



Hunts Cross Primary School

Together Everyone Achieves More

The Pupil Premium- FAQs:

What is the pupil premium?

The Pupil Premium is extra money that schools receive to meet the needs of pupils who are socially disadvantaged and at risk of underachievement. It is provided to support these pupils in reaching their potential.

How is the pupil premium allocated to schools?

The amount schools receive is determined by the number of pupils who have been known to be eligible or are currently known to be eligible for free school meals (FSM). In addition an allocation is made for pupils who are Looked After Children (LAC) and Service Children.

Who decides how the funding is used?

Schools decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and the performance tables capture the achievement of those pupils covered by the Pupil Premium.



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How do we identify pupils at our school?

At Hunts Cross, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium.

In making provision at Hunts Cross we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM. At our school Pupil Premium funding is allocated for individual and groups of pupils identified as:

- Socially disadvantaged and/or eligible for FSM/LAC/Service Children
- Vulnerable and at risk of underachievement
- Subject to a child in need plan
- Having been identified with complex needs

How do we provide for our pupils?

The attainment of disadvantaged pupils can be raised through a variety of interventions. At Hunts Cross the following range of provision has been identified for this range of pupils:

- Facilitating access to the curriculum
- Providing additional support in the classroom
- Providing additional teaching and learning opportunities
- Offering alternative support and interventions



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Accountability

The Department for Education holds Headteachers and school governing bodies accountable for the impact of pupil premium funding in the following ways:

- Performance tables, which show the performance of disadvantaged pupils compared with their peers
- Requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

How do we know we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored closely through regular formative assessment. Pupil progress review meetings are held each term. The progress that pupils make will vary according to the individual needs of each child but should a concern arise the provision made for that child will be reviewed and any necessary adjustments made.

The school provision map and interventions secured through the pupil premium are adjusted annually to meet the needs of the pupils across the school. This report shows how the Pupil Premium has been used during the academic year 2020-21 and includes information about the attainment of pupils at our school.



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School Name Pupil Premium Profile	Hunts Cross Primary School
Total number of pupils in the school 2020 – 21 (Rec to Y6)	305
Total number of PP eligible pupils	78 (FSM increase predicted Oct 20)
Amount per pupil	£1,345
Total pupil premium budget 2020 - 2021	£114,325

Pupil Premium Grant Expenditure 2020 - 2021	
Area of Focus	Total Cost
Quality of Teaching For All	£51,958
Targeted Support	£35,609
Wider Approaches	£17,450
TOTAL SPEND	£105,017

Evidence of School performance	
Summary of schools performance data (2018-19)	<p>In phonics 60% of disadvantaged pupils achieved the pass mark compared to 89% of none disadvantaged.</p> <p>At KS1 the percentage of disadvantaged pupils achieving expected standard below:</p> <ul style="list-style-type: none">• Reading 73% compared to 70% of none disadvantaged• Writing 55% compared to 76% of none disadvantaged• Maths 64% compared to 79% of none disadvantaged <p>In KS1 the percentage of disadvantaged pupils achieving the greater depth standard needs to improve in both Reading and Writing.</p> <p>At KS2 the percentage disadvantaged pupils achieving the expected standard below:</p> <ul style="list-style-type: none">• Reading 69% compared to 54% of none disadvantage• Writing 69% compared to 71% of none disadvantage



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	<ul style="list-style-type: none">Maths 69% compared to 75% of none disadvantage <p>However, in KS2 the standard of disadvantage pupils achieving greater depth needs to improve in Maths.</p>
Schools pupil premium statement	The school statement identifies the desired areas for improvement and the barriers faced by disadvantaged pupils.
(Strategy from 2020-2021)	Actions are designed to address the barriers and increase rates of progress to the expected standard for all.

