

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	Thomas Hickman School
Number of pupils in school	Reception-Year 6: 420 Muddy Ducks Nursery – Year 6: 492
Proportion (%) of pupil premium eligible pupils	145 children (35%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2025/26
Date this statement was first published	October 2022
Date reviewed and evaluated	November 2023 December 2024
Dates of next review	December 2025
Statement authorised by	Pippa Brand-Benee (Headteacher)
Pupil premium lead	Abi Manly (Co-Deputy: Inclusion)
Governor / Trustee lead	Pat Gurton Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 181,570.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Thomas Hickman school's ambition is for our children to access a bespoke curriculum of the highest quality which leads to achievement exceeding national expectations.

Our Flying Start curriculum is designed to meet the needs of all our children in our context; it is designed to be relevant to our children giving them the core skills and knowledge they need to advance in life but in a connected, relatable way. We acknowledge that children are coming from vastly different starting points - 'levelling-up' is core to the intent. No child should be held back by geography, income or circumstance, we believe education will provide our children with a career choice and readdress and balance social disadvantage: no barriers will hold them back.

Our BIRDS philosophy underpins all that we do at THS and drives the ethos of staff, children and community alike: to prepare all of us for the future we all need to be Brave, Inspirational, Respectful, Determined and Scholarly.

THS is situated within a trauma-flooded community; 56% of children who attend the school have been affected by at least four ACEs or more (Adverse Childhood Experiences). In response to this, THS has been a trauma-informed school since 2020 – we have named our approach to Behaviour and Relationships 'Hand on Heart' (HoH). HoH is a whole school approach that incorporates Norfolk Steps de-escalation methodology too. It also centres on the imperativeness of **emotionally available** adults. An emotionally available adult can actually shape the neurocognitive development of executive functions in a child's frontal lobe and therefore can interrupt the impact of ACES – in essence, adults who have a strong relationship with a child can redirect a child's future.

Therefore, staff work tirelessly to:

- Understand a child's 'story' – what's happened to them in their little lives so far, **not** 'what's wrong with them'?

- Develop secure attachments with the children in their care

- Ensure that children are kept **safe**, are **seen** and **soothed** and that they feel **secure**.

- Help children to understand how the 3 main areas of the brain work to support their emotional literacy, co-regulation and, ultimately, work towards self-regulation all of which are far more challenging for a child with ACES.

THS is located within a diverse school community with families from myriad cultural backgrounds and social circumstances. We feel very lucky to work within the THS community and celebrate our differences through our 'No-Outsiders' principle.

At Thomas Hickman School we aim to work in partnership with all members of the school and wider community. Our curriculum is taught through three Fields of Study that link to prior learning to form new ideas.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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. Our approach will be responsive to common challenges and individual needs.

The White Paper, March 2022, identifies that Covid'19 has exacerbated challenges that primary schools face, in particular those who are entitled to Pupil Premium Funding. It states that, *"In autumn 2021, the average primary school pupil had lost 1.9 months in maths and 0.8 months in reading. Disadvantaged children lost an additional 0.3 months in maths and 0.4 months in reading."*

With guidance from the government's Levelling Up mission, Thomas Hickman will identify children who need help, provide targeted support via a range of proven methods such as small group tuition, and keep parents informed about their child's progress. Some children may receive targeted support through the National Tutoring Programme, for those whose education has been worst affected. This may also include non-disadvantaged children.

