

Pupil premium strategy statement – Hunsley Primary, 23-24 – part of the 3-year plan 2021-24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L Hudson (Headteacher)
Pupil premium lead	L Hudson
Governor / Trustee lead	P Hall (Chair of LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,900 (including all aspects, FSM, PLAC etc)
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£24,930

Part A: Pupil premium strategy plan

Statement of intent

What are the key principles of our strategy plan?

The school intends to use the funding made available via the PPG and the RPG (alongside the funding made available through the National Tutoring Programme [NTP] and the small amount we receive for the Service Pupil Premium) to support the **wellbeing, access, inclusion, participation and progress** of disadvantaged pupils and to raise the level of outcomes for this group of children whilst also raising the level of outcomes for all. **This is part of a 3-year plan which aims to help pupils across the school achieve in the longer term with a target date of July 2024, as the full review of 3-year strategy.** The aim is then to set down new longer-term aims and implementation for the following 3 years (**2024-2027**). Overall, the year **2030** aims to be the year we see the full impact of our approaches.

We also know that improving all areas of provision will improve outcomes for all children, including those in receipt of the PPG, and so the funding will also be used to enable education staff to take part in professional development and curriculum review, closely linked to our broad, balanced and carefully-compiled curriculum which will prepare the teachers and associate staff for offering all pupils highly aspirational and well-informed lessons, closing the gaps in key areas such as **literacy, communication, numeracy, subject knowledge, cultural experiences and cultural literacy**, and **skills development**.

What are our ultimate objectives for disadvantaged pupils?

The school recognises that disadvantaged pupils nationally have been most significantly impacted by the COVID pandemic and are now being disadvantaged by the financial crisis which is impacting all children.

We are using the funding to provide resources, time, experiences and inputs which **enrich the lives and the future potential of disadvantaged pupils specifically** and give them access to high quality teaching and care, as well as access to the wider educational discourse from which they might otherwise be excluded.

How does our current pupil premium strategy plan (2021-24) work towards achieving these objectives?

Wellbeing:

The funding has enabled the school to pay for a senior member of staff to apply their senior mental health lead training by being given time each week to oversee the pastoral aims of the school, which has resulted in specific support pathways and a **new pastoral**

structure being established in school and led by that senior member of staff. A pastoral team has developed distinct roles out of this structure: **nurture and alternative curriculum; ELSA; safeguarding; wellbeing and behaviour**. This is now helping us support children more quickly and in a more targeted way, having staffing capacity to offer more than one pathway which meets both children's and parents' needs more effectively. The provision of an ELSA, with dedicated time each week to provide one-to-one and small group sessions, is a main driver for the school's wellbeing support.

Access and Inclusion:

Last year, the attendance and participation of disadvantaged pupils remained consistent with negligible gaps between PPG and non-PPG pupils in the week-to-week attendance checks. Attendance continues to be supported by a number of initiatives, including the after-school tutoring offered to this cohort of children. This year, we note that attendance continues to be of key importance to the achievement and engagement of all children, notwithstanding pupil premium children.

We continue to focus on supporting parents and carers to enable their child to engage, ensuring that the school reaches out to all parents and carers on a regular basis, offering financial support for extra-curricular activities, additional food vouchers, and access to early help, where needed, including offering sessions in school for families who might require them, working alongside agencies such as the Children's Centre and the MIND practitioner, to provide programmes of help and support.

Where disadvantaged pupils are also those on the SEND register, this funding enables further targeted support to be offered, both for wellbeing and for academic needs. Being able to bring in additional learning resources specifically for SEND where there is not the level of need to warrant an EHCP but sufficient need to warrant higher level differentiation, the PPG supports the school to meet those needs by employing additional adults and training them in areas such as SALT, phonics and early reading, sensory needs and physical needs. It also helps support the training of SEND leaders in school. The provision of access to an alternative curriculum continues to offer our disadvantaged pupils small-group, bespoke learning in life skills and PSHE. We will continue to run the NELI early language project this year which the funding contributes to. We will also run thrice-weekly Lexia / Nessy for literacy support. Where disadvantaged pupils are identified through our in-school screeners as needing formal dyslexia assessment, we pay for and arrange these.

