denny

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£27865.00
Recovery premium funding allocation this academic year	£6699.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34564.00



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## Part A: Pupil premium strategy plan

### Statement of Intent

At Hildenborough C of E Primary School, we strive for achievement for *all* our pupils. Our pastoral care, monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. With smaller numbers of pupil premium eligible pupils, value for money is central to sustained improvements in both wellbeing and academic achievement.

The school has looked to use the funding in a targeted way to:

- Try and diminish the difference in relation to progress and attainment in the key subject areas of Reading, Writing and Mathematics;
- Ensure all pupils have access to a broad, stimulating curriculum, as well as educational opportunities that build on and enhance their experiences out of school;
- Ensure all pupils have access to a wide range of pre / during / post school opportunities that are not limited by potential income e.g. swimming, clubs, trips, residential;
- Enable pupils to develop high aspirations and understand the value of education in support of life aims and objectives; and
- To promote a young healthy mind and enhance general wellbeing.

### Challenges

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

Challenge number	Detail of challenge
1	Children having missed input at school during lockdown as well as varying levels of support while home schooling
2	Specific learning need prevents some PPG children accessing the curriculum at age related expectations
3	Limited vocabulary skills has an impact on writing and comprehension for some PPG children. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	Maintaining high levels of resilience, positivity and engagement in learning for some PPG children
5	Lack of experiences and aspirations for some PPG children (cultural capital)
6	Engagement of some parents/carers of PPG children is low



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## 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 identify and implement strategies to close gaps created by Covid lockdown.	-The % of PPG pupils achieving EXS+ in reading, writing and maths, will be at least in line with non-disadvantaged nationally.
To continue to develop the wider curriculum	-All PPG pupils will experience breadth and depth in all subjects to improve outcomes. -Cultural Capital will be increased through a range of experiences and extra-curricular activities
To ensure children feel safe and ready for learning.	-PPG pupils will maintain a positive view of themselves as learners. -PPG pupils will demonstrate our Christian values of courage, endurance and hope, showing a determination to achieve their full potential. -Emotional barriers do not impact negatively on learning.
To continue to improve communication and engagement between the school and PPG parents.	-PPG parents/carers will feel supported by the school. -Parent voice will be positive. -Consistent attendance at parents evenings.
To maintain high attendance levels for all PPG pupils.	-PPG pupils will attend school regularly leading to increased attainment and progress data.

## 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: £15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support within class	4 on SEND support, 3 registered as concern (9 linked to SEND, 6 are not linked to SEND)	2



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	<a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	
Assessment tool to track the progress of our vulnerable groups	To enable us to track the progress points of our PPG children (no matter how small)	1, 2
Personal Development plan across the school to ensure that all children have a fair access to a wider curriculum, building on their cultural capital		5
High quality verbal feedback offered to all PPG children	Providing feedback has high impact on learning outcomes <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	3, 4

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

**Budgeted cost: £10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Year 2 and Year 1 focus	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3



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

**Budgeted cost: £9564**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH interventions such as therapeutic play sessions and time to talk- (CS time)	Children feel valued and supported with time to talk to a trusted adult, this strengthens relationships and has led to increased attendance  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
Lunch club	Some PPG children find social situations a challenge, a club provides a safe space to go and make friends	3, 4
Sensory circuits for 2 children 4 x mornings	Observation showed that children were not ready for learning in the morning, this provides them with sensory input and a routine to ensure that they are well regulated and ready to access the school day	2 and 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Offer PPG families online and/or face to face meetings	Parental engagement has a positive impact on pupil progress and is crucial in avoiding widening attainment gaps  <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	6

**Total budgeted cost: £34,564**



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## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Due to the Covid-19 pandemic and multiple lockdowns, the children’s engagement with learning was varied and inconsistent. This impacted on attainment and progress data.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by online lessons through Teams. We provided technology to our PPG families to ensure that they were able to access daily online learning. This was not always used.

Our most vulnerable families remained at home despite offer of support and education in school. Regular checks were made and continuous communication between family and school. Meal vouchers were provided weekly to ensure that the free school meal PPG children still had access to food.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was evident in some PPG children, as well as others across the school. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.