At Thomas Hickman we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. This statement details our school's use of pupil premium funding.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Missed Learning Opportunities</b> The % of PP children who are below the expected standard for their age group, in all core areas, is below that of their peers. This has been

	<p>further exacerbated by the negative impact of school closures during the pandemic.</p>												
2	<p><b>Personal Well-being</b></p> <p>At Thomas Hickman School, we pride ourselves on the personal well-being that we offer all children.</p> <p>Many of our children also fit into other vulnerable groups (ACES) and need support with their personal well-being.</p>												
3	<p><b>School absence and punctuality</b></p> <table border="1"> <thead> <tr> <th></th> <th>2021/22</th> <th>2022/2023</th> <th>2023/2024</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium attendance</td> <td>90.58%</td> <td>91.1%</td> <td>91.9%</td> </tr> <tr> <td>Non-Pupil Premium attendance</td> <td>91.61%</td> <td>92,2%</td> <td>93.2%</td> </tr> </tbody> </table> <p>A large body of research demonstrates that absenteeism is detrimental to learning, academic achievement and educational outcomes. Put simply, if children aren't accessing the curriculum regularly they cannot commit learning to long term memory- absenteeism disrupts this learning pathway. Further findings suggest that unauthorised absence is more harmful at the beginning of the school year and at the end of the school year.</p> <p>Persistent and severe absenteeism also has a detrimental effect on SEMH needs.</p>		2021/22	2022/2023	2023/2024	Pupil Premium attendance	90.58%	91.1%	91.9%	Non-Pupil Premium attendance	91.61%	92,2%	93.2%
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4	<p><b>Staff Experience</b></p> <p>7% are ECTs</p> <p>45% are MPS</p> <p>26% of teaching staff are senior teachers</p> <p>22% are senior leaders</p> <p>There is a balance of experienced and developing teachers within the school's teaching profile.</p>												
5	<p><b>Broadening lived experiences</b></p> <p>Inhibited social and cultural capital through restricted lived experiences is recognised as a challenge with the potential to impact on the personal development of children. This may result in their knowledge of the world and vocabulary acquisition being more limited.</p>												

To support the health and well-being of our children we aim to develop their social capital through the support and development of network and ties; this may be in the form of additional activities and opportunities.

During the academic year 23/24 80% of our on-site therapist clients were entitled to Pupil Premium funding. Within the Spring and Summer term of the same year, 100% of targeted parents to receive 'Hand on Heart at Home' support received Pupil Premium funding.

## 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. Missed Learning Opportunities	Ensure that all PP children are receiving Quality First Teaching and provide opportunities to close the gap.	<ul style="list-style-type: none"> <li>• KKS2 Reading, Writing and Maths outcomes show that the gap between PP and XPP is closing.</li> <li>• Phonics screening in Year 1 and 2 reflects National Average.</li> <li>• Pupil assessments within other years indicates children have made appropriate levels of progress,</li> </ul>
2. Personal Well-being	A high level of pastoral care and support will be provided in order to remove potential barriers to learning and to secure personal well-being.	<ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among PP children.</li> <li>• On-site WELTA will be available to provide pastoral care to families. This will improve the collaboration between all stakeholders.</li> <li>• Hand On Heart zones of regulation to be used across the school.</li> <li>• On site therapist, DSL team, Lego therapist and Parent as First teacher will support children in making emotional and educational progress.</li> </ul>

		<ul style="list-style-type: none"> <li>• Support given to both children and their families.</li> </ul>
<p>3. School absence and punctuality</p>	<p>Ensure the attendance of all disadvantaged children is in line with our school's attendance target of 97%.</p>	<ul style="list-style-type: none"> <li>• The overall absence rate for all pupils is in line with our school's attendance target of 97%.</li> <li>• The attendance gap between PP and XPP is 0%.</li> <li>• Unexplained absences will be challenged and followed up.</li> <li>• Families with low attendance will be contacted and offered support to improve attendance.</li> <li>• PP children with low attendance will be encouraged to attend breakfast club, which is funded through PP funding.</li> <li>• Attendance will be managed in line with the school policy and reported to the local authority who may take further action.</li> </ul>
<p>4. Staff experience</p>	<p>All children will receive a broad and balanced curriculum, ensuring barriers to learning are removed, enabling every child to achieve their full potential.</p> <p>Leaders, Teachers and additional staff will receive support and development opportunities appropriate to their role.</p>	<ul style="list-style-type: none"> <li>• SLT will work alongside their colleagues, modelling best practice to secure shared practice, in the form of 'Progress Partners.'</li> <li>• Improved well-being for staff in having increased confidence within their role.</li> <li>• Consistent learning opportunities and experiences for children.</li> <li>• Whole school curriculum initiatives are fully embedded and are shown to be having an impact on all pupils' attainment and progress.</li> <li>• Identified PP children are engaged during high quality teaching and learning.</li> </ul>

