

Pupil premium strategy statement (Primary)

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	Hailsham Community College Primary Academy
Number of pupils in school	167 (years R-2)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	31/12/2021
Date on which it will be reviewed	31/12/2022
Statement authorised by	Tom Redman
Pupil premium lead	Stephen Adam
Governor / Trustee lead	Sue Weiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16,140.00
Recovery premium funding allocation this academic year	£ 4785
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	£20,925

Part A: Pupil premium strategy plan

Statement of intent

Objective 1: Improve the progress of and academic outcomes of Pupil Premium children. Our intent is to ensure every Pupil Premium child reaches their age-related expectation (ARE) when they leave the primary phase.

Objective 2: Improve attendance and reduce rates of persistent absenteeism for Pupil Premium children so that is in line with non-Pupil Premium children at the school.

Objective 3: Improve and broaden the enrichment and additional learning opportunities of pupil premium learners.

How does your current pupil premium strategy plan work towards achieving those objectives?

Objective 1

We have used pupil premium funds to invest in a new phonics and early reading scheme. The scheme includes resources and training in the delivery of excellent phonics teaching. Pupil premium children are supported in wave 1 and wave 2 phonics teaching and intervention.

A music and computing curriculum scheme have also been implemented using pupil premium funds. These curriculums ensure staff have the subject knowledge and resources to deliver these subjects effectively.

Pupil premium funding has also been used to allow effective delivery of wave 2 interventions to pupil premium children. This has been through training of support staff in Language Link, PDA, Comic Book Conversations, Speech Link, Jump Ahead, Busy Box, Emotional Regulation and Therapeutic Thinking. Also through funding the purchase of resources to ensure resourcing is not a barrier to excellent delivery.

Objective 2

Children who entitled to pupil premium and have low attendance will be offered the opportunity to attend breakfast club free of charge to encourage children to come to school.

Pupil premium children will be offered a place free of charge for one of our after school extra-curricular clubs to also encourage children to come to school.

Objective 3

Pupil premium children will be offered a place free of charge for one of our after school extra-curricular clubs each term. These clubs change on a termly basis to give children a variety of enrichment and additional learning experiences.

What are the key principles of your strategy plan?

Approaches adopted at Hailsham Community College Primary Academy should be evidence-based – starting with what works with our learners in particular and then looking beyond at local and national research to assist us in meeting our strategic objectives.

School leaders should focus on a small number of priorities in areas that are likely to make the biggest difference. (Again, this would be underpinned by evidence at Hailsham Community College Primary Academy initially.)

The implementation process should be underpinned by all members of staff at all levels who work with our learners. Our ideal outcome is for our children to believe they can achieve the very best they can, who are ready for the next stage of their education and for these children to have experienced everything a non-pupil premium child could have experienced at school. They will develop as well rounded, respectful and polite individuals who are seen as ambassadors for the college and positive role models in the community.

Our key principles and values are:

Consistency

We will create a strong, clear and consistent culture which supports learning through high expectation.

Aspiration

Together we will overcome any barriers to learning and success.

Respect

Mutual respect is at the heart of everything we do.

Belonging

We are a strong community in which learners feel safe, supported and valued.

Standards

We take pride in ourselves, our college and our community.

Challenges

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

Challenge number	Detail of challenge																					
1	<p>Low attendance: Our Pupil Premium cohort has a lower attendance than that of our non Pupil Premium Cohort, and higher rates of persistence absence. This has been exacerbated by the covid 19 pandemic.</p> <table border="1"> <thead> <tr> <th>2020/2021</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> <th>Term 5</th> <th>Term 6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>90.33</td> <td>86.57</td> <td>89.15</td> <td>87.36</td> <td>87.56</td> <td>85.00</td> </tr> <tr> <td>Non PP</td> <td>93.97</td> <td>91.46</td> <td>92.98</td> <td>92.14</td> <td>92.36</td> <td>89.62</td> </tr> </tbody> </table>	2020/2021	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	PP	90.33	86.57	89.15	87.36	87.56	85.00	Non PP	93.97	91.46	92.98	92.14	92.36	89.62
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2	<p>Speech and Language: Our Pupil Premium learners often come into school with speech and language needs, which are higher than those of non-pupil premium children. This has also been exacerbated by the COVID-19 pandemic. Only 58% of the learners joining HCCPA this academic year reached the baseline line national standard for Communication and Language. 68% of non pupil premium learners met the standard.</p>																					
3	<p>Attainment Entry Point: Our Pupil Premium Learners enter the school at a lower baseline attainment level than our non-pupil premium learners. They need to make accelerated progress from their first day of school in Reception to reach the expected standard for them and their non-pupil premium peers. Below is the Reception Baseline Data for the last two years, showing the percentage of pupil premium children and non-pupil premium children achieving the expected standard for school entry.</p> <table border="1"> <thead> <tr> <th></th> <th>Pupil Premium Learners</th> <th>Non-Pupil Premium Learners</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>29%</td> <td>64%</td> </tr> <tr> <td>2021-2022</td> <td>48%</td> <td>63%</td> </tr> </tbody> </table>		Pupil Premium Learners	Non-Pupil Premium Learners	2020-2021	29%	64%	2021-2022	48%	63%												
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4	<p>Lack of access to enrichment opportunities: Many of the families of our pupil premium learners do not have the spare income to afford to pay for enrichment opportunities that are offered outside of school and from the school too.</p>																					

