



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	Huncote Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	22 children 11.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rachel Cumberlidge Headteacher
Pupil premium lead	Sally Houghton Deputy Headteacher
Governor / Trustee lead	Martin Towers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,790
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	£30,790



Part A: Pupil premium strategy plan

Statement of intent

At Huncote we have a shared vision for successful learning that provides children with the opportunities they need to flourish and be the best that they can be. We work together as a highly effective team to develop confident, ambitious and respectful individuals and foster a lifelong love of learning and ambition to succeed. We develop pupils who provide positive contributions to their local community and the wider society.

Learning at Huncote Primary School is an experience that:

- Provides all children the opportunities needed to acquire the skillset and knowledge to achieve academic success.
- Offers a challenging and engaging curriculum that develops children's confidence and resilience.
- Encourages children to discover and extend their individual strengths and talents.
- Prepares children for the future by promoting the importance of making a full, active and caring contribution to the lives of others.

Our staff are forward thinking and use their research findings in quality first teaching and provision to maintain high aspirations for all pupils and ensuring children make rapid progress.

School leaders, staff and governors work robustly to:

- Recognise that disadvantaged pupils are not a homogenous group with funding being targeted well from the outset, with leaders being responsive and flexible to children's individual needs allowing disadvantaged pupils to make or exceed nationally expected progress.
- Use progress data and information effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress and narrow attainment gaps.
- Ensure staff are well trained to raise standards for all pupils, effectively using intervention strategies to improve attainment in Reading, Writing and Mathematics.
- Identify and minimise the barriers to learning achievements, regularly reviewing the circumstances affecting the learning of individuals whilst supporting children's health and wellbeing to enable them to access their learning.



Strategy Aims:

- Quality First Teaching for All impacts on increasing attainment and achievement of each pupil and engagement in lessons/ learning opportunities.
- Improved attainment in reading, writing and maths.
- Robust support and targeted intervention programmes and resources improve the life chances of disadvantaged pupils.
- Effective well-being and holistic support for disadvantaged and vulnerable pupils and their families improves the life chances, emotional and social resilience so they are able to access all opportunities presented to them.

Challenges

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

Challenge number	Detail of challenge
1	A number of pupil premium children enter school below expectations.
2	Attainment of PPG pupils is lower than non-PPG in phonics, EYFS and KS1 & 2 across reading, writing and maths.
3	Some pupils enter EYFS with poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home.
4	Social, emotional and health issues affect a number of PP children and impact on progress.
5	A number of pupil premium children also have SEND needs – e.g. ADHD, ASD, SALT.
6	Attendance and Punctuality Issues

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
QFT - Every child receives teaching which is good sometimes outstanding in every classroom every day.	Raised % of pupils at expected level at the end of EYFS, phonics check, year 2 and 6. Progress of PP pupils equal to or higher than non pp pupils across each year group in assessments. Increase in good+ progress for PPG pupils in reading, writing and maths. Attainment Gap between PPG and non PPG will diminish in end of year statutory assessments.
Pupils develop language skills and vocabulary quickly to enable them to catch up with peers.	Pupils quickly identified and receive Effective intervention in EYFS Rapid development of language skills Attainment Gap between PPG and non PPG will diminish by end of EYFS year.
Children have the emotional literacy skills that they need to be able to clearly express how they feel. They are then able to focus and concentrate better in class leading to raised attainment.	Teachers are aware of and use positive discrimination and support for PP pupils Children access in school and outside support quickly. Children can talk about their emotions, worries and concerns in a safe place. PP pupils are able to be more engaged in learning and make at least expected progress across all curriculum areas.
All PP pupils with SEND will receive individual support to meet their small step target.	Quality first teaching strategies and positive discrimination will help reduce barriers to learning. All identified children will be discussed at pupil progress meetings & receive focused support and interventions. Individual strategies will be planned in conjunction with the SENCo and PP Lead.
All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.	Pupils' who are eligible, will receive PP funding as soon as possible. A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding. Funding will be available to support learning outside of school. Funding will allow a greater number of PP pupils will have access to residential, school trips and after school clubs.
Other	Ensure attendance of disadvantaged pupils is above 90% and preferably above 95%.



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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
UPS teacher appointed to work within Year 5 & Year 6 cohort to enable maths groups to be taught as smaller classes 2 mornings per week.	EEF (+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our Year 5 & 6 cohort and have identified that smaller classes under 12 children would allow teachers to increase the amount of attention each child will receive in two targeted sessions per week.	2
Embed schemes of work, CPD to support QFT: - Power maths - Talk 4 writing - Little Wandle Phonics - Metacognition Pupil premium lead time to support QFT SENCCo time to support QFT.	CPD for Quality First Teaching / mentoring and coaching support – see research findings of John Dunford ‘Evidence suggests the use of metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.	1, 2, 3, 5
Audit phonics reading texts and purchase quality texts for EYFS & KS1 plus small group in Yr 3 & 4. Audit KS2 books and purchase quality texts for library.	EEF Research – Improving Literacy in KS1 EEF Research – quality texts. Has a positive impact on weaker readers as well as encourage improvement for all.	1, 2, 3, 5



<p>EYFS staffing to facilitate -Development of a 'language rich' environment in the EYFS areas, including language rich indoor and outdoor opportunities.</p>	<p>EEF Research 2. EY Interventions + 5mths High quality provision with well-qualified and well trained staff is essential. High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in (a range of) activities...</p>	<p>1, 2, 3</p>
<p>Continue to embed the Jigsaw PSHE curriculum</p>	<p>EEF - With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. Social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</p>	<p>4</p>

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted pupil interventions in all year groups including:</p> <ul style="list-style-type: none"> - Reading - Phonics - Writing - Maths - Fine motor skills 	<p>EEF - Feedback studies tend to show very high effects on learning... In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p>	<p>2, 3</p>



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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for PP pupils: <ul style="list-style-type: none"> - 100% of cost of trips - 40% of cost of residential - Free attendance at a sport/activity club (prioritise enrolment at any free clubs). 	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact.	2, 3, 4
Provision of well being pupil support: <ul style="list-style-type: none"> - ELSA 	EEF (+4) Social and Emotional Learning – 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 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. These include : specialised programmes which are targeted at students with particular social or emotional needs.	2, 3, 4
Attendance to be monitored by Head teacher- to analyse attendance and contact low attenders. Head to complete First Day Call and support families to raise attendance / punctuality.	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their 	6



	<p>children with, for example reading or homework;</p> <ul style="list-style-type: none">• the involvement of parents in their children's learning activities; and• more intensive programmes for families in crisis.	
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Total budgeted cost: £42,000