

Pupil premium strategy statement

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	Huntington Community Primary School
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	11.08% (43 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	D. Rose
Pupil premium lead	L Nicholson
Governor lead	B Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,595
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,280

Part A: Pupil premium strategy plan

Statement of intent

Our analysis of barriers to learning and low achievement for our disadvantaged pupils indicates that the common barriers to learning at Huntington CP School for disadvantaged children reflect two key issues:

1. Below normal/average levels of ability.
2. Levels of attainment below what should be expected for the pupils' level of ability.

These lower than expected levels of attainment are frequently associated with:

- below average levels of attendance;
- complex family situations that prevent children from flourishing;
- less support at home;
- weak language and communication skills;
- lack of confidence often associated with more frequent behaviour difficulties and attendance and punctuality issues.

Frequently, the barriers to learning are a combination of these issues. The challenges are varied and there is no "one size fits all" solution. Within our broad overall strategy, we aim to adapt our approach to the specific needs and contexts identified for each pupil.

We aim to provide **all** children at Huntington Community Primary School with a high-quality learning environment with a carefully planned, sequenced curriculum delivered via a thoughtful pedagogy which is based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, our pupils will make strong progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention programmes.

We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. We will provide pastoral support for both pupils and parents. We will work with families to support school attendance so that all children are able to engage with the full learning experience at Huntington CP. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding being allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate 'Catch Up' interventions, delivered by Teaching Assistants, to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained ETA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support providing activities to engage and promote Huntington's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Parents find it difficult to support their children with educational activities due to lack of resources; low confidence levels in education or behavioural issues.
2	Some PP pupils experience social/emotional difficulties which hinder access to the curriculum.
3	A number of our disadvantaged children fall into another vulnerable group, especially having an additional special educational need.
4	Attendance rates for a small number of pupils eligible for PP are well below the average for the group, reducing their access to the curriculum and to the support in place for them.
5	Frequent behaviour difficulties within a core group of children
6	The progress of the pupil premium students, within Reading, Writing and Maths, is lower than that of the non-pupil premium cohort.

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
Pupils eligible for PP and also on the SEN register will make good progress.	These pupils will be on track for at least their FFT 50 Benchmark estimate in Reading, Writing and Maths, and will register progress in Standardised Scores and other assessment measures over the year.
Increased attendance rates for the small number of pupils eligible for PP whose attendance does not meet the school expectation.	Attendance for these pupils to increase to above 90%. Lateness and attendance for disadvantaged pupils is minimised through effective tracking and parental engagement.
Progress in Reading, Writing and Maths	Achieve national average progress scores in KS2 assessments

PP pupils experiencing social/emotional difficulties will be supported such that the impact of their difficulties is minimised and their resilience increased.	Disadvantaged pupils are able to access lessons more frequently. They engage in learning more frequently with and without support of a teaching assistant.
Parents will engage and communicate effectively with school staff.	Parents will feel included in the process of their children's education. This will ensure they feel comfortable and able to communicate with school staff regarding educational and behavioural issues. This positive relationship will have a complimentary impact on the disadvantaged pupils.

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10, 455

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged children receive high quality teaching and learning through a mastery curriculum and that they are challenged appropriately within the curriculum. New and current staff will attend appropriate CPD to enable this to be facilitated.	EEF Toolkit – Mastery Learning +5 Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.	1, 3, 6
Ensure that practical learning takes place in order to embed knowledge. This will include Forest School activities and outdoor learning for various areas of the curriculum. The use of concrete resources and manipulatives is also important to support key understanding.	EEF Toolkit – Metacognition and Self-regulation +7 There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies within the Forest School situation could therefore encourage such pupils to practise and use these skills more frequently in the future, within other areas of the curriculum.	1, 2, 4, 6

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

Budgeted cost: £ 34, 708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs complete CPD relating to Pathways to Progress. Following things pupils will be chosen to undertake this intervention which focuses on basic writing skills (based upon the class text).</p>	<p>EEF Toolkit – Teaching Assistant Interventions +4</p> <p>Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p>	<p>2, 3, 6</p>
<p>Pre- reading sessions linked to Pathways to Read.</p> <p>TAs will be allocated to PP pupils for support during the WGR session. They will also ensure that a pre-read is included before the session with the main aim being to expose disadvantaged children to high quality vocabulary and reading comprehension skills.</p>	<p>EEF Toolkit – Reading Comprehension Strategies +6</p> <p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	<p>1, 6</p>
<p>School Led 1:1 Tutoring</p>	<p>EEF Toolkit – 1:1 Tuition +5</p> <p>One to one tuition approaches can enable 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. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p>	<p>1, 3, 6</p>
<p>Two PP teaching assistants employed to specifically support PP pupils during morning sessions in Year 1,2, 3, 4, 5 and 6 (targeting English – in particular reading skills, Maths and other needs as required).</p>	<p>EEF Toolkit – Within Class Attainment Grouping +2</p>	<p>3, 6</p>

<p>PP teaching assistant employed to specifically support PP pupils during afternoon targeted intervention sessions in Year 1, 2, 3,4 and 5. These interventions include memory skills, reading skills, colourful semantics.</p>	<p>EEF Toolkit – Teaching Assistant Interventions +4</p> <p>Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p>	<p>2, 3, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 33, 216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a Nurture Room to support children requiring social and emotional support. This will include sourcing and implementing accredited training.</p>	<p>EEF Toolkit –Behaviour Interventions +4</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	<p>1, 2, 4, 5</p>
<p>Regular monitoring of attendance of identified pupils. Following this, we will engage positively with parents and offer incentives to encourage regular and punctual attendance.</p>	<p>EEF Toolkit- Parental Engagement +4</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>1, 4</p>
<p>Family Support Workers (FSW) to continue to provide in-school pupil sessions and support for parents as required.</p>	<p>EEF Toolkit- Social and Emotional Learning +4</p> <p>Interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic</p>	<p>2, 5</p>

