



The Humber Estuary Federation

Pupil premium strategy statement

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	East Halton Primary School
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	17% (7/41)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	Termly
Statement authorised by	Miss Hayley Twidale, Executive Headteacher
Pupil premium lead	Mrs Laurie Bennett
Governor / Trustee lead	Mr Rob Biglands (IEB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10,185

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils (including those who have SEND or the potential to achieve greater depth).

'Quality first' and 'adaptive' teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The EEF Toolkit has been used to give rationale behind decisions made to ensure the greatest impact on closing the disadvantage attainment and progress gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. To ensure the approaches we have adopted are effective we will:

- Ensure that Maslow's Hierarchy of Needs is met in order to facilitate personal development and academic progress
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 'need' is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

adopt a whole school approach to ensure 'shared' raised expectations of what disadvantaged can and should achieve

Challenges

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

Challenge number	Detail of challenge
1	Writing - to succeed in life, children must leave school being able to write. Disadvantaged pupils have performed below their non-disadvantaged peers in the writing in summer 2023. (In some classes this is significantly below)
2	Maths - to succeed in life, children must leave school being able to apply mathematical skills. Disadvantaged pupils have performed below their non-disadvantaged peers in the maths in summer 2023. (In some classes this is significantly below)

3	23% of SEND children are also Pupil Premium
5	Ambition and aspirations - informal observations and conversations with children and their families show us that they do not have challenging aspirations for the future.
4	Average attendance of Pupil Premium children 2022-2023 - 93.5% compared to 94.9% for Non-PP
5	Access to enrichment to develop children's social and emotional well-being that children may not have outside of school.

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 Writing outcomes and progress in all year groups.	Evidence of narrowing the gap between disadvantaged pupils and their non-disadvantaged peers in all year groups: grammar, punctuation, spelling and writing with cohesion and creative flare. (1.1, 1.3, 5.1-5.5 - SDP)
2) Improved Maths outcomes and progress in all year groups.	Evidence of narrowing the gap between disadvantaged pupils and their non-disadvantaged peers in all year groups: times tables, arithmetic, fluency, application to reasoning and problem solving. (1.1, 1.3, 5.1-5.5 - SDP)
3) All children have access to consistent quality first and adaptive teaching. Interventions are used to good effect to support the rapid progress of children.	Teaching over time is good or better across the school. Progress improves over time, as a result of quality first and adaptive teaching. Children with SEND make good or better progress, as a result of timely and effective intervention. (2.1, 5.1-5.5 – SDP)
4) Children have ambition and aspirations for the future. They want to do well and work hard.	Children following core expectations evidence in different contexts (lessons, playtimes, lunchtimes). Pupil voice is positive. Children engage positively with visitors/visits from professionals and apprentices (Primary Futures). (1.3 – SDP)
5) Disadvantaged pupils attend school regularly and punctually.	Average % attendance for disadvantaged pupils rises to be in line with their non-disadvantaged peers. (1.1, 1.2, 1.3 – SDP)
6) Disadvantaged children can develop their	Increased number of disadvantaged children accessing a wide range of clubs. Attendance improves alongside this as children want to attend school for a wide range of learning experiences. (1.3 – SDP)

talents and enjoy extra-curricular activities.	
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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.

Priority 1 - Writing Curriculum

Budgeted cost: £3972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments (Testbase and NTS) Training for staff to ensure assessments are interpreted and administered correctly.	Termly, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Bespoke TT education training package to be delivered to teachers to improve the quality of writing curriculum provision and delivery. (£1449)	Writing outcomes and progress will improve due to the development of the writing curriculum provision and delivery.	1
Purchase of high quality reading texts to link to the writing links within the curriculum. (£777)	Coverage includes texts with a wide range of diverse themes linked to cultural capital and local context. (Hidden disabilities, significant women, refugees and immigration, black history and contrasting cultures)	1
Purchase of bespoke exercise work books with handwriting lines that match the ISHA handwriting programme across all subjects. (£329)	Support the development of key skills across all subjects.	1
ISHA handwriting training delivered to teachers. (£333)	Support the development of key skills in understanding how to structure handwriting	1

	lessons, correct pencil grip, posture and problem solving around this.	
Active writing and spelling training package delivered to teachers by the English Hub to improve the teaching of spelling and grammar. (£1084)	Support the development of key skills.	1