		<ul style="list-style-type: none"> <li>• Monitoring and evaluation shows identified pupils are supported appropriately in class to remove barriers to learning.</li> <li>• Drop ins, learning walks, formal observations, book looks, data and planning shows 100% good teaching and learning over time.</li> </ul>
<p>5. Broadening lived experiences</p>	<p>Pupil Premium children will enjoy and benefit from the wide range of enrichment activities on offer.</p>	<ul style="list-style-type: none"> <li>• All children will have access to a flying start curriculum. There will be 'no glass ceiling' to their learning.</li> <li>• All children will reach their potential, as evidenced through their end of year assessments.</li> <li>• Families eligible for PP will not need to contribute towards trips, residential visits, swimming lessons or coach journeys.</li> <li>• Communication between school and home will support family relationships.</li> </ul>

## 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: £35,943.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure consistency of approach for new phonics programme.</p> <p>Cost: £12,802.83</p>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>TAs to be paid to attend Inset days x5 in Phonics training and further interventions</p> <p><i>(EEF) The Education Endowment</i></p>	<p>1, 4</p>
<p>HLTAs and teaching assistants will provide high quality interventions based on analysis of termly assessments to identify areas of need. They will receive high quality 'Catch-Up Numeracy and Literacy' training.</p> <p>This includes National college subscription</p> <p>Cost: £23,140.80</p>	<p>The EEF found that when TAs are deployed effectively with appropriate training &amp; support, they can make a significant contribution to pupils' learning. 7 EEF evaluations have shown that when TAs deliver high quality, structured interventions, they can typically generate three to four additional months' progress for pupils in literacy and numeracy.</p> <p>This will be delivered by 2 hours of interventions per day at targeted children</p> <p><i>(EEF) The Education Endowment Foundation</i></p>	<p>1, 4</p>

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

Budgeted cost: £1,961.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics</b></p> <p>Identified PP and XPP pupils to be provided with daily 1:1 phonics tuition</p> <p>Cost: £1,961.01</p>	<p>25% of children left primary school last year unable to read properly. This increases to 40% for children from disadvantaged backgrounds. A love of reading can change their lives.</p> <p><i>The National Literacy Trust</i></p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development.</p> <p><i>Clark and Rumbold, 2006.</i></p>	1

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

Budgeted cost: £150,750.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>WELTA, Attendance officer</b></p> <p>To provide pastoral care to families. This will also support closing the gap with attendance.</p> <p>Cost: £10,567.56</p>	<p>'School nurses' are often utilised by professionals in a safeguarding role for the early identification of children at risk of abuse, and are seen as 'trusted adults' by the children themselves, and so supporting their mental health needs is crucial.</p> <p>'school nurse' (designated medical officer) can support regular attendance.</p> <p><i>Public Health England and Department for Health, 2014.</i></p>	2

<p><b>New post of Co-Deputy Head</b> DSL Team PAFT teacher</p> <p>Cost: £87,140</p>	<p>Research, published <u>The Lancet Child &amp; Adolescent Health</u>, was conducted between 2016 and 2018 across 18 London schools and surveyed 329 children aged between 13 and 16 years olds at six-week intervals.</p> <p>The study found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p><i>'Future in Mind'</i>, the Government report of the Children and Young People's Mental Health and Wellbeing Taskforce recognises the crucial role that schools can play, working alongside health and community and voluntary services, in helping to support good mental health and in preventing and identifying mental health issues in children and young people.</p> <p><i>Gov.uk</i></p>	2
<p><b>Hand on Heart at Home</b> Building positive relationships between all stakeholders. This is a course that will be run by our on-site therapist.</p> <p>Cost: £2,624.53</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Evidence from EFF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	2
<p><b>Breakfast Club</b> Supporting attendance and welfare needs.</p> <p>Cost: £5,861.66</p>	<p>Research shows that hungry children do not perform as well.</p> <p>Research from the EFF has found that offering a free and nutritious meal before school can boost children's reading, writing and maths results by the equivalent of 2+ months progress over the course of an academic year.</p>	2, 3