Participation:

The pupil premium funding has enabled us to pay for educational visits and wider curriculum activities for disadvantaged pupils on free school meals. We offer uniform vouchers, further topped-up food vouchers which go beyond the amounts offered by the LA initiative, and resource packs for pupils on Free School Meals or for those who need

them, targeting families who might be on the borderline to qualify for FSM, and would benefit from access to extra resources during the financial crisis.

Progress:

This year, as with last year, the funding is supporting the provision of 1 day per half term of training and curriculum leadership time for teachers to engage in curriculum reviews, to talk with the children, monitor the impact of the curriculum in books and oversee curriculum change. This entails staff having an additional subject leadership day per half term to develop quality improvement of the curriculum for all pupils, not just those who qualify for the PPG.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. **The challenges identified in 2021 at the start of the 3-year plan remain significant challenges for the school community.**

Challenge number	Detail of challenge
1	<p>Lower resilience and engagement in the routines of learning</p> <ul style="list-style-type: none"> - the impact of the pandemic has been profound for all pupils and families and has generated challenges around re-entry to learning routines, such as resilience, wellbeing, stamina for learning and understanding what 'normal school routines' look like - higher anxiety from those children who might typically have lower expectations and higher levels of self-doubt around learning achievement - specific focus on the challenge of resilience in maths and the levels of mental stamina and agility required to apply knowledge in a range of arithmetic and problem-solving challenges
2	<p>Lower levels of communication skill and literacy</p> <ul style="list-style-type: none"> - speech and language for communication are impacted by low engagement in early reading or talk-for-writing activities - some children leaving EYFS having not made GLD due to reduced literacy skills from lower entry points – catch-up ongoing into Years 1 and 2, particularly for writing - the building-blocks of learning missed over time are not easily replaced and built upon, and interventions must be personalised to meet specific needs
3	<p>The importance of having in place a challenging, highly aspirational curriculum with appropriate support structures for those who find it harder to access</p> <ul style="list-style-type: none"> - cultural literacy must be relevant to the pupils

	<ul style="list-style-type: none"> - curriculum content must be meaningful to our children and of value to them in their next steps beyond primary school - teaching staff must be highly trained and adept at understanding the curriculum, its progression and the best ways to assess
4	<p>Attendance patterns, health and wellbeing suffer when engagement in school routines is low</p> <ul style="list-style-type: none"> - parental partnership in the absolute importance of good school attainment is challenged by other family priorities, and matters such as term-time holidays post-pandemic - low level sickness and school avoidance stems from low levels of resilience, both in parents and in children - pupils' behaviour in the home is more challenging for parents and wider support structures are typically overwhelmed, so there is a need to provide that higher level of specialist wellbeing and safeguarding support in school. - The overall attendance for non-pupil premium and pupil premium remains balanced, with little variation, however we seek to raise all pupils' attendance rates across the school.
5	<p>The financial crisis increases the gap between those who have easy access to resources, uniform, extra-curricular activities, sufficient healthy foods and those who do not.</p> <ul style="list-style-type: none"> - some families who are above the threshold for FSM are impacted without qualifying for additional support - this can lead to a 'cultural literacy disadvantage' where wider knowledge and learning activities are inaccessible, simple learning tools are not available outside of school and learning routines (such as the completion of homework or participation in clubs) are not accessed

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improving academic achievement in the core subjects, Maths, Reading and Writing – improve the proportion of disadvantaged children achieving the Age-Related Expectations at end of Key Stage assessment points</p> <ul style="list-style-type: none"> - targeted interventions, including tutoring, have timely impact - focus on mastery learning, especially in maths 	<p>Those pupils in receipt of the PPG achieve as well as their non-disadvantaged peers, if not better, in terms of meeting and exceeding their targets – across Maths, Reading and Writing subject areas</p>

