

Pupil premium strategy statement

This statement details our school's use of pupil premium 2023 (and recovery premium) for the 2022 to 2023 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 outcomes for disadvantaged pupils for the 2022-23 academic year.

School overview

Detail	Data
School name	Hugglescote Community Primary School
Number of pupils in school	491
Proportion (%) of pupil premium eligible pupils	70 pupils representing 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Paul Driver
Pupil premium lead	Nicky Walker
Governor / Trustee lead	Nick Fordyce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,730
Recovery premium funding allocation this academic year	£13,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£115,835

Part A: Pupil premium strategy plan

Statement of intent

We have high expectations of all our children and strongly foster an ethos of achievement, equal opportunities and inclusivity for all irrespective of their background.

As a school, we research best practise and use our own data to inform our spending. We use the EEF Tiered Approach to inform our practice. The tiered approach identifies: teaching; targeted academic support and wider strategies.

We believe that all the strategies support each other in enabling the best outcomes for all our children irrespective to whether they are 'disadvantaged'. We recognise that underperformance may apply equally to low, middle or higher attaining groups of pupils. We invest in developing our teachers and learning support assistants to be the best they can be and in understanding the barriers that may exist to achievement including academic as well as emotional.

'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'

EEF Guide to the Pupil Premium

Our aims are to:

- Reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils in line with national outcomes.
- Ensure all disadvantaged pupils make good progress and 'keep up' with their peers
- Ensure all disadvantaged pupils acquire good early reading outcomes
- Ensure equal access and opportunities for disadvantaged pupils e.g. music tuition, attendance on trips, being school representatives etc
- Ensure that all children have equal access to the curriculum.
- Provide pastoral support as necessary to increase self-esteem etc
- Develop all staff professionally to understand the barriers and needs of disadvantaged pupils as well as ensuring their own practice is enhanced.
- Ensure all adults at the school 'champion' their disadvantaged children.
- Build good relationships with parents/carers.

Challenges

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

Challenge number	Detail of challenge
1	Lower than average language and communication skills on entry as evidenced from observations on entry, baseline assessments and playgroup/nursery transition. The impact of this lower-than-average starting point can be evidence through to the other year groups.
2	Assessments, observations and discussions with pupils show that their attainment in Reading, Writing and Mathematics is below that of their peers. Furthermore, at the end of KS2 disadvantaged pupils often do not achieve the Greater Depth standard especially in mathematics.
2	Parental engagement is evidenced as being lower. This is seen through the lower uptake in the use of the school's communication service: Weduc, attendance at parent's evenings as well as attendance of open mornings and wider parental meetings.
3	Attendance and punctuality especially for the children who currently are eligible for free school meals. Attendance monitoring shows this group to have 1.7% lower attendance than non-pupil premium pupils (academic year 2020-21).
4	Behaviour records indicate a higher-than-average number of recorded incidents especially in terms of gender (boys) and SEND pupils.
5	Our assessments and monitoring show that children and families have identified social and emotional needs which have been escalated due to the Covid-19 pandemic. The lack of availability of enrichment activities e.g. clubs and wider mixing of children due to 'bubbles' has additionally impacted negatively on their attainment.

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
Improved oral, communication and language skills.	School assessment data will improve. This will also be evidenced through observations, discussions as well as through monitoring of the group of children's' participation of pupil voice champions throughout the school.
Improved reading attainment including phonics and therefore progress amongst disadvantaged children.	School data is at least in line with national outcomes. School data will show an improving picture year on year diminishing the difference internally as well as nationally.

Improved writing attainment and therefore progress amongst disadvantaged children.	School data is at least in line with national outcomes. School data will show an improving picture year on year diminishing the difference internally as well as nationally.
Improved maths attainment and therefore progress amongst disadvantaged children.	School data is at least in line with national outcomes. School data will show an improving picture year on year diminishing the difference internally as well as nationally.
Improved attendance and punctuality	Gap narrowed between disadvantaged children and non-disadvantaged children. Attendance at least 97% Punctuality improves and the number of 'lates' marked in the register will reduce.
Equal access to wider opportunities	All children have access to a number of extra-curricular activities. Our records will show an increase in attendance of clubs from disadvantaged pupils.
To sustain good pastoral support for all pupils but especially the disadvantaged pupils.	Wellbeing surveys will indicate improved wellbeing. Behaviour logs will show a reduction of incidents linked to wellbeing.
To achieve and sustain good parental engagement of disadvantaged pupils	Parental engagement comparable to all. Parental surveys will increasingly be received from this group of parents. School communication will be improved.