Priority 2 - Mathematics Curriculum

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTS Assessment papers purchased for Y1 children. (£77)	Termly, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
Merit Test Base subscription for Termly assessments. (£112)	Termly, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
TT Rock Stars (£35)	Being a Rock star gives children self-confidence, recognition and self-motivation to improve. This approach improves recall speed of pupils but also boosts their confidence and reduces maths anxiety.	3
White Rose Maths (£28)	According to a study by UCL Institute of Education, this approach has been found to significantly improve students' understanding of mathematics, with 76% of students showing improvement in problem-solving skills.	3
Classroom Secrets (£42)	Develop teachers' subject knowledge and confidence in planning and delivering	3

	bespoke lessons to develop reasoning, problem solving and deeper thinking, confidence and ability in children.	
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Priority 3 - Quality First Teaching

Budgeted cost: up to £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions being delivered by trained TA's, as directed by SENCo.	Targeted interventions such as SALT, Beat Dyslexia, Little Wandle Keep-up/Catch-up, 5 minute box, Socially Speaking have been proven to increase progress with all children when used regularly and accurately. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 and 2
CPD for staff, as identified through monitoring (observations, learning walks, book scrutinies) Pace, engagement and challenge in the classroom - adaptive teaching strategies to be developed to ensure children are in receipt of quality first teaching in the first instance.	Feedback EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Maslow's Hierarchy of Needs	

Priority 4: Aspirations, culture capital and world of work

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Primary Futures - bringing people from different	Evidence is limited currently however the approaches used in	4

occupations into school to deliver assemblies, work with children.	these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. For interventions that focus on self-efficacy and motivation specifically in a learning context (for example, growth mindsets interventions) please see Metacognition and self-regulation .	
Staff to be trained in using Primary Futures.		
Opportunities for developing culture capital and world of work identified and implemented as part of the curriculum.		4
Picture News (103)	Primary Schools – Inspiring The Future has proven case studies that show impact	4
Digi maps (£36)		

Priority 5 - Attendance

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly parent meetings (additional to Parents evenings), to discuss children's progress and for staff to know each disadvantaged child, and their circumstances better.	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 and 5
Children identified through monitoring of attendance are targeted for additional support.	Attend framework	

Priority 5 - Extra-curricular activity

Budgeted cost: £3700 – (£3000 - Forest School training, £700 - £100 per PP child to be used for Extra-curricular clubs and subsidising school trips)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train a member of staff in Forest School	Children gain life skills and confidence to use as they transition to the next phase of their education. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	5
New programme of extra-curricular after school clubs. All teachers to offer an after-school club each week. External providers: Rushby dance/fitness/gymnastics sessions. Hull FC - Tag Rugby	Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	5
School trips to be subsidized for disadvantaged pupils. Health and Safety/Risk Assessment training for staff	Educational visits NEU	5
Education Well-being Officer employed across the federation to deliver weekly 1:1 sessions with children and provide advice and support to SENCo and Class Teachers on strategies and resources.	This is a proven resource we have used for many years that offers children a confidential outlet to support their emotional needs. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

Contingency Fund: £500

Total budgeted cost: £13,172

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.

1.Improved Phonics Screening attainment among disadvantaged pupils at the end of Year

100% (1/1) disadvantaged pupils met the expected standard in Summer 2023. The programme was started in February 2022 and internal data is showing gradual improvement (KS1 Local Authority review). We have signed up to the phonics hub for a three year wave three partnership to further improve the provision for phonics. Rigorous monitoring and continued CPD for new staff will continue.

2 . All children have access to consistent quality first and adaptive teaching. Interventions

are used to good effect to support the rapid progress of children – Interventions were put into place and closely monitored. This monitoring identified that there were too many interventions which caused disruption to quality first teaching within the classroom. To rectify this, interventions were stripped back and the need was identified for more of a whole school SEND approach linked to shared responsibility and accountability for children with SEND. ITP formats were reviewed and quality assured by the SENDCO and bespoke CPD has been provided to teachers regarding SMART target setting and provision mapping. This continues to be a focus throughout out 2023-2024 in addition to a focus on adaptive teaching and application of paper into practice.

3. Children have ambition and aspirations for the future. They want to do well and work

hard – Following the Federation's Careers Fayre, visitors to assemblies throughout the year and numerous workshops (including: Croda Children Challenging Industry Programme, Nipon Gas DT STEM project, parents and pupils shared a positive response. Children were more aware of opportunities available to them and how their subjects in school link to learning in the wider world. In addition, the children at East Halton visited a careers fayre at another local primary school.

4. Disadvantaged pupils regularly and punctually - Average attendance of Pupil Premium children 2022-2023 - 93.5% compared to 94.9% for Non-PP. This requires further improvement so 2023-2024 we have revised our attendance policy and monitoring procedures and systems and will be rolling out the Attend Framework (introduced summer 2023).

Service pupil premium funding - N/A

Measure	Details