

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kelvedon Hatch Community Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Jaques, Headteacher
Pupil premium lead	Claire Jaques, Headteacher
Governor / Trustee lead	Heather Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£5,510
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	£63,710

Part A: Pupil premium strategy plan

Statement of intent

At Kelvedon Hatch Community Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on the challenges over which we have control that are having the most significant detrimental impact on our disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school-led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will consider all evidence available to us, including EEF and will ensure that strategies used match the context of Kelvedon Hatch Community Primary School.

Challenges

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

Challenge number	Detail of challenge
1	SEND 16% (7 out of 44) of disadvantaged children are assessed as having special educational needs. Assessments and observations indicate the need for a focus on adaptive teaching in order to ensure that this group of children thrive at Kelvedon Hatch Community Primary School.
2	Wellbeing Our observations and discussions with children and families have identified social and emotional issues for many children. These challenges particularly affect disadvantaged pupils, including their attainment.

3	<p>Attendance</p> <p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>29.5% of disadvantaged pupils have been ‘persistently absent’ during the period of 01 to 30 September 2023, compared to 16% of their peers during the same period. Our assessments and observations indicate that poor attendance is negatively impacting disadvantaged pupils’ progress.</p>
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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
High quality teaching and learning of reading, writing and maths in all classes.	<p>Outcomes at the end of KS2 demonstrate national average attainment or higher by 2024-25 in reading, writing and maths.</p> <p>Strong internal evidence of progress made by all children, including disadvantaged children.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>By 2024-25, improved wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from the children and from parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>By 2024-25, overall attendance of statutory school age children will be 96%+, with an improving trend seen from the end of the 2022-23 academic year.</p> <p>By 2024-25, levels of persistent absenteeism will be at or below pre-COVID national levels of 8.25%.</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: **£31,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase professional skills and expertise of classroom staff in adaptive teaching.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send CPD and feedback to be provided to teachers and support staff by the school's SENCo.	1, 2
Transition support for children in Year R in order to enable their needs to be met.	A smooth transition, especially for children with individual needs, is vital to securing positive engagement in their education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355769/Briefing1b_Home_to_school_health_inequalities.pdf	1, 2, 3
To meet the needs of all learners by ensuring that feedback provided to children by teachers enables children to improve their learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback CPD and coaching feedback to be provided to teachers by the leadership team.	1, 2

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

Budgeted cost: **£20,560**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the percentage of children working at ARE+ across the curriculum by identification and assessment of children's individual needs by	High quality teaching supported by small group and one to one support carefully targeted through identification and assessment of need.	1, 2

supporting children in class and through school led tutoring.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve pupil wellbeing, social and emotional skills, attendance and readiness to learn via consistent support from all school staff and access to alternative education and/or counselling support when required.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Embedding principles of good practice set out in the DfE's working together to improve school attendance advice.	2, 3
To ensure access to full enrichment offer, including access to outdoor learning through educational trips and visits and extra-curricular clubs.	https://aww ltd.com/news/the-benefits-of-outdoor-education-on-mental-health/ World Health Organisation findings show that children raised with exposure to green space are as much as 55% less likely to develop mental health problems such as substance abuse, stress-related illnesses and eating disorders.	2, 3

Total budgeted cost: £63,710

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.

Data analysis for the 2022-23 academic year demonstrates the success of the school's activities to support children's learning during the year:

Subject	Whole cohort	Pupil Premium
Year R - GLD	68%	50% (4 pupils)
Year 1 – phonics	83%	75% (8 pupils)
KS1 – reading	66%	60% (5 pupils)
KS1 – writing	55%	40% (5 pupils)
KS1 - mathematics	83%	80% (5 pupils)
Year 4 - MTC	Average score – 19	Average score - 13 (7 pupils)
KS2 – reading	68%	0% (4 pupils)
KS2 – writing	82%	50% (4 pupils)
KS2 – mathematics	75%	50% (4 pupils)
KS2 - GPS	82%	50% (4 pupils)

Whole school attendance in 2022-23 was 92.2%. This represents a slight drop on the previous year (92.9%). The increased focus on school attendance in the 2023-24 academic year has already improved this figure to 94.4%.

Individual children have been supported to attend school visits which has supported their access to learning outside the classroom.

The school's forest school provision continues to develop. All children have access to this provision, which is led by a qualified forest school teacher.

Externally provided programmes

Programme	Provider