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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of DfE validated Systematic Synthetic phonics scheme, resources and associated training</p> <p><i>2022-2024: embedding use of scheme</i></p>	<p>Attainment in phonics below national average (2018/19)</p> <p>Putting evidence to work EEF</p> <p>Purchase of new scheme and staff training will ensure that children have very early intervention if they are not keeping up.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	1,2,3
<p>Purchase of resources and staff training in high quality English.</p> <p><i>2022-2024: Embedding writing approach throughout school.</i></p>	<p>Due to poorer early language acquisition this gap is further evidenced in children's writing. This is additionally impacted by the Covid-19 pandemic. Whole school writing focus using a proven programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1,2,3
<p>Provide high quality focused CPD for all staff</p>	<p>Staff training to develop teacher's pedagogical knowledge and understanding of the principles of good quality first teaching thus making a bigger impact.</p> <p>Includes understanding of metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Development and embedding of feedback across the school:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Rosenshine's Principles of Instruction:</p>	1,2,3,4,5,6

	https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331 Addressing the Educational Disadvantage in Schools and Colleges The Essex Way and Learning Without Labels edited by Marc Rowland Staff have access to the National College and in school coaching and mentoring activities to improve personal aspects of practice.	
Embedding oral language interventions and CPD of staff in how to ensure high quality oracy work is happening in classrooms.	There is strong evidence that confirms that early oracy interventions as well as specific classroom practice have a positive impact on children's knowledge and therefore attainment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention https://voice21.org/why-oracy-matters/ Closing the Vocabulary Gap by Alex Quigley	1,4
Ensure that high quality Social and emotional approaches are embedded throughout school.	There is a significant amount of evidence to link mental health and wellbeing to academic and therefore future success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4,5

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Tutoring	To provide high quality tuition on a 1:1 or small group basis depending on the child's needs in English and or Maths. Tuition will focus on either ensuring children 'keep up' with their peers or on filling in any knowledge gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
Run high quality oral	Oral language interventions are proven to have a positive impact of pupil outcomes.	1,2,4

language interventions	<p>NELI intervention for children in EYFS https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>Talk Boost programmes in KS1 and 2. https://ican.org.uk/talk-boost/#:~:text=Early%20Talk%20Boost%3A,on%20the%20I%20CAN%20tracker.</p>	
2023-24	Taking part in BHS Speech and Language Listening and learning programme.	
HLTA and or learning assistant interventions.	<p>Interventions to help close any gaps in knowledge (evidenced to have grown following Covid-19 lockdown). These will be based on proven interventions as part of Little Wandle phonics scheme, NCTEM mathematics guidance, Neli, Talk Boost, Lego Therapy, Fresh Start etc. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,

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

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to help support families with attendance and punctuality.	<p>Although the research is not up to date there is a significant amount of information from research, internal data, observations and conversations that supports the view that poor attendance seriously affects the child's chance of academic success. https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	2,3,4,5
Use of designated ELSA to work with children with social and emotional difficulties.	<p>There is a significant amount of evidence to link mental health and wellbeing to academic and therefore future success. Maslow's hierarchy of needs is a model we are familiar with regarding basic needs and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.simplypsychology.org/maslow.html</p>	2,3,4,5
To fund extra-curricular	Research indicates that children from disadvantaged backgrounds have less access to wider experiences	5

