



Pupil Premium Strategy

Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	340
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022.
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	£117,015
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,308
Total budget for this academic year	£137,938



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 (69% July 19).
Progress in Writing	Improve standards of attainment in Writing for pupil premium children, especially in KS2 (69% July 19).
Progress in Mathematics	Improve standards of attainment in Maths for pupil premium children, especially in KS2 (69% July 19).
Phonics	Achieve near national average expected standard in PSC. Floppy's Phonics to be evaluated.
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: £32,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Floppy Phonics (£2,830)	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. Floppy's Phonics was introduced and pupils in reception, Y1 and Y. Pupils achieving the Phonics Screening check in Y1 are not all applying their knowledge into their spelling. A new consistent systematic approach was required in line with current approaches to teaching.	1/2
Teacher led tuition (£14,100)	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. Small group tuition EEF (educationendowmentfoundation.org.uk)	2/5
Additional Teacher for Subject Leader release time (£5,538)	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.	1/2/3/5
Steps to Read (£1,000 CPD) (£5,000 scheme) (£1,000 resources)	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2
Floppy Phonics CPD staff training (£350)	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Phonics EEF (educationendowmentfoundation.org.uk)	1/2
Resources to support EYFS Reforms (£3,000)	Learning environment resources and redesign, CPD for staff and LA support. Learning resources will help improve children's development within language skills, including expressive language and speech sound. Additionally, development within understanding of the wider world via curiosity, engagement and enjoyment.	1/2/3/5



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

Budgeted cost: £68,846.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI (£500 CPD) Teaching Assistant x 2 delivering NELI Nuffield Early Language Intervention 20 weeks (£414.80)	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.	1
Project X Teacher led Reading Intervention (£2,450) (£5,401)	Project X CODE is a proven reading intervention. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1/2
Reading Phonic Intervention Teacher 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. Phonics EEF (educationendowmentfoundation.org.uk)	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. Homework EEF (educationendowmentfoundation.org.uk)	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. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	3/4



Teaching Assistants x 3 (£18,933)	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. Small group tuition EEF (educationendowmentfoundation.org.uk)	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 (£500)	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 during 2020-21. 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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2/3/5
LAC child 1-1 online tutoring (£720)	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)	This programme is an effective and efficient way of assessing early language skills and provides bespoke follow up activities.	1



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

Budgeted cost: £23,151.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Swimming (£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>Physical activity EEF (educationendowmentfoundation.org.uk)</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>Arts participation EEF (educationendowmentfoundation.org.uk)</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>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital/</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>	1/2/3/4/5



	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	
Whole school trips (£2,450) Bus for transport to trips (£3,200)	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	1/2/3/4/5
Teaching Assistants After School Club (£4,993.20)	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.	1/2/3/4/5

Total cost: £124,816



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please note that any data below is from internal assessments only, for example, standardised teacher administered tests or diagnostic assessments.

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.	Ensure all staff receive up-to date training on effective strategies for the teaching of word reading, comprehension (including guided reading in EYFS), spelling and 1:1 instructional coaching for individual staff. The number of children with a reading age in line or above their chronological age increased in Years 1,2,3,4 and 5. Spelling data on standardised assessments increased in all year groups
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.	There was a high percentage of expected or accelerated progress in all year groups for Maths during 2020-21.
Establish small group speech & language, phonics, reading and maths interventions for disadvantaged pupils falling behind age-related expectations.	NELI intervention groups across school showed that children who had received small group tuition made accelerated progress and more progress than their peers.
The mental health champions (staff) 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 2021/22.
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.	A second lockdown during the year affected attendance - this will continue to be a priority in 2021/22.