



“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 funding to help improve the attainment of our disadvantaged pupils. The funding is based on last years pupil roll at 188, with 14 eligible for PPG.

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	195
Proportion (%) of pupil premium eligible pupils	10.25%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	9 <sup>th</sup> October 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ruth Ardrey
Pupil premium lead	Ruth Ardrey / Rachel Forward
Governor / Trustee lead	Hannah Denny and Jemma Grieve- Combes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20370.00
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	£20370.00



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## Part A: Pupil premium strategy plan

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

Challenge number	Detail of challenge
1	Specific learning need prevents some PPG children accessing the curriculum at age related expectations
2	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.
3	Maintaining high levels of resilience, positivity and engagement in learning for some PPG children
4	Lack of experiences and aspirations for some PPG children (cultural capital)
5	Engagement of some parents/carers of PPG children is low
6	Attendance of children eligible for FSM is lower than national average

## 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 in core subjects	-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 eg- the Hildenborough Passport and Forest School -All PPG pupils will access school trips 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.



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	-PPG children will receive positive rewards (certificates etc) and have their positive behaviour reinforced through regular verbal praise
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, drop ins, events
To increase attendance levels for all PPG students	-Children will attend school regularly leading to increased attainment and progress data -Children will want to attend school as they will reap the benefits of being here regularly -Attendance for PPG students will be in line or above national average (1 child to be excluded from 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: £10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support within class	6 on SEND support, 1 EHCP, 3 registered as concern <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2
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)- Use of Insight Assessment tracker for all pupils	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="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	3, 4



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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using teachers and support staff for regular interventions to offer extra support to children to close the gaps. 2 x support staff: CS/JR	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 PPG	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

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

Budgeted cost: £5370

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="#">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 children throughout the day as needed.	Observation showed that children needed brain breaks in the day to keep them motivated and enhance concentration.	2 and 4



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Daily Move within class	<a href="https://www.nhs.uk/live-well/exercise/exercise-guidelines/physical-activity-guidelines-children-and-young-people/">https://www.nhs.uk/live-well/exercise/exercise-guidelines/physical-activity-guidelines-children-and-young-people/</a>	
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
Learning Village for EAL students, regular access within school		2
Offer PPG families online and/or face to face meetings	Parental engagement has a positive impact on pupil attendance and is crucial in avoiding widening attainment gaps <a href="#">Parental engagement   EEF</a> <a href="https://www.eef.org.uk/educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	6

**Total budgeted cost: £20370.00**

## 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.**

- Last year, we focussed on building up the resilience and learning behaviours of our children. We re-launched our Christian vision and values and used these to motivate learners to engage with the curriculum. A passport of experiences was designed following discussions with school leaders, staff, children and families to ensure that cultural capital could be established no matter a child's background or previous experiences, this is still in draft form and will be published across the year.
- Lesson observations and book looks show that needs of the children are being met and expectations are high for our PPG children. Ofsted recognised meeting needs as a key strength of staff: “Pupils are supported well by staff and make secure progress through the planned curriculum. Teachers check what pupils know through careful questioning. They use this information to adapt planning, so that any gaps in learning can be addressed. Teachers give pupils”. Ofsted Inspection Report, 2023.
- Interventions allowed time in a focussed learning environment to focus on specific gaps as highlighted by teachers within the provision maps.
- Children were able to access extra-curricular clubs and school trips which enabled them to have experiences they might not have done otherwise. This is an essential use of funding to enable this to continue.