activities e.g. music tuition, club attendance, school trips and residential trips.	including joining clubs, talking part in the 'arts' and 'cultural' events. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Embedding our behaviour strategy including anti-bullying, diversity, inequality knowledge: The Hugglescote Way.	It is recognised and an analysis of our behaviour records indicate that a larger proportion of pupil premium children are given sanctions/consequences. This is more so also in term of gender (boys). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3,4
To fund or partly fund wrap around care if this is felt to be beneficial.	This is provided on the evidence that provision allows parents greater flexibility to access work, provide support for individual children to benefit homelife as well as allowing access to nutrition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2,3,5
To develop and embed practices for ensuring parental support and communication is good (including homework support).	Research evidences that good links between school and home are valuable. This is in regard to academic support for the child but also in terms of utilising and referring to external agencies to help support too. This relies on a good relationship between school and home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,6
Provide school uniforms including PE kits or other resources as necessary to enable equal access to the whole life of the school.	Although research does not show that the wearing of a uniform improves pupil outcomes provision of the correct clothing allows for a feeling of belonging and allows equal access to the whole curriculum (PE including swimming) as well as extra-curricular clubs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3,4,6

Total budgeted cost: £116,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of our pupil premium activity for pupils in the 2022 to 2023 academic year.

Contextual information for our Pupil Premium Children:

- 17 children have SEND Support
- 4 additional children had EHCPs Therefore 33% of Pupil Premium children have SEND (16% national rate).
- 3 children speak English as an additional language (EAL).
- Boys represent 58% of the group.

We have analysed the performance of our disadvantaged pupils and we compare it to the national outcomes as well as our 'non-disadvantaged' pupils within school. In cohorts where there are fewer than 10 disadvantaged pupils, care should be taken in comparing data due to statistical difficulties.

Pupil Outcomes for 2022-23 Academic Year.

Key stage	School		National	Difference	
GLD (6 pupils)	50%		52%	-2	
Phonics (8 pupils)	37.5%		66.5%	-29	
KS1 (9 pupils) Reading	55.56%		53.75%	+1.81	
KS1 Writing	33.33%		44.31%	-10.98%	
KS1 Maths	44.44%		55.6%	-11.16	
	Base	Excluding		Base	Excluding
KS2 Reading (14 pupils)	57.14%	61.54%	60.02%	-2.88	+1.52%
KS2 Writing	57.14%	61.54%	58%	-0.85	+3.54%
KS2 Maths	35.71%	38.46%	58.78%	-23.06	-20.32%
KS2 Reading Progress	0.83	+2.26	-0.86	+1.69	+3.12
KS2 Writing Progress	1.52	+1.79	-0.69	2.21	+2.48
KS2 Maths Progress	-0.84	+0.38	-1.05	+0.21	+1.43

- 5 disadvantaged pupils did not pass their phonics screening: all had made good progress from their starting points and 3 children have SEND.
- Due to poorer early language acquisition this gap is further evidenced in children's writing. Internal data has reflected good progress for all children. However, we are reviewing our provision within class for our KS1 pupils to develop their language and writing skills and across the school to develop mathematical understanding.
- Tuition was targeted for specific year groups where the greatest impact of Covid was felt. Those interventions showed that children made better than expected progress than their peers in Reading and Mathematics (internal data for years 1,2,3,5 and 6)

- Early oracy interventions: NELI intervention for children in EYFS- all children who undertook the intervention made good progress from their starting points. On average standardised scores improved by 22 points.
- Attendance- Our data for % absence overall eligible for Pupil Premium increased last year to 7.3% disadvantaged against 4.2% non-disadvantaged. Persistent absenteeism increased. Attendance remains a focus and there is a new attendance policy effective from the 2023-24 academic year.
- We support a number of families and children who face medical needs adding to the absenteeism. Our family support worker works on a 1:1 basis with some families in this respect.
- We continue to monitor attendance at clubs and help support financially as needed.
- Behaviour logs detail that there are still a higher proportion of pupil premium children who need support with behaviour modification. Support and activities continue to develop emotional awareness, self-regulation and restorative practices. New Relationships and Behaviour Policy effective from the 2023-24 academic year.
- Wellbeing: pastoral support was provided for 52% of our Pupil Premium children last year.

The evaluation of our approaches delivered last academic year indicates that some aspects of our strategy have been more effective than others on pupil outcomes. The changes to policy regarding attendance and behaviour/relationships are two ways we have adapted our strategy during this period.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our service children had pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	Progress made and measured using emotional monitoring.

Further information (optional)

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