	<p>Research suggests that disadvantage pupils who regularly attend breakfast club have improved attendance and punctuality.</p> <p><i>(EEF) Education Endowment Foundation 'Magic Breakfast Evaluation Report'</i></p>	
<p><b>Curriculum Enrichment</b> School trips, residential visits, swimming and coach journeys are paid for.</p> <p>Cost: £19,349.63</p>	<p>Children will achieve enhanced 'Cultural capital' through the range of experiences they are exposed to. This is extremely important because as <i>Ed Hirsch succinctly summarises in: Cultural Literacy (1988)</i>, "to be culturally literate is to possess the basic information needed to thrive in the modern world".</p>	5
<p><b>97+ Club, Attendance awards/incentives</b> For those having 97% attendance or more will receive a swimming voucher/Zoomania in terms Autumn and Spring. In the Summer Term they will have a voucher for 'Flip Out' or equivalent.</p> <p>Cost: £16,376.96</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages.</p> <p><i>Balfanz &amp; Byrnes, 2012; London et al., 2016</i></p>	3
<p><b>Provision of additional resources to reflect personal needs</b> Uniform – Support those who may face financial hardship and ensure that all children have the appropriate uniform needed for school.</p> <p>Cost: £8,830.58</p>	<p>The Education Endowment Foundation has found that although wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. There is also a general belief that school uniform leads to improvements in pupils' behaviour and although it does not necessarily lead to better learning, it may certainly be an important precondition.</p>	2

	<i>(EEF) Education Endowment Foundation</i>	
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**Total budgeted cost: £188,655.56**

## 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 2023 to 2024 academic year.

As we begin year 3 of the three-year strategy which covers the academic years 2022-2025, outlined are the areas in which the strategy has been implemented.

Through involvement with the Buckinghamshire Challenge Project and ongoing evaluations we have adjusted and sharpened areas of this plan - our review for our outcomes of 23/24 are as follows:

#### Training and Teaching

##### **Narrowing the gap from EYFS;**

We placed a stronger focus on oracy 23/24 from Muddy Ducks Nursery to Reception – interventions such as Helicopter Stories, Rhyme Time, Poetry Basket, Sing-up and Word-workouts promoted the importance of children expressing themselves fluently and grammatically in speech.

As a result, GLD shows a three-year upward trend; 51%, 73% resulting in last year's results exceeding the national average @80% for all children. Our disadvantaged gap narrowed over three years too; 44%, 45% resulting in significant gains whereby our disadvantaged children achieved 75% last year.

EYFS LA School audit: May '24: ***There was a clear intent of activities and cross curricular links were used well. For example, the children had created an 'Ice Cream Shop', wrote the sign for it, and used currency from their current topic to support learning further. This was a great example of following children's interests and extending their thinking beyond.***

***All staff have been trained in the ShREC approach and the EY lead has observed this in practice. During the observation, all staff were down at the children's level interacting with them. They have recently set up a 'word workout gym' where they have key vocabulary that they want children to learn'.***

**Moving forward:** Maintaining this strong position for concurrent year groups, as well as ensuring that the children's position stays equally as strong in RWM as my move through the school to be the class of 2030.

**RWI** – The changes to TA contracts increased working hours from 8– 4pm (extra hour per day) which supported the timely, efficient preparation of RWI teaching (before school) and team formulation/evaluation afterschool. This also included weekly training and coaching sessions afterschool. As a result of the sharp focus on fidelity of phonics, coaching and training, the school had its best results over a three-year trend.

