



Pupil Premium Strategy

Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hunts Cross Primary School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	103pp 30.6%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023.
Statement authorised by	Mrs. N. Ware
Pupil premium lead	Miss. L. Moore
Governor / Trustee lead	Mr. D. Phillips

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,655
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1149
Total budget for this academic year	£158,884

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim to ensure that every child at Hunts Cross Primary School is excited about learning and determined to succeed. We aim to ensure that each child follows our school motto of *'Together Everyone Achieves More'* and that each child adheres to the whole school values. It is important that children feel confident and secure within our school setting. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

The aims of the school

- Uphold our school values of respect, honesty, self-belief, determination, passion, teamwork, equality and excellence.
- Enable all children to achieve their full academic potential.
- Aim to enable all children to develop their wider abilities
- Be an improving school, continually committed to raising standards.
- Be an inclusive school, providing a positive can-do approach to learning.
- Encourage all members of the community to care for the environment.
- Promote equality of opportunity for all.
- Promote spiritual, moral, social and cultural development of the children.
- Ensure that all children have the tools to enable them to develop and maintain a healthy lifestyle and become informed, responsible citizens.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged - amount per pupil £1,345.
- Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Children's progress is also closely monitored during half termly pupil progress meetings.

Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Providing small group work with an experienced teacher focused on overcoming gaps in learning
- Possible 1-1 support
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Providing Breakfast Club

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills.
2	Reading and Comprehension skills.
3	SEMH barriers.
4	Attendance and Punctuality issues.
5	Basic number skills and fluency.

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
Progress in Reading	Improve standards of attainment in Reading for pupil premium children, especially in KS2. KS2 50% July 22. KS1 66.6% July 22.
Progress in Writing	Improve standards of attainment in Writing for pupil premium children. KS2 50% July 22. KS1 41.6% July 22.
Progress in Mathematics	Improve standards of attainment in Maths for pupil premium children, especially in KS2 72.2% July 22. KS1 83.3% July 22.
Phonics	Achieve near national average expected standard in PSC (PP 68.4% July 22).
Other	Implementation of wider opportunities to embed cultural capital.

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: £28,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
Floppy Phonics (£2,830)	<p>A high quality, rigorous programme put in place for the development of letter/s-sound correspondences of the English alphabetic code, reading, spelling and handwriting.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Phonics</p>	1/2
Teacher led tuition (£14,100)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups.</p> <p>EEF Small group tuition</p>	2/5
Additional Teacher for Subject Leader release time (£5,538)	<p>Focused CPD for Subject Leaders to support development of teaching and achieve high standards in all subjects. Pupils need (and are entitled to) a broad, balanced and challenging curriculum. Subject Leaders will have: Regular monitoring of standards across their subject; pupil voice interview; assessing gaps across key stages and also ensuring the progress of attainment standards for pupils.</p>	1/2/3/5
MGL SLA Specialist Computing Teacher (£6000)	<p>Delivering outstanding computing lessons to inspire class teachers and pupils. Developing the use of Computing and STEM to further enhance teaching and learning across the curriculum. Supporting teachers to continue to raise the quality of cross-curricular provision in the context of a broad and rich curriculum through the use of ICT.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Digital Learning</p>	1/2/3/5

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

Budgeted cost: £107,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI (£500 CPD) Teaching Assistant x 2 delivering NELI Nuffield Early Language Intervention x20 weeks length of programme = £900	This programme is evaluated a 'promising project' by the EEF. The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills. The 20-week programme is delivered in FS only. EEF Early Language Approaches	1
Reading Phonic Intervention TA led (£2,450)	Phonics approaches aim to quickly develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them. EEF Phonics	1/2
Year 6 SATs Revision Books (£215) & homework club. Year 2 (£270)	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. EEF Homework	1/2/3/5
Attendance Award (£380) EWO Service Level Agreement (£1,122) Attendance Officer (£18,000)	Attendance levels for some Disadvantaged pupils are below other. Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families. EEF Working with Parents to Support Children's Learning	3/4
Teaching Assistants x 3 (£56,799)	Research suggests that targeted interventions matched to specific students with particular academic needs or behavioural issues can be effective. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. EEF Small group tuition	1/2/3/4/5

Mental Health Lead Practitioner 2 days per week. Group sessions and 1-1 support. Building emotional resilience. (£16,641) Resources (£1500)	<p>This approach has been highly positive for pupils who have faced Adverse Childhood experiences. Primary focus will be on building positive relationships with peers. School uses a specific individual counsellor whose work has positively impacted on pupils.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>EEF Social and emotional learning</p>	2/3/5
LAC child 1-1 online tutoring (£800)	Two sessions per week after school tutoring Maths/English focus. 1:1 tuition is an effective way to support pupils making rapid progress and addressing gaps in learning.	2/5
WellComm Assessment and associated interventions (£850)	<p>This programme is an effective and efficient way of assessing early language skills and provides bespoke follow up activities.</p> <p>EEF Early Language Skills</p>	1
Reading Plus (£6,648)	<p>Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation.</p> <p>Reading comprehension strategies are high impact on average + 6 months. There are some indications that approaches involving digital technology can be successful in improving reading comprehension.</p> <p>EEF Reading Comprehension</p>	1/2
Cracking Comprehension £320	<p>Reading comprehension scheme that identifies gaps and measures progress.</p> <p>Reading comprehension strategies are high impact on average + 6 months. There are some indications that approaches involving digital technology can be successful in improving reading comprehension.</p> <p>EEF Reading Comprehension</p>	1/2

