



**Pupil Premium Strategy Statement 2023 – 2026**

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	173 (including 21 Nursery)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	3
Date this statement was published	19.11.23
Date on which it will be reviewed	July 2024, July 2025, July 2026
Statement authorised by	Rachael Ainsworth
Pupil premium lead	Philip Wright
Governor / Trustee lead	Joanne Fairbrother

**Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£49,670
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,640
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</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>	£54,310

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

*At Hesketh-with-Becconsall All Saints Church of England Primary School, in supporting our disadvantaged pupils we intend to give every young person the best start in life, whatever their background and wherever they grow up.*

*We achieve our pupil premium strategy plan by taking a tiered approach to the Pupil Premium spending by balancing high quality teaching, targeted academic support and wider strategies such as attendance, behaviour and social and emotional needs.*

*The key principles of our strategy plan are:*

- To create a nurturing inclusive environment in which children can achieve their unique potential and are valued for their individual skills and talents.*
- To develop and maintain positive, healthy and safe relationships based on mutual respect upholding our school values.*
- To equip our children with the attitudes and skills to thrive as critical thinkers who are resilient enough to face challenges and solve problems they may encounter in their future lives.*
- To evoke a deep love of learning through a progressive, broad and creative curriculum where inquisitive minds can flourish.*
- To provide the building blocks on which to further extend all children's long-term memory through effective pedagogical and vocabulary rich learning in a fully inclusive curriculum.*
- To foster an appreciation of individual creativity and innovation through first hand sequenced experiences both within and outside the classroom extending the cultural capital of our children through international links as well as broadening local knowledge and experiences.*

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Significant gaps which have developed over time in reading, writing and maths, which has created barriers for learning across the curriculum.
2	Narrowing the gap in teachers' professional development in order to teach and assess the curriculum, with a secure pedagogical approach.

3	Observations and discussions with pupils and families have identified significant non-academic behavioural challenges and social and emotional needs with some of our children which impact our academic outcomes.
4	Percentage of disadvantaged children in our current Year 2 and 6 class is higher than Lancashire and percentage of pupils eligible for free school meals in our current Year 6 class is higher than Lancashire.

### 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
Improved standards in reading.	<ul style="list-style-type: none"> <li>- All pupils will make at least expected progress in reading.</li> <li>- An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading.</li> <li>- An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills.</li> <li>- Children will access quality first teaching of reading which is adaptive and displays pedagogy.</li> </ul>
Improve standards in writing.	<ul style="list-style-type: none"> <li>- All pupils will make at least expected progress in writing.</li> <li>- An increased proportion of disadvantaged pupils will be working at age-related expectations or above in writing.</li> <li>- Children will be given the opportunity to write for a variety of purposes as stated in the Lancashire Unit Plans.</li> <li>- Children will access quality first teaching of writing which is adaptive and displays pedagogy.</li> </ul>
Improve standards in maths.	<ul style="list-style-type: none"> <li>- All pupils will make at least expected progress in mathematics.</li> <li>- An increased proportion of disadvantaged pupils will be working at age-related expectations or above in mathematics.</li> <li>- Children will access quality first teaching of mathematics which is adaptive and displays pedagogy.</li> </ul>
Children make at least expected progress in their learning, which results in them reaching standards in line with age related expectations nationally.	<ul style="list-style-type: none"> <li>- Starting points are clearly identified so that learning is appropriate, targeted and impactful.</li> <li>- Children make at least expected progress in their learning as a result of high-quality, research-informed Quality First Teaching.</li> <li>- Children identified to receive research-informed targeted intervention to support accelerated progress aimed at getting them back 'on track' in their learning to reach their targets.</li> </ul>

	<ul style="list-style-type: none"> <li>- The percentage of children reaching age related expectations and standards align with standards achieved nationally.</li> </ul>
Children are resilient and ready to learn.	<ul style="list-style-type: none"> <li>- Children can apply their social and emotional learning into practise.</li> <li>- Children are confident in naming their emotions and self-regulating.</li> <li>- Children are increasingly able to navigate through every day social interactions, in an age-appropriate way.</li> </ul>
Children with identified special educational needs flourish and achieve their full potential.	<ul style="list-style-type: none"> <li>- Clear and consistent approach to identification of children with special educational needs.</li> <li>- A graduated approach to supporting children with special educational needs, including working with external agencies, where applicable.</li> <li>- All children, with special educational needs, achieve their personal targets, through targeted intervention and quality first teaching.</li> <li>- All children identified as having social and emotional needs, are pastorally supported and receive external partners, where applicable.</li> </ul>
Pupils experience a rich and progressive curriculum.	<ul style="list-style-type: none"> <li>- All children who come to Hesketh-with-Beaconsall will access a rich and progressive curriculum, regardless of their personal circumstances.</li> <li>- All disadvantaged pupils will access extra-curricular activities.</li> <li>- All children will access one enrichment activity, per year.</li> </ul>