Evaluation - Provision & Impact	
Desired outcomes To enable pupil premium children to reach their full potential and achieve the expected standard.	Improved engagement of disadvantaged pupils and raised attainment for this group – please see targets and impact measures from Strategy 20/21
Focus	Information robustly and rigorously identifies pupils' attainment and tracks theirs and others progress through the school. The pupil premium strategy clearly identifies actions taken by the school to raise outcomes for disadvantaged pupils and clearly articulates why this has been targeted and is subdivide into the following categories: <ul style="list-style-type: none">Quality of teaching for allTargeted supportWider approaches
Barriers	Internal barriers faced by disadvantaged pupils at Hunts Cross : <ul style="list-style-type: none">Language skills for PP children in EYFS are low. This slows reading and writing attainment in subsequent years.There are not yet enough children who are eligible for PP funding attaining the expected standard or Greater Depth in Writing at KS1There are not yet enough children who are eligible for PP funding attaining the expected standard in Maths at



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	<p>KS1</p> <ul style="list-style-type: none">• The gap between PP children and Non PP in phonics at Y1 to be closed.• There are not yet enough children who are eligible for PP funding attaining Greater Depth in Reading and Writing at KS2• Improve percentage of PP children achieving the expected standard in Maths at KS2. <p>External barriers faced by disadvantage pupils at Hunts Cross</p> <ul style="list-style-type: none">• Catch up for all pupils due to Covid 19. (Catch Up Plan)• Develop resilience and emotional literacy for all pupils.• Improve attendance rates for pupils eligible for PP.
To enable pupil premium children to reach their full potential	<ul style="list-style-type: none">• Action plans have been in place to target persistent absenteeism• Access free technology offer for DfE. Provide KS2 families priority access to devices. Children able to access online learning through Google Classroom/Class Dojo. Children able to access other online learning platforms at home to support attainment including Bug Club, Purple Mash, Spelling Shed, TT Rockstars.• Targeted interventions with pre and post assessment, including checks to ensure gains have been maintained,• Target PP children through QFT and intervention.• Use pre/post learning intervention to support PP children in Maths lessons.• Purchase of practical resources to support delivery.• Use of online resources from White Rose and Third Space to improve QFT.• Speech and language programs implemented for individual children working with speech therapists.• NELI project as a language intervention in Reception. TA's trained to deliver weekly programme.• Additional TA to support interventions in EYFS• Read to Write purchased to support and develop writing through quality first teaching.• Handwriting scheme and spelling scheme used to support writing development. Writing interventions taking place across KS1.• Spelling Shed and Times Tables Rockstars used across KS1/KS2 and breakfast club. .• Ransted tutoring 1-1 LAK children• Catch-up tuition across school teacher led.• Mental Health Lead Practitioner 2 days per week for group work and 1-1. Building resilience and emotional support. Daily phonic teaching using consistent approaches.• Use of Read to Write and Steps to Read to raise attainment for all children.• Regular monitoring and evaluation of standards across English• Purchase additional resources to promote reading and writing opportunities.• Booster Classes for Year 6 children.• Recovery Curriculum for those children who returned to school in June 20.• Catch up tuition provided by staff for identified groups of children (Summer Term).



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	<ul style="list-style-type: none">• After school clubs provided for ALL year groups.• Welfare officer and school attendance officer employed to monitor pupils and follow up quickly on absences. First day response provision.• Activity/Nurture hub accessed by different groups of children.• Sports Coach from LSSP worked closely with FSM children during lunchtime extra sessions.• Seedlings support provided for children with Mental Health needs.• Y5 visit to PGL subsidised for PP chd and transport paid for to reduce cost for others.• Additional providers delivered a wide range of sporting activities including yoga, dance, cricket, scooter school.• Summer Term enrichment visits to enhance cultural capital.• Wider opportunities for life/safety skills provided through Crucial Crew, Restorative Practice, Young Leaders (PALS) Bikeability, Red Cross, Google Legends and support for KS2-KS3 transition.
Evaluation of Provision	<p>Leadership have reviewed their disadvantaged pupils' learning in school, using a range of methods to triangulate their understanding. For example, observed behaviors in class and around the school are reviewed against outcomes in books and online learning platforms. This has led to the continuation of:</p> <ul style="list-style-type: none">• Regular communication and accountability against robust target setting• Ensured pupil progress meetings rigorously identified the progress made by disadvantaged groups and adjusting interventions accordingly• Additional interventions targeting disadvantaged pupils in key year groups• Created a strategic plan to address the welfare needs which impact on learning of disadvantaged pupils• Increased attendance and reduced absence/persistent absenteeism via breakfast club• Continue to embed approaches to teaching English and Maths.• CPD opportunity has impacted on the standard of QFT. Monitoring outcomes positive.• Target interventions has had a positive impact on standards to date. TA's have received training from phonics lead.• Further training accessed for all staff through LA on phonics.• After school clubs were well attended (Summer Term).• Breakfast Club was well attended.