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

Budgeted cost: £36,410.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Swimming Top Up Year 6 (£2,340)	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>EEF Physical Activity</p>	1/2/3/5
Resonate Music (£1,568)	<p>Installing life skills for children, exposing to wider opportunities and allowing children to be expressive.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF Arts participation</p>	1/2/3/4/5
Breakfast Club Staff (£3,800)	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and Maths results.</p> <p>EEF Breakfast Club</p>	2/4
iPads (£2,400)	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>EEF Digital Learning</p>	1/2/3/5
PGL Contribution (£2,400)	<p>Residential visits have a significant impact on the social development of children. The cost can be high, especially for low-income families. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	1/2/3/4/5

Whole school trips (£2,450) Bus for transport to trips (£3,200)	<p>Pupils need (and are entitled to) a broad, balanced and challenging curriculum. There is clear evidence (Ofsted) which include improvements to personal and social skills and academic achievement and the chance to increase understanding of subjects. e/g Enrichment/Curriculum Days, Art galleries, Museums</p> <p>We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p> <p>EEF Enrichment</p>	1/2/3/4/5
Teaching Assistants After School Club (£4,993.20)	<p>Extra-curricular activities have a significant impact on the social development of children. The cost can be high, especially for low-income families. The attendance of disadvantaged pupils attending extra-curricular clubs will be tracked to ensure high levels of participation.eg sports clubs, cooking, choir etc.</p> <p>EEF Extra-Curricular</p>	1/2/3/4/5
Computers (£11,500)	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>EEF Digital Learning</p>	1/2/3/5
RockKidz (£813.20)	<p>Anti-Bullying workshops for Primary Schools are an effective way to teach children what bullying is and how it affects those around us through singing, dancing, key messages and fun challenges.</p> <p>EEF Enrichment</p>	3/4
Crucial Crew (£451)	<p>Crucial Crew is an innovative and interactive way of delivering health and well-being messages to Year 6 children in preparation for their migration to secondary school. The event encourages model behaviour and good citizenship through active participation in a range of health and safety activities. Professionals from the combined Emergency Services and local agencies will be on hand to instruct children on matters that will teach community values and could save lives.</p> <p>We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>EEF Enrichment</p>	3/4

Altru Drama Performance (£495)	Educating children about the importance of online safety through arts and drama. EEF Arts	3/4
Homework Club (£0)	<p>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>EEF Homework</p>	1/2/3/4/5

Total Budgeted Cost: £172,273.40

Amount Of Pupil Premium & Recovery Premium: £158,884

Amount Taken From Whole School Budget: £13,389.40

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 2021 to 2022 academic year.

Aim	Outcome
Ensure all staff receive up-to date training on effective strategies (Literacy Count) for the teaching of word reading, comprehension (including guided reading in EYFS), spelling and 1:1 instructional coaching for individual staff.	<p><u>EYFS GLD 201-22</u> 65%</p> <p><u>Phonics 2021-22</u> PP 68.4% Non PP 78%</p> <p><u>KS1 Writing 2021-22</u> PP 41.6% Non PP 71.7%</p> <p><u>KS1 Reading 2021-22</u> PP 66.6% Non PP 74.3%</p> <p><u>KS2 Writing 2021-22</u> PP 50% Non PP 73%</p> <p><u>KS2 Reading 2021-22</u> PP 50% Non PP 69.2%</p>
Work with the Maths hub to identify the fundamental elements of the Maths curriculum that teachers need to prioritise in basic skills sessions and Maths lessons and training for staff on effective use of time to ensure coverage.	<p>Improve standards of attainment in Maths for pupil premium children, especially in KS2. (PP 72.2%, Non PP 76.9%, July 22).</p> <p>Improve standards of attainment in Maths for pupil premium children, especially in KS1. (PP 83.3%, Non PP 76.9%, July 22).</p>
Establish small group speech & language, phonics, reading and maths interventions for disadvantaged pupils falling behind age-related expectations.	NELI assessments identified children who required early intervention to improve their language and communication development. Children completed a twenty-week programme working with a trained TA on a 1-1 basis, three times per week. In house data shows progress was evident for all children and the quality intervention was a success. Children entered Year One with increased language, understanding of instructions and were able to access the curriculum with a growing confidence.'
The mental health champions, wellbeing teacher and pastoral team, with guidance from the senior leadership team, will create and implement a clear transition and reintegration plan post COVID-19 school closures to support all disadvantaged pupils mental health & wellbeing.	A second lockdown during the year affected mental health and learning behaviours - this will continue to be a priority in 2022/23. Our Mental Health Lead Practitioner works in group sessions and 1-1 support. Building emotional resilience in SEMH.
Diminish the difference between the overall percentage attendance of PP pupils and the local authority target of 97% thus enabling them better life chances and improvements in their attainment.	<p>All PP children alongside SEND will continue to be a priority for improving attendance in 2022/23.</p> <p><u>Attendances 09.21 - 07.22</u> PP 91.23% Non PP 94.31%</p>