<p>Improving academic achievement in the foundation subjects</p> <p>– improve the proportion of disadvantaged children achieving the Age-Related Expectations at end of the academic year</p>	<p>Those pupils in receipt of the PPG achieve as well as their non-disadvantaged peers, if not better, in terms of meeting and exceeding their targets – across the foundation subjects</p>
<p>Raising achievement of Hunsley Primary Characteristics of Learning</p> <p>– the indicators of positive learning approaches, resilience and the language of learning, the HP CoLs show whether a child is developing useful characteristics for life-long learning and self-confidence</p>	<p>Those pupils in the disadvantaged category improve the number 2s and 1s their achieve in their HP CoLs and are equally successful to their non-disadvantaged peers.</p>
<p>Improving attendance, punctuality and engagement, including engagement in after-school sessions of catch-up and tutoring</p>	<p>Attendance of disadvantaged pupils is at least in line with national average expectations for good attendance and allows consistency of access</p>
<p>Improving wellbeing, safety and resilience of pupils so that children are able to concentrate and are ready to learn</p> <ul style="list-style-type: none"> - Behaviours for learning are positive and children are focused and ready to learn - Relationships with families are positive and lead to good partnership around supporting learning - Children have ready and equal access to uniform, food, resources and time to support their development - Improving leadership of whole school wellbeing and engagement of the most vulnerable families by dedicating protected time for senior leadership of wellbeing, with focus on attendance and support of the most vulnerable families and children 	<p>The programmes of support offered by the pastoral team are accessed by disadvantaged pupils, with tangible and timely impact – records show how progress is made over time against the aims of the pastoral input</p>
<p>Continually improving teachers' knowledge, teaching strategies and skills and curriculum planning</p> <ul style="list-style-type: none"> - Teachers access high quality CPD which impacts on the quality of learning taking place in the classroom for all pupils - Teachers have effective time allocated to enable them to become experts in curriculum and pedagogy to the benefit of all pupils 	<p>The percentage of disadvantaged pupils achieving age-related expectations or above (and meeting or exceeding their targets) is in line with those who are not disadvantaged and in line or exceeding national expectation.</p>

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: £13,000+

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Curriculum Development Days for teaching staff – one day per half term – for curriculum development, research-led practice development, peer mentoring, Quality Improvement and Quality Assurance activities and feedback to colleagues</i>	EEF: The tiered model and menu of approaches High Quality Teaching: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	1, 2, 3
<i>Subject specific training and CPD, focusing on mathematics, for all teaching staff, to ensure that across the school, gaps in maths knowledge for all children are addressed, interventions identified and provision in place</i> - Mastering Number at EYFS and KS1 - Maths Mastery training through the Maths Hub programme	EEF: The tiered model and menu of approaches High Quality Teaching: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Professional development on evidence-based approaches.	1, 2, 3
<i>Specific teacher and associate staff CPD for targeted interventions, e.g. subject specific; speech and language, sensory – handwriting; phonics, maths and early reading.</i>	EEF: The tiered model and menu of approaches Targeted Academic Support: Interventions to support language development, literacy, and numeracy	1, 2, 3

	Activity and resources to meet the specific needs of disadvantaged pupils with SEND	
<i>Specific training and time dedicated for leadership and associate staff on Attendance, Engagement and Wellbeing</i>	EEF: The tiered model and menu of approaches Wider Strategies: Supporting pupils' social, emotional and behavioural needs Supporting attendance	1, 3, 4

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

Budgeted cost: £7000+

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Programmes of small group precision teaching of maths and literacy by qualified teachers</i> - Provision of additional expert teacher capacity	EEF: The tiered model and menu of approaches Targeted Academic Support: Interventions to support language development, literacy, and numeracy One to one and small group tuition Activity and resources to meet the specific needs of disadvantaged pupils with SEND, for example	1, 2, 3
<i>Top-up of the costs for small group tutoring throughout the year from the PPG (not the Recovery Premium)</i>	EEF: The tiered model and menu of approaches Targeted Academic Support: Interventions to support language development, literacy, and numeracy One to one and small group tuition	1, 2

