



Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	365
Proportion (%) of pupil premium eligible pupils	98pp 28.2%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs. N. Ware
Pupil premium lead	Miss. L. Moore
Governor / Trustee lead	Mr. D. Phillips

Pupil premium funding allocation this academic year	£142,590 (sept 23)
Recovery premium funding allocation this academic year	£14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



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;
- TA support in lessons and target intervention;
- 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/After school Provision



Challenges

Challenge number	Detail of challenge
1	Weak Language and Communication skills.
2	Reading and Comprehension skills.
3	SEMH barriers. Increased to 25% of SEND have SEMH difficulties.
4	Attendance and Punctuality issues. Reducing PA.
5	Basic number skills and fluency.

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: £17,197.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led tuition (£6,277.50)	The National Tutoring Programme (NTP) provides eligible state-funded schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. Local authorities also receive funding for looked after children (LACs) and children they have placed in independent special schools (ISSs). This is in accordance with section 14 of the Education Act 2002. EEF Small group tuition	1/2/3/4/5
MGL SLA Specialist Computing Teacher (£7,500) Tech Support (£2,520)	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. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF Digital Learning	1/2/3/5
Hearts Project CPD (£1500)	The Liverpool HEARTS Project is a collaboration consisting of Hope School, Virtual School Liverpool, Changing Minds Child and Family Services UK and The University of Chester. The idea for wider collaboration with the local authority, through Liverpool Virtual school,	3



	<p>was to share this expertise and create capacity to support pupils and improve inclusion for all pupils.</p> <p>Early indications are positive and there is clear evidence that the project is having a positive impact and supporting further development of inclusive practice. Each school setting is bringing value, taking on board training, researching specific elements of practice and benefitting from the wider support available through the project.</p> <p>EEF Social and Emotional Learning EEF Behaviour Interventions</p>	
NPQ Leading Behaviour & Culture	<p>A course to help teachers learn how to create a culture of good behaviour and high expectations in which staff and pupils thrive.</p> <p>A course to help teachers learn how to lead the teaching and learning of a subject, year group or phase.</p> <p>EEF Metacognition EEF Collaborative Learning</p>	1/ 2/3/4/5
NPQ Leading Teaching		
CPD (£800)		

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

Budgeted cost: £91,963

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mastery Numbers</p> <p>Staff CPD (£1200)</p> <p>Resources (£490)</p>	<p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>EEF Mathematics Mastery</p>	1/5



Reading Phonic Intervention Resources (£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 (£560) EWO Service Level Agreement (£1,122) Attendance Officer (£14,795)	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 x2 (£37,866)	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. (£22,767)	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. 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. EEF Social and emotional learning	2/3/5



WellComm Assessment and associated interventions for EYFS and KS1. (£850) TA CPD (£500)	<p>This program is an effective and efficient way of assessing early language skills and provides bespoke follow up activities.</p> <p>EEF Communication</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
1 st Class Number CPD (£1100)	<p>In partnership with the Education Endowment Foundation (EEF) and the National Foundation for Educational Research (NFER), Edge Hill University has recruited schools to take part in an RCT of 1stClass@Number 1. 1stClass@Number 1 is a mathematics intervention developed to support children in Year 2 who are struggling with counting, number and early calculation. In previous research, the programme has been deemed promising by the EEF. This particular research project will focus on children who are in Year 2 from September 2023 and especially those in receipt of Free School Meals.</p> <p>EEF Mastery Maths</p> <p>EEF Small Group Tuition</p> <p>EEF 1st Class Number</p>	1/5



<p>Success @ Arithmetic Calculation</p> <p>(£1180)</p>	<p>Success@Arithmetic is a light touch calculation-based intervention for learners in Key Stage 2 and Key Stage 3 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach.</p> <ul style="list-style-type: none"> • provides targeted use of the Pupil Premium • supports the new National Curriculum for Mathematics • promote mathematical thinking and understanding • develops secure and fluent calculation methods through carefully staged progression • promotes a mastery approach • develops the mathematical subject knowledge of both teachers and teaching assistants • provides detailed evidence of progress and impact. <p>EEF Mastery Number</p> <p>EEF Small Group Tuition</p>	<p>1/5</p>
<p>Greater Depth Reasoning Club</p> <p>(£80)</p>	<p>Targeted support to develop children's potential with reasoning – working alongside pupils from The Learning Network.</p> <p>EEF Mastery Number</p>	<p>1/5</p>