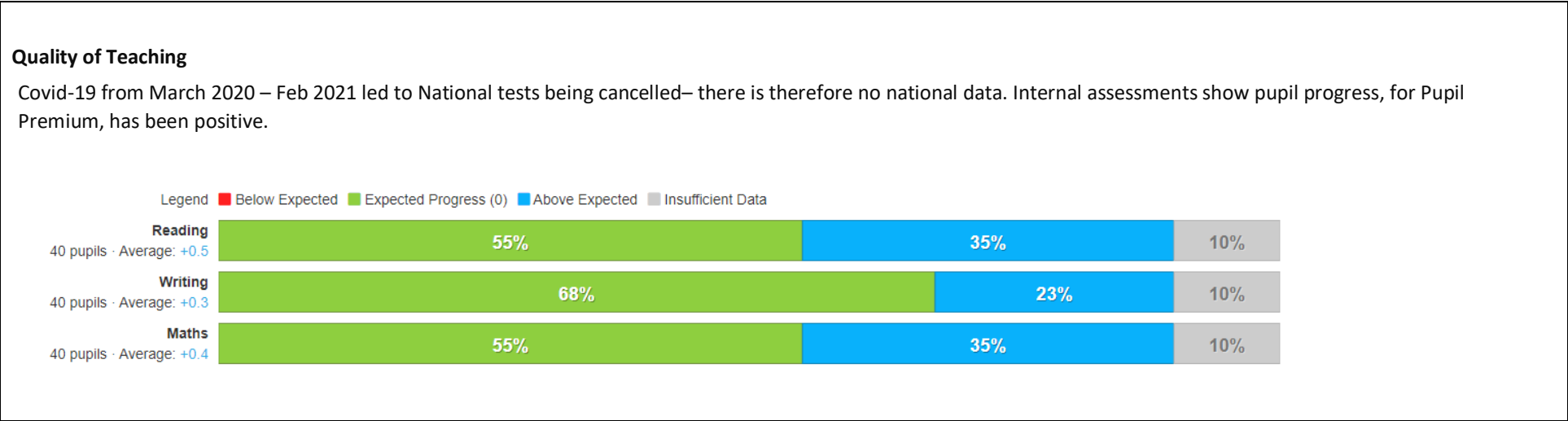
Emotional Literacy Support Assistant (ELSA) to continue (and increase due to possible issues related to lockdown and impact on mental health) to deliver sessions for pupil groups.	or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.	
Financial support provided for residential and educational visits, instrumental tuition, paid-for clubs and uniform	EEF Toolkit – Arts Participation +3 There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	1, 4, 6

Total budgeted cost: £ 78,379

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.



The positive ethos of the outdoor environment has been recognised and embraced by staff and pupils. Lessons and time spent outside and within forest school area has had a positive impact on pupil attitude to learning and well-being (as noted in a Pupil Voice questionnaire). This element will continue and be extended further during the next academic year with our newly qualified Forest School leader.

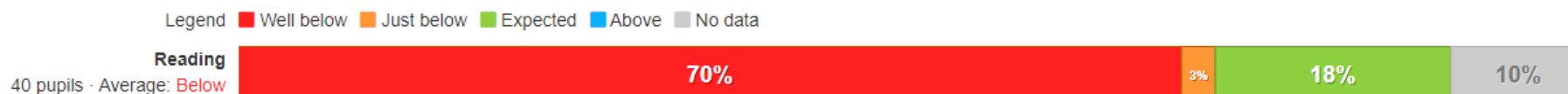
Targeted Support

Barriers to learning were looked at for each child on the Pupil Premium register, along with current and previous attainment. This enabled us to provide each pupil with an intervention program tailored specifically to their needs. All interventions began with baseline data being collected and the majority of pupils made at least small steps of progress. Daily phonics intervention was very successful, with all pupils improving on Phonics Tracker and moving onto the next phase.

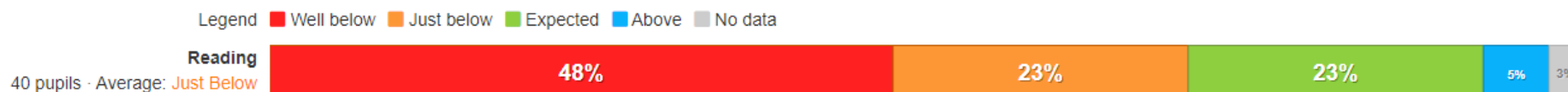
Pre-reading, prior to the reading skills session, proved very effective with TAs noting increased participation during the Whole Class Guided Session. Pupils also stated that they felt more confident and felt happier understanding more of the vocabulary before starting the Reading Skills session.

Improvement to reading attainment has been positive. During Autumn 70% of PP children were assessed as below for reading. By Summer term this had reduced to 48%, with the addition of some Greater Depth Assessments.

Reading Assessment Autumn



Reading Assessment Summer



Other Approaches

ELSA and Family support were effective in supporting students, particularly through COVID-19 lockdown and upon return. Laptops were provided to PP students to facilitate home learning and homework. Some pupils accessed Key worker provision and homework clubs to ensure that they were able to access all learning opportunities provided.