<i>Provision of online programmes and support resources for fluency practice (reading, phonics, maths) e.g. Lexia, Nessy, Pearson Bug Club</i>	EEF: The tiered model and menu of approaches High Quality Teaching: Technology and other resources focussed on supporting high quality teaching and learning Targeted Academic Support: Interventions to support language development, literacy, and numeracy	1, 2, 5
<i>Provision of physical learning resources</i> - Provision of high-quality maths teaching resources - Provision of high-quality reading resources through the library scheme from the East Riding	EEF: The tiered model and menu of approaches High Quality Teaching: Technology and other resources focussed on supporting high quality teaching and learning	1, 2, 5
<i>Provision of programme of alternative curriculum sessions: Life Skills and PSHE sessions for small groups of pupils</i>	EEF: The tiered model and menu of approaches High Quality Teaching: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Targeted Academic Support: Interventions to support language development, literacy, and numeracy One to one and small group tuition	3
<i>Provision of NELI early language intervention for EYFS and Year 1</i>	EEF: The tiered model and menu of approaches Targeted Academic Support:	2

	<p>Interventions to support language development, literacy, and numeracy</p> <p>One to one and small group tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5000+

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of weekly pastoral support attendance check-ins – all year groups</i>	<p>EEF: The tiered model and menu of approaches</p> <p>Wider Strategies:</p> <p>Supporting pupils' social, emotional and behavioural needs</p> <p>Supporting attendance</p> <p>Communicating with and supporting parents</p>	3, 4
<i>Provision of ELSA sessions, 1 day per week and associated resources (books)</i>	<p>EEF: The tiered model and menu of approaches</p> <p>Wider Strategies:</p> <p>Supporting pupils' social, emotional and behavioural needs</p> <p>Supporting attendance</p>	4
<i>Provision of cost-free after-school, lunchtime and / or early-bird sessions to support attendance and engagement in school, e.g. Reading Clubs, craft clubs, choir, storytime sessions,</i>	<p>EEF: The tiered model and menu of approaches</p> <p>Wider Strategies:</p> <p>Supporting attendance</p> <p>Communicating with and supporting parents</p>	3, 4, 5

Computing clubs, Eco-Team		
<i>Provision of financial support structures:</i> <ul style="list-style-type: none"> - Access to uniform vouchers - Access to top-up food vouchers, additional healthy snacks - Access to extra-curricular experiences (paid for with the PPG) 	EEF: The tiered model and menu of approaches Wider Strategies: Supporting pupils' social, emotional and behavioural needs Supporting attendance Communicating with and supporting parents	4, 5

Total budgeted cost: £ 25,000+ (approximate contribution to overall school budget for the above initiatives) *The cost of the above provision will exceed the total PPG income received, however the above amount will contribute towards the total cost of provision in 2023-24.*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022-23, the number of disadvantaged pupils was low in terms of ratio to non-disadvantaged pupils, therefore specifics will not be detailed here, however we can note the following headlines:

EYFS	100% EYFS disadvantaged pupils achieved a Good Level of Development 74% EYFS non-disadvantaged pupils achieved a Good Level of Development
Phonics	50% Y1 disadvantaged pupils achieved the Phonics Screening standard by the end of Year 1 87% Y1 non-disadvantaged pupils achieved the Phonics Screening standard by the end of Year 1
KS1	50% of Y2 disadvantaged pupils achieved the Phonics Screening standard by the end of Y2 96% of Y2 non-disadvantaged pupils achieved the Phonics Screening standard by the end of Y2 25% of Y2 disadvantaged pupils achieved Expected Standard or above in Reading, Writing and Maths combined by the end of KS1 66.6% of Y2 non-disadvantaged pupils achieved Expected Standard or above in Reading, Writing and Maths combined by the end of KS1
KS2	33% of Y6 disadvantaged pupils achieved Expected Standard or above in Reading, Writing and Maths combined by the end of KS2 63% of Y6 non-disadvantaged pupils achieved Expected Standard or above in Reading, Writing and Maths combined by the end of KS2.
SEND	42% of disadvantaged pupils in the above classes were also on the SEND register (including SEND E and K)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Not Applicable	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>We have very small numbers of pupils accessing the Service Pupil Premium Funding and – as such – are unable to give specific details here. We use the funding to support the staffing and provision of pupil leadership initiatives, such as our Anti-Bullying poster campaign and our Wellbeing Ambassador programme.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>The contribution the SPP gives to the school budget, allows us to give time to enhance the inclusion and development of pupils in receipt of the funding. We make sure that children who qualify for this funding are targeted for enrichment and leadership experiences.</p>