### **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**

Budgeted cost: £35,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Phonics programme</b>	EEF states that Phonics has a positive impact overall (up to +5 months over a year) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1 and 2

<p><b>White Rose Maths</b></p>	<p>Develop practitioners' understanding of how children learn mathematics.</p> <p>Dedicate time for children to learn mathematics and integrate mathematics throughout the day.</p> <p>Use manipulatives and representations to develop understanding.</p> <p>Ensure that teaching builds on what children already know.</p>	<p>1 and 2</p>
<p><b>Whole School (EYFS to Year 6) Reading Scheme</b></p> <p>High quality home reading books to engage or fluent readers and promote a continued love of reading.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional <i>progress</i>.</p>	<p>1 and 2</p>
<p><b>Cornerstones Maestro Subscription</b></p> <p>Knowledge rich curriculum projects.</p>	<p>Cornerstones Curriculum Projects are carefully sequenced to build pupils long-term memory and secure understanding in Science and Foundation subjects. Cornerstones pedagogical approach (Engage, Develop, Innovate, Express) excites children and provides opportunities for them to deepen their knowledge and understanding and make connections to wider learning.</p>	<p>1 and 2</p>
<p><b>High Quality Continuing Professional Development for Staff</b></p> <p>Early Career Teacher programme.</p> <p>Carefully selected CPD from external partners e.g. Participation in National Professional Qualifications.</p> <p>Collaborative networking.</p> <p>Lancashire consultants.</p> <p>DBE advisers.</p> <p>MIT support.</p> <p>LTT support.</p>	<p>EEF states, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.'</p>	<p>1 and 2</p>

**Targeted academic support:**

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>SEND Specific intervention</b></p> <p>Targeted Learning Plans inform carefully devised provision, which included, advice, strategies and programmes from external agencies, such as SALT, specialist teacher, etc.</p>	<p>EEF evidence states that teaching assistant intervention has a positive effect of plus 4 months progress, over the course of the year.</p>	<p>1 and 3</p>
<p>TT Rockstars</p>	<p>EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).</p>	<p>1</p>

### Wider strategies

Budgeted cost: £14,810

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Multi-agency support</b></p> <p>CPOMs</p> <p>Regular training</p> <p>Early Help caseloads</p> <p>Pastoral Support Plans</p>	<p>Maslow’s ‘Hierarchy of Needs’ shows that pupils must have their safety needs met before they are able to succeed in any environment.</p> <p>EEF studies show that Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p>EEF studies show that behaviour interventions have a positive impact on average of 4 months’ additional progress.</p>	<p>1, 2 and 3</p>
<p><b>Partnership with External agencies</b></p> <p>Counselling</p> <p>Specialist teacher</p>	<p>EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, and can have a positive impact of 4 months.</p> <p>EEF studies also show that behaviour interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities, have a positive impact on average of 4 months’ additional progress.</p>	<p>1, 2 and 3</p>
<p><b>EEEs</b></p> <p>School carefully plans Enrichment, Extra-curricular and Experiences for all children</p>	<p>EEF studies show that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. They can also offer a route to re-engage older pupils in learning. (+3 months)</p>	<p>1, 2 and 3</p>

<p>These include:  Project enrichment through trips and visitors, wider opportunities, including music and sport, Coram Life Education, lunchtime and after school clubs, O&amp;A residential holiday.</p> <p>A range of stakeholders within the Trust and School community have identified a menu of activities that we would like children across the Trust and School to experience during their time at Primary School to enhance and develop cultural capital.</p> <p>These include:  Reception -A country walk with outdoor entertainment  Year 1 - A visit to a contemporary circus  Year 2 - A visit to watch live music  Year 3 - A visit to an art gallery  Year 4 - An experience of water sports  Year 5 - An experience of a Winter sport  Year 6 - A City trip, including a University and Cathedral visit.</p>	<p>EEF studies show that physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. (+1 month).</p>	
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Total budgeted cost: £54,310

**Part B: Review of the attainment data for the previous academic year.**

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

<b>Early Years Foundation Stage Profile Results: Expected</b>		
	<b>Good Level Development (% Expected in Prime/Literacy and Mathematics)</b>	<b>Prime Areas (% Expected in Prime Areas)</b>
<b>HWB School</b>	60.7%	71.4%
<b>Lancashire</b>	64.5%	72.4%
<b>England</b>	67.2%	75.0%

*In the EYFSP results, the percentage of children working at a good level of development and in the prime areas was below Lancashire and England in 2022/2023.*

<b>Year 1 Phonics results 2022/2023</b>		
	<b>Working towards the expected standard</b>	<b>Meeting the expected standard</b>
<b>HWB School</b>	45.8%	54.2%
<b>Lancashire SFS</b>	20.2%	77.2%
<b>England SFS</b>	18.3%	88.9%