**Impact** – Via deliberate and decisive leadership of phonics, Year 1 Phonics was in line with national **81%** all and our disadvantaged pupils achieved **80%**, thus closing the attainment gap between disadvantaged pupils and their peers.

Year 2 phonics – 82% met threshold compared to national 89%

**Moving forward:** Exceed national expectations for all groups of children meeting the expected standard in Phonics in Year 1 and Year 2 and close the attainment gap.

Continue to ensure ALL staff, new and existing, are RWI trained, especially in Years 3 and 4 and upper KS2 to enable Fresh Start to be delivered effectively.

### **Behaviour Management (support for significantly challenging behaviour)**

The school employed a Co-Deputy Head for inclusion (Behaviour, SEMH, Safeguarding and Pastoral). This is a new, additional role in the school to keep a sharp lens on Behaviour and Attitudes in the school: this role works alongside the Co-Deputy for Quality of Education – both equal, critical threads to support each child to succeed, but specifically those of whom are disadvantaged. Aviary sessions have been re-introduced, a social based intervention for play and lunch which has a significant impact on class regulation and an impact on learning.

**Impact:** 98% of parents shared that their children feel safe in school 91% shared that the school promotes good behaviour. Parent Survey Nov'24

### **Targeted Support and Wider Strategies**

**Clubs Provision** – more of our PP children are accessing our enrichment curriculum. 80% XPP attended at least one club last year, 75% of PP children attended a club, an improvement on the previous year which was 66%.

**Attendance** – 97up club is beginning to shift attendance. The move from swim vouchers to Zoomania continued to be impactful, although more expensive to source. The gap remains the same 1.3% difference, but there is a % increase in both PP and XPP attendance, the school are heading in the right direction.

**HoH@Home:** Seven cycles of Hand on Heart@Home have provided practical and varied strategies to guide and support parents in managing challenging behaviour at home.

28 families have accessed HoH@home - 100% of parents of whom attended had children in the disadvantaged group. This supports parents to feel more confident in supporting their children's emotional regulation and behaviour, setting and maintaining boundaries and feeling more confident at providing positive parenting. This in turn supports parents to prioritise and implement strategies to work with attendance difficulties. Children and parents feel happier and more settled at home, which in turn leads to children that are in a better place to learn and succeed in school.

**School Psychotherapist**

90.3 % of children who do direct therapy with the school psychotherapist are from our disadvantaged group. Work supports them to regulate in the classroom and around the school. By being emotionally supported, they are more able to stay in the Green zone and focus on learning. Aviary – a social based intervention for play and lunch has had significant impact on class regulation and impact on learning.

**Impact: End point assessment progress: KS1- KS2 Progress measures for '24 disadvantaged cohort RWM**

Disadvantaged in reading +0.6 points of progress versus +0.4 for non-disadvantaged.

Disadvantaged in writing +0.1 points of progress versus 0.0 for non-disadvantaged.

Disadvantaged in maths +0.5 points of progress versus +0.3 for non-disadvantaged.

**Moving forward:** EEF trials Dreambox Reading plus – an **adaptive, online reading development programme** Reading Plus identifies reading gaps and provides personalised instruction to close the attainment gap.

The will school continue to be part of the local liaison group, there are 12 schools working together on a project to improve outcomes for disadvantaged children. THS are part of this with a focus on Reading for Pleasure and Oracy.

## 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
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
NELi	OxEd and Assessment
White Rose Maths	White Rose Education
Read, Write, Inc.	Ruth Miskin Literacy



## Further information (optional)

We have looked at a number of reports, studies and research papers about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address the challenges to learning presented by the socio-economic disadvantage.

We have looked at the EEF's implementation guidance to develop our strategy. We will continue to use it through implementation of any activities.

We are also taking part in 2 EEF projects this year, Dreambox and Neli.

Over the past three years, through a robust evaluation, we have adjusted our plan over time to secure better outcomes for the children.

Last year's outcomes at GLD, Phonics narrowed the gap significantly.

The spend is having a positive impact.