

Happisburgh CE VA Primary School

Pupil Premium Report 2023 - 2026



Learning for Life ...to be the best you can be
"Let your Light shine" Matthew 5:16

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	31.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 26
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Laura Watts
Pupil premium lead	Laura Watts
Governor lead	Anne Cottingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,380
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>	£2610 (not planned to be spent)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£10,211
Total budget for this academic year <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>	£50,201 (£2610 to be reclaimed by DfE)

Part A: Pupil premium strategy plan

Statement of intent

At Happisburgh Primary School our aim is for all children to reach their full potential and to be the best that they can be. Our children join us from a variety of starting points and we aim to meet them where they are, supporting them in their growth; academically and socially so that they are equipped to play their part as citizens of our modern society.

As a school we have high expectations for all our children and provide quality first teaching and in-class support to help children overcome barriers. We are a small school and so are able to quickly identify areas for support and can adapt and change our provision to manage emerging needs. It is our aim for children to be supported in class as much as possible so that they have access to their full curriculum entitlement. We therefore use Pupil Premium funding to fund high quality classroom support. However, some specific interventions and school initiatives have been made possible through the allocation of Pupil Premium funding.

Another key part of our vision for our children is to raise aspirations and increase children's awareness of the many wonderful opportunities which are available to them. As part of this, we use Pupil premium funding to widen children's experiences, to support children who may not be able to afford trips and visits and to enhance the learning which takes place in the classroom.

Funding is allocated in our school budget by financial year. This enables us to plan our support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. We endeavour to analyse our data fully to ensure that our decisions are based on evidence and also our strong knowledge and understanding of the children in our school.

Challenges

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

Challenge number	Detail of challenge
1	Children in receipt of Pupil Premium funding achieve less well in reading, writing and maths compared to their peers. This is noticeable in all year groups. 30% of our pupils who receive this funding also have Special Educational Needs and so supporting them in class is vital in order for them to receive their full curriculum entitlement.
2	Children in receipt of Pupil Premium funding may have less varied life experiences than their peers. This can lead to a narrower vocabulary which impacts on their spoken language, reading, writing and imagination. It can inhibit their engagement and confidence as well as limiting their access to the curriculum.

3	Some children in receipt of Pupil Premium funding are unable to access extra-curricular activities and trips or visits because of their family circumstances.
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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.

Challenge	Intended outcome	Success criteria
1	<ul style="list-style-type: none"> • Ensure that targeted support for learning is available through in class support wherever possible to ensure full curriculum access • Ensure that targeted interventions and catch-up sessions are available where appropriate to provide support in a timely manner • Ensure quality first teaching through the provision of high-quality professional development for all staff • Develop the implementation of the CUSP curriculum to ensure aspirational learning for all pupils • Purchase CUSP resources to ensure a broad and balanced, knowledge-rich curriculum 	<ul style="list-style-type: none"> ✓ Summative data and analysis will show improvements ✓ PP children will make good progress from their starting points ✓ Intervention entry/exit points will show good progress ✓ Monitoring of books, pupil voice etc. will show children are confident in their learning
2	<ul style="list-style-type: none"> • As part of our new CUSP curriculum, ensure that children have access to diverse learning experiences to broaden their vocabulary, understanding and ultimately their aspirations. 	<ul style="list-style-type: none"> ✓ PP children will have equal access to a broad and balanced experience which includes trips, visits and visitors, linked to their learning, which will increase their vocabulary and deepen their knowledge
3	<ul style="list-style-type: none"> • All pupils are able to enjoy a range of extra-curricular activities and experiences to enhance their learning • Regular attendance at Breakfast and after school clubs is available to all pupils 	<ul style="list-style-type: none"> ✓ PP children will have equal access to extra-curricular activities which they may otherwise be unable to afford ✓ Access to extra-curricular activities will increase vocabulary and widen life experiences

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: £42,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality teaching and support in classrooms through the recruitment and training of teaching assistants. Teaching assistants to provide support in class and also individual interventions where needed	The EEF Guide to Pupil Premium states that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has particularly positive effect on children eligible for pupil premium.' EEF teaching and learning toolkit	1

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

Budgeted cost: included in teaching costs above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	The EEF Guide to Pupil Premium states that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has particularly positive effect on children eligible for pupil premium.' EEF teaching and learning toolkit	1

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

Budgeted cost: £ 5417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide regular visits and visitors through our curriculum to ensure that children have access to diverse learning experiences to broaden their vocabulary, understanding and ultimately their aspirations.	EEF teaching and learning toolkit	2
Develop our school provision to support children in receipt of pupil premium in accessing a broad and balanced curriculum – DT room and EYFS outdoor area	EEF teaching and learning toolkit	2
Ensure that breakfast and after school clubs are accessible for all pupils	EEF teaching and learning toolkit	

Total budgeted cost: £47,591

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our challenges for disadvantaged pupils last year were:

- a percentage of children lacked tools to support their own learning, being over-reliant on adult support
- some children struggled with their behaviour and emotions which hindered learning
- parental engagement and support from home was a barrier for some children

In order to address these challenges, using the Pupil Premium funding we intended to:

- improve the phonics screening results
- ensure high quality interventions were planned for and implemented
- increase nurture groups to address SEMH needs and promote a positive learning culture
- Develop a robust strategy for identifying and supporting children with persistent absence.

Through our spending of the Pupil Premium funding we were able to train staff in the implementation of our new phonics scheme and increase interventions. This led to 100% of our children passing the phonics screening in 2023. We also worked with parents to strengthen our reading culture through the school through visitors and visits as well as improving our library resources.

We supported children in improving their attendance through the provision of breakfast club and after school club. We also diversified our school offer, providing a broader curriculum with more enhanced learning experiences in order to encourage higher school attendance. This worked for a number of families although we also had to make use of the support of external agencies in cases of more persistent absence. Overall our attendance percentages have improved.

Through the provision of SEMH and nurture interventions, we were able to support children in their friendships and in improving their learning behaviours. This helped them to stay more focused in class, gain in confidence and improve their recall of key facts and procedures during phonics and maths sessions.

Book scrutiny and lesson observations showed that PP children were generally engaged in work, having good resilience and positive attitudes. This showed in the quality of work they produced. When children had difficulties within these areas, TAs were used to provide further support within class.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils