



## Durham Dales Federation – Hamsterley Primary School

### Pupil premium strategy statement 2021-2024

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hamsterley Primary School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	13-11-2023
Date on which it will be reviewed	Next review July 2024
Statement authorised by	Sarah Hodgkinson, Headteacher
Pupil premium lead	Richard Sains, DHT/SENDCo
Governor / Trustee lead	Deborah Pinchen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,820
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	£5820

## Part A: Pupil premium strategy plan

### Statement of intent

At Hamsterley Primary School, we believe that all children have the capacity to reach their full potential and are entitled to a high-quality education. We are committed to ensuring that teaching and learning meets the needs of all our pupils. The attainment and progress of all pupils, including disadvantaged pupils, is carefully tracked and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated and due to small numbers, linked to individual need. Our aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils, fully preparing them for their future both academically and through the experiences that they receive.

### Challenges

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

Challenge number	Detail of challenge
1	Classroom observations and assessments show that reading fluency is an issue for some of our disadvantaged pupils.
2	Classroom observations, assessments and discussions with parents show that maintaining concentration and developing attention span is an issue for some of our disadvantaged pupils.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils failing to make the progress they are capable of in maths and grammar.
4	Observations and our knowledge of our families suggest that some of our disadvantaged pupils have less opportunity for social interaction and for developing cultural capital than other pupils.
5 (New Sept 22)	Results of Y4 Times Tables checks show that speed of recall is a priority for some pupils.

## 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
1. Improved reading fluency in targeted children.	Teachers and TA reading assessments and observations show increase fluency. Increased fluency leads to improvement in comprehension scores in targeted children. Targeted children increase level and number of books read in Accelerated Reader.
2. Improved concentration and attention span in targeted children	Classroom observations and work scrutiny show increased attention span and more sustained good quality work.
3a. Sustained improvements in pupil wellbeing	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
3b. Targeted pupils show significant improvement in grammar and fundamental maths skills.	Work scrutiny and standardised tests show an improvement in Arithmetic (incl Times Tables), Spelling and Grammar.
4. Targeted children have opportunities to attend enrichment clubs and school trips.	School funds clubs and trips for PP children. Children have taken part in a wide range of clubs and trips.

## 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: £ 2700

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of phonics intervention (Read Write Inc Fresh Start)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	£310	<p>Phonics continues to be the recommended route for developing fluency in KS2 pupils who experience difficulty in decoding.</p> <p>EEF:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 3
<p>Purchase of the <a href="#">DfE validated Systematic Synthetic Phonics programme</a></p> <p>Reading Planet            Rocket Phonics            Next Steps for Y2</p>	Annual subscription £175	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Continued Purchase of licenses for Doodle Learning for whole school</p>	Annual subscription £500	<p>Spaced repetitive learning has a strong evidence base for secure recall of fundamental skills and knowledge.</p> <p><a href="https://www.instancy.com/blog/what-is-spaced-learning/">https://www.instancy.com/blog/what-is-spaced-learning/</a></p>	2,3

<p>Continued purchase and use of Accelerated Reader Program Reading Comprehension Strategies (EEF +6)</p> <p><i>Added Nov 2023:</i></p> <p>Purchase of additional AR books including High-low readers. Pupil and parent voice to be collated to inform planned expenditure on new books (Approx £1000)</p>	<p>£630</p>	<p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention based on evidence for Education Endowment Fund. It allows pupils to read for pleasure as well as widely and often, widening pupils' experience of text features and language thus impacting on writing abilities.</p>	
<p>Purchase of TT Rockstars and Squeebles for ipads (<i>added Nov 2023</i>)</p>	<p>£110</p>	<p>Spaced repetitive learning has a strong evidence base for secure recall of fundamental skills and knowledge.  <a href="https://www.instancy.com/blog/what-is-spaced-learning/">https://www.instancy.com/blog/what-is-spaced-learning/</a></p>	<p>5</p>

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

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support through Mabel online speech and language therapy for targeted children	<a href="https://www.mabletherapy.com/">https://www.mabletherapy.com/</a>  Funded through COL.	1,2,3
1-1 and small group interventions for targeted children	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  about 6 hours per week, £2000	1,2,3b

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded clubs and trips for PP pupils  £1000	EEF - Arts participation – Moderate impact  Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)	4
Forest School relaunched (staff changes)	Forest School improves children’s confidence, social skills, communication, motivation and physical skills.  Forest School: Impact on young children in England and Wales	2, 4

**Total budgeted cost: £ 5820**

### Externally provided programmes

Programme	Provider
Read Write Inc. Spelling & Handwriting subscriptions	Oxford Owl, Oxford University Press
White Rose Maths	White Rose Maths
Accelerated reader	Renaissance learning
TT Rockstars	Maths Circle
Doodle Maths, English	Doodle Learning
Nessy Reading & Spelling	Nessy Learning
MyOn	Renaissance learning

## 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 **2022-2023** academic year.

In the academic year **2022-2023**, Hamsterley Primary School received £6925 pupil premium funding.

#### **Teaching (CPD):**

Rocket Phonics programme is now embedded in the EYFS/KS1 class and outcomes from the Y1 Phonics screen and spelling assessments suggest that the introduction of this scheme has been beneficial. Evaluation of pupils' recall of numbers and tables facts, show that this is an area for further development and staff CPD. Further strategies have been put in place to improve outcomes and time allocated for staff CPD.

#### **Targeted academic support:**

Mable speech and language sessions were accessed to a limited extent during 2022-2023. The use of these to support speech and language development will be fully embedded in 2023-2024 and will feed into support plan targets for pupils.

#### **Wider strategies:**

Forest School was relaunched successfully during 2023-2023 and has proved to be beneficial for pupils' confidence, motivation and physical skills. This area is now well resourced and a dedicated member of staff is completing a recognised forest schools qualification. Pupil Premium children received discounted places for educational visits and the KS2 residential and have benefited from these experiences.

**In order to protect individual identity of pupils in such low cohorts we are unable to provide detailed information on our website regarding the impact of Pupil Premium Spending. For further information, contact the Headteacher.**