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
<p>Improve the progress of and academic outcomes of Pupil Premium children.</p>	<p>Pupil premium learners in Years R, 1 and 2 achieve an end of year age related expectation percentage, which is in line with their non-pupil premium peers.</p> <p>Pupil premium learners achieve above the national average for their KS1 SATs, year 1 phonics screening and GLD scores.</p> <p>Pupil-premium children make accelerated progress with their speech and language.</p>
<p>Improve attendance and reduce rates of persistent absenteeism for Pupil Premium children so that is in line with non-Pupil Premium children at the school.</p>	<p>Pupil premium learner attendance is broadly in line their non-pupil premium peers.</p> <p>Pupil premium learner attendance is above national average for pupil premium learners.</p>
<p>Improve and broaden the enrichment and additional learning opportunities of pupil premium learners.</p>	<p>100% of pupil premium children attend at least one extracurricular school club this year.</p>

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: £5375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A phonics and early reading scheme, which is validated by the DFE, will be launched in the school. Teachers will be fully trained and the resources will be purchased for the scheme to be run successfully.</p>	<p>DFE research outlined in The reading framework: teaching the foundations of literacy https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	<p>2/3</p>
<p>The music scheme Charanga will be purchased and used to teach weekly music lessons.</p>	<p>HCCPA have seen evidence of good progress in music in it's learners over two years.</p> <p>Charanga's website directs readers to school based evidence. https://charanga.com/site/musical-school/?gclid=CjwKCAiAxJSPBhAoEiwAeO_fP2B_zkVtkQOhLbAaL3MMrJxVikJw6-xZtXn9tKoPZK8pBAOLNBjIIRoC6JcQAvD_BwE</p>	<p>3/4</p>
<p>NCCE computing curriculum launched and used by all teachers to deliver excellent teaching of computing.</p>	<p>The NCCE's computing curriculum has been funded by the DFE and based on DFE research.</p>	<p>3</p>

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

Budgeted cost: £11400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and TAs to be trained in delivering excellent one to one and group intervention to meet the needs to HCCPAs Pupil Premium Learners. Training will include:</p> <p>Language Link, Speech Link, PDA, Comic Book Conversations, Jump Ahead, Busy Box, Emotional Regulation, Therapeutic Thinking</p>	<p>All interventions have been chosen and will be delivered by ESCC's CLASS Service, which has completed research into successful and effective interventions. These are on their approved list.</p> <p>Speech Link, Language Link and Jump Ahead have run successfully in the school previously.</p>	2/3
<p>Using a private speech and language therapist to come to school and work with children in small groups and 1:1.</p>	<p>Much national and international research has shown that poor speech and language skills can be a significant barrier to children's learning.</p>	2/3
<p>An educational physiologist to come into school to advise on specific support for pupil premium children with significant needs.</p>	<p>Research has shown that early identification of a child's needs means support can be put in place to overcome barriers as soon as possible.</p>	2/3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children who are entitled to pupil premium are able to</p>	<p>This has been a successful approach used in school previously when</p>	1

access breakfast club free of charge.	targeting children who have poor attendance and are pupil premium.	
Children who are pupil premium are able to access an extracurricular club each term for free.	This is a strategy used in many other local schools and schools nationally to increase the enrichment and additional learning opportunities of pupil premium children.	1/4

Total budgeted cost: £18775

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.

Performance data below shows how well the pupil premium learners performed compared to non-pupil premium peers and other vulnerable groups. This data was gathered from in school assessments, as statutory assessments were cancelled due to the pandemic.