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

Budgeted cost: £32,925.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor (£7000)	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.</p> <p>EEF Mentoring EEF Individualised Instruction EEF Social and Emotional Learning</p>	3/4
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 (£9,150)	<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
Robin Wood	<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</p>	1/2/3/4/5



Contribution (£2,780)	<p>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>	
<p>Whole school trips (£2,450)</p> <p>Bus for transport to trips (£3,200)</p>	<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
<p>Teaching Assistants After School Club (£4,993.20)</p>	<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
<p>RockKidz (£814)</p>	<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
<p>Crucial Crew (£495)</p>	<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



<p>Altru Drama Performance</p> <p>(£475)</p>	<p>Educating children about the importance of online safety through arts and drama.</p> <p>EEF Arts</p>	<p>3/4</p>
<p>Homework Club</p> <p>(£0)</p>	<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>	<p>1/2/3/4/5</p>

Total Budgeted Cost: £142,085.70

Amount Of Pupil Premium & Recovery Premium: £156,800

Amount Taken From Whole School Budget: £0



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	<p>Improve standards of attainment in Reading for pupil premium children, especially in KS2.</p> <p>KS2 54% July 23. KS2 53% PP KS1 77% July 23. KS1 67% PP</p>
Progress in Writing	<p>Improve standards of attainment in Writing for pupil premium children.</p> <p>KS2 63% July 23. KS2 53% PP KS1 70% July 23. KS1 57% PP</p>
Progress in Mathematics	<p>Improve standards of attainment in Maths for pupil premium children.</p> <p>KS2 61% July 23. KS2 53% PP KS1 70% July 23. KS1 71% PP</p>
Phonics	<p>Achieve in line with national average expected standard in PSC.</p> <p>Phonic Check July 23 79% in line with national for all. PP 60% pass Non-PP 85% pass</p>
Other	<p>Implementation of wider opportunities to embed cultural capital.</p>



Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 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 2022-23</u> 75% overall GLD PP 50% GLD</p> <p><u>Phonics 2022-23</u> PP 60% Non-PP 85%</p> <p><u>KS1 Writing 2022-23</u> PP 57%. Non-PP 81%</p> <p><u>KS1 Reading 2022-23</u> PP 67% Non-PP 85%</p> <p><u>KS2 Writing 2022-23</u> PP 53% Non-PP 63%</p> <p><u>KS2 Reading 2022-23</u> PP 53% Non-PP 54%</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 53%. Non-PP 61% July 23).</p> <p>Improve standards of attainment in Maths for pupil premium children, especially in KS1. (PP 71% Non-PP 81% July 23).</p>
Establish small group speech & language, phonics, reading and maths interventions for disadvantaged pupils falling behind age-related expectations.	<p>Intervention groups across school showed that children who had received small group tuition made accelerated progress and more progress than their peers. Use of TA's and academic Learning Mentor to ensure good progress.</p> <p>£47,558 academic mentor.</p>
The mental health champions, wellbeing teacher and pastoral team, with guidance from the senior leadership team, will create and	<p>Our Mental Health Lead Practitioner and Pastoral Lead work in group sessions and 1-1 support.</p> <p>Building emotional resilience in SEMH.</p>



implement a clear plan to support all disadvantaged pupil's mental health & wellbeing.	Rocket resilience training for year 5 (cohort impacted most by Covid)
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 2023/24.</p> <p><u>Attendances 09.22 - 07.23</u></p> <p>PP 90.52%</p> <p>Non-PP 94.8%</p> <p>SEND 92.2%</p> <p>EHCP 95.6%</p> <p>Non-SEND 94.1%</p> <p>PP PA's 34%</p>