Further information (optional)

<p>The following are examples of additional initiatives, purchases and interventions have been put in place for 2023-24, to contribute to and complement the 3-year Pupil Premium Strategy – these are non-exhaustive examples:</p>
<ul style="list-style-type: none"> - Use of additional capacity teacher/s to deliver parallel teaching across small groups from Key Stage 1 and 2 classes. These sessions to ensure targeted support, pre-teaching and overlearning are in place to support disadvantaged pupils in the first instance, followed by all targeted pupils beyond this Wave 1 approach. - Purchase of annual subscription to No More Marking software to ensure that standards of marking and assessment for writing are appropriately challenging and that pupils' work is marked against a national benchmark from Y1-Y6.
<ul style="list-style-type: none"> - Specific, bespoke handwriting exercise books provided across whole school to achieve consistent application of handwriting improvement programme across all areas. - Targeted children to access handwriting support, via regular weekly sessions with TA / Teacher, depending on class group, and through the use of tactile and fine motor support exercises and materials in class on a daily basis, e.g. dough disco, fine motor sensory circuits, Teodorescu. - Daily targeted support for writing / handwriting in each class as required – teacher-planned and either teacher or TA led - Purchase of Clicker Software for Ipad and laptop and training for staff to enable writing capture in a range of accessible ways
<ul style="list-style-type: none"> - Purchase of Lexia software for three-year subscription to support target pupils on rotation in developing their fluency skills for reading - Designated TA time to monitor, collate and feedback on the use of Lexia for consistency and sharing of best practice. - Daily intervention for reading fluency and application of phonics across all classes to be TA and teacher led, following the planning detailed in Bug Club Phonics - Use of additional Bug Club phonics for intervention across Key Stage 2 - Purchase of online Bug Club Pearson reading scheme for in-class guided reading; one-to-one reading in school and at-home learning reading activities - Continued registration with Nessy online resource for targeted support of in-class reading fluency and comprehension
<ul style="list-style-type: none"> - New Abracadabra online library software in place to complement Reading for Pleasure accessible books boxes for all 7 classes and LA Library Boxes subscription. East Riding Library service subscription to offer texts matched to subjects and curriculum progression on a half termly basis, fiction and non-fiction, as well as access to wellbeing texts on request.

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| <ul style="list-style-type: none"> - All staff agree shared understanding of best practice using research-proven approaches (EEF, Research School, Teaching School Alliance, access for all staff to SCITT programme, partnership working in Trust) - Ongoing subscription to online GL Ready Screening for whole school early dyslexia identification processes - Purchase of NFER termly assessments for consistency of standardised assessment in reading to run alongside the Pearson Bug Club assessment - Use EEF and Bold Beginnings recommendations so that teaching interventions focus on strategies proven to ensure fluency and confident application of early reading skills, e.g. phonic knowledge, through planned additional teaching time. |
| <ul style="list-style-type: none"> - Purchase of annual subscription to online maths programmes to support home learning and maths fluency development: Timestables Rockstars and Maths Factor – Active Learn - Whole school engagement in Maths Mastery 3-year training programme led by the Maths Hub link and Maths Lead - Purchase of NFER termly assessments for consistency of standardised assessment in reading to run alongside the White Rose programme and Ready to Progress assessments - Daily targeted support for maths in each class as required – teacher-planned and either teacher or TA led (EEF recommendation regarding teacher-planned interventions) |
| <ul style="list-style-type: none"> - Introduction of Wellbeing Parent / Carer Drop-ins as termly initiative, led by the Pastoral AHT - Training of additional ELSA to be undertaken before end of 2024 - Dedicated staff member with weekly time allocation for ‘keep-in-touch’ conversations with families requiring attendance and engagement support |