EYFS

	Whole Cohort (55)	Girls (31) Starfish 16 Jellyfish 15	Boys (24) Starfish 12 Jellyfish 12	Pupil Premium (8) Starfish 4 Jellyfish 4	Non-Pupil Premium (47) Starfish 24 Jellyfish 23	EAL (1)	Non-EAL (54)	SEND (9) Starfish 4 Jellyfish 5	Non-SEND (46) Starfish 24 Jellyfish 22
Reception (55)	40/55 72.7%	26/31 83.9%	14/24 58.3%	4/8 50%	36/47 76.6%	0%	40/54 74.1%	3/9 33.3%	37/46 80.4%
Starfish (28)	20/28 71.4%	14/16 87.5%	6/12 50%	3/4 75%	17/24 70.8%	N/A	20/28 71.4%	0%	20/24 83.3%
Jellyfish (27)	20/27 74%	12/15 80%	8/12 66.7%	1/4 25%	19/23 82.6%	0%	20/26 76.9%	3/5 60%	17/22 77.3%

Year 1

	Whole Cohort (44)	Girls (24)	Boys (20)	Pupil Premium (5)	Non-Pupil Premium (39)	EAL (1)	Non-EAL (43)	SEN (8)	Non-SEN (35)	Core (42) <small>Children in the Core group are those who attend school before January 2021</small>	Non-Core (2) <small>Children in the Non-Core group are those who attend after January 2021</small>
Year 1 (44)	P - 72.7% R - 70.5% 40.9% W - 70.5% 18.2% M - 81.8% 31.8%	P - 75% R - 70.8% 41.7% W - 70.8% 25% M - 83.3% 25%	P - 70% R - 70% 40% W - 70% 10% M - 80% 40%	P - 80% R - 80% 40% W - 80% 40% M - 80% 40%	P - 71.8% R - 63.2% 41% W - 60.2% 12.8% M - 82.1% 30.8%	P - 100% R - 100% 0% W - 100% 0% M - 100% 0%	P - 72% R - 69.8% 41.9% W - 69.8% 41.9% M - 81.4% 32.6%	P - 11.3% R - 11.1% 11.1% W - 11.1% 0% M - 22.2% 11.1%	P - 72% R - 85.7% 48.6% W - 85.7% 22.9% M - 81.4% 37.1%	P - 73.8% R - 71.4% 42.9% W - 71.4% 19% M - 81% 33.3%	P - 50% R - 50% 0% W - 50% 0% M - 100% 0%
Starfish (28)	P - 76.2% R - 71.4% 18% W - 71.4% 14.3% M - 81.9% 33.3%	P - 72.7% R - 63.6% 36.4% W - 63.6% 18.2% M - 81.8% 27.3%	P - 80% R - 80% 40% W - 80% 10% M - 80% 40%	P - 88.8% R - 66.6% 0% W - 66.6% 0% M - 66.6% 0%	P - 77.8% R - 72.2% 38% W - 72.2% 14.3% M - 83.3% 39.9%	P - N/A R - N/A W - N/A M - N/A	P - 76.2% R - 71.4% 33.3% W - 71.4% 14.3% M - 80.9% 33.3%	P - 0% R - 0% 0% W - 0% 0% M - 33.5% 0%	P - 76.2% R - 83.5% 44.4% W - 83.5% 16.7% M - 88.9% 38.8%	P - 73% R - 70% 40% W - 70% 15% M - 80% 15%	P - 100% R - 100% 0% W - 100% 0% M - 100% 0%
Jellyfish (27)	P - 69.6% R - 69.6% 43.5% W - 69.6% 21.7% M - 82.8% 30.4%	P - 69.2% R - 76.9% 46.2% W - 79.6% 30.8% M - 84.6% 23.1%	P - 60% R - 60% 40% W - 60% 10% M - 80% 40%	P - 100% R - 100% 100% W - 100% 100% M - 100% 100%	P - 83.8% R - 66.7% 38.1% W - 66.7% 14.3% M - 81% 25.8%	P - 100% R - 100% 0% W - 100% 0% M - 100% 0%	P - 68.1% R - 68.2% 45.5% W - 68.2% 22.7% M - 81.8% 31.8%	P - 16.7% R - 16.7% 16.7% W - 16.7% 0% M - 16.7% 16.7%	P - 88.2% R - 88.2% 52.3% W - 88.2% 29.4% M - 94.1% 35.5%	P - 72.7% R - 72.7% 45.5% W - 72.7% 22.5% M - 81.8% 31.8%	P - 0% R - 0% 0% W - 0% 0% M - 100% 0%

A separate pupil premium action plan was used in the 2021-22 academic year which details the impact of the pupil premium spend with regards to the actions taken.

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
Infant speech and language link	