*The school's Year 1 Phonics results show that there was a greater percentage of children working towards the expected standard compared to Lancashire State Funded Schools (SFS) and England's SFS. The results also show that the percentage of children who met the expected standard was below Lancashire's and England's SFS.*

<b>Key Stage 1 Results 2022/2023</b>									
	<b>Reading</b>			<b>Writing</b>			<b>Mathematics</b>		
	<b>WTS</b>	<b>EXP</b>	<b>GDS</b>	<b>WTS</b>	<b>EXP</b>	<b>GDS</b>	<b>WTS</b>	<b>EXP</b>	<b>GDS</b>
<b>HWB School</b>	25.0%	50.0%	14.3%	25.0%	53.6%	7.1%	17.9%	67.9%	0.0%



<b>Lancashire SFS</b>	23.9%	50.0%	16.6%	29.7%	51.9%	7.6%	22.4%	55.1%	14.5%
<b>England SFS</b>	21.7%	49.5%	18.8%	28.4%	51.9%	8.2%	21.4%	54.1%	16.3%

*In the school's end of Key Stage 1 2022/2023 results, the data shows:*

*In Reading, there was a greater percentage of children working towards the standard than Lancashire and England SFS. At the expected standard, school was equal to Lancashire SFS and 0.5% more than England SFS. Working at greater depth within the expected standard, there was a lower percentage of children achieving this compared to Lancashire and England SFS.*

*In Writing, there was a lower percentage of children working towards the standard than Lancashire and England SFS. At the expected standard, there was a greater percentage of children achieving this compared to Lancashire and England SFS. Working at greater depth within the expected standard, there was a lower percentage of children achieving this compared to Lancashire and England SFS.*

*In Mathematics, there was a lower percentage of children working towards the standard than Lancashire and England SFS. At the expected standard, there was a greater percentage of children achieving this compared to Lancashire and England SFS. No children were working at greater depth within the expected standard.*

<b>Key Stage 2 Results 2022/2023</b>								
	<b>Reading</b>		<b>Writing</b>		<b>Mathematics</b>		<b>GPS</b>	
	<b>EXP</b>	<b>HS</b>	<b>EXP</b>	<b>HS</b>	<b>EXP</b>	<b>HS</b>	<b>EXP</b>	<b>HS</b>
<b>HWB School</b>	90.0%	26.7%	70.0%	16.7%	60.0%	0.0%	73.3%	20.0%
<b>Lancashire SFS</b>	71.5%	26.7%	70.8%	13.6%	73.1%	21.4%	72.0%	27.3%
<b>England SFS</b>	73%	29%	71%	13%	73%	24%	72%	30%

*In the school's end of Key Stage 2 2022/2023 results, the data shows:*

*In Reading, there was a greater percentage of children working at the expected standard compared to Lancashire and England SFS. At the higher standard, school was equal to Lancashire SFS and below England SFS.*

*In Writing, there was a lower percentage of children working at the expected standard compared to Lancashire and England SFS. At the higher standard, there was a greater percentage of children achieving this compared to Lancashire and England SFS.*

*In Mathematics, there was a lower percentage of children working at the expected standard compared to Lancashire and England SFS. No children achieved the higher standard in Mathematics.*

*In Grammar, Punctuation and Spelling, there was a greater percentage of children working at the expected standard compared to Lancashire and England SFS. At the higher standard, there was a lower percentage of children achieving this compared to Lancashire and England SFS.*

**Outcomes for disadvantaged pupils.**

	<b>The percentage of disadvantaged pupils by year group 2022/2023</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>School</b>	20.0	6.9	5.0	14.3	27.6	16.7
<b>Lancs SFS</b>	15.4	20.4	22.3	23.3	25.0	26.0

The percentage of disadvantaged pupils in Year 1 and Year 5 is above Lancashire Local Authority.

**Key Stage 2 Reading Test Results 2022/2023**

20.0% of the disadvantaged pupils were working below the expected standard for Reading.

80.0% of the disadvantaged pupils were working at the expected standard for Reading.

20.0% of the disadvantaged were working at the higher standard for Reading.

**Key Stage 2 Mathematics Test Results 2022/2023**

60.0% of the disadvantaged pupils were working below the expected standard for Mathematics.

40.0% of the disadvantaged pupils were working at the expected standard for Mathematics.

0.0% of the disadvantaged pupils were working at the higher standard for Mathematics.

**Key Stage 2 GPS Test Results 2022/2023**

*60.0% of the disadvantaged pupils were working below the expected standard for GPS.*

*40.0% of the disadvantaged pupils were working at the expected standard for GPS.*

*0.0% of the disadvantaged pupils were working at the higher standard for GPS.*

**Key Stage 2 Writing TA Results 2022/2023**

*80.0% of the disadvantaged pupils were working below the expected standard for GPS.*

20.0% of the disadvantaged pupils were working at the expected standard for GPS.

0.0% of the disadvantaged pupils were working at the higher standard for GPS.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider