

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2021 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	Hugglescote Community Primary School
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	66
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Paul Driver
Pupil premium lead	Nicky Walker
Governor / Trustee lead	Paul Marriott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,735
Recovery premium funding allocation this academic year	£10,237
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	£106,972

Part A: Pupil premium strategy plan

Statement of intent

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

'Pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, make good progress in a range of subjects throughout the school.'

'Additional funding to support disadvantaged pupils is used effectively.'

Ofsted June 2017

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 children. We recognise that underperformance may apply equally to low, middle or higher attainment groups of pupils. We invest in developing out 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 evidence 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 GDS 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% less 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 negatively impacted 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 evidence 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
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
Purchase of DfE validated Systematic Synthetic phonics scheme, resources and associated training	<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
Purchase of resources and staff training in high quality English.	<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
Provide high quality focused CPD for all staff	<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> <p>https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331</p>	1,2,3,4,5,6

	<p>Addressing the Educational Disadvantage in Schools and Colleges The Essex Way and Learning Without Labels edited by Marc Rowland</p> <p>Staff have access to the National College and in school coaching and mentoring activities to improve personal aspects of practice.</p>	
<p>Embedding oral language interventions and CPD of staff in how to ensure high quality oracy work is happening in classrooms.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>https://voice21.org/why-oracy-matters/</p> <p>Closing the Vocabulary Gap by Alex Quigley</p>	1,4
<p>Ensure that high quality Social and emotional approaches are embedded throughout school.</p>	<p>There is a significant amount of evidence to link mental health and wellbeing to academic and therefore future success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4,5

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Tutoring	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
Run high quality oral language interventions	<p>Oral language interventions are proven to have a positive impact of pupil outcomes.</p> <p>NELI intervention for children in EYFS</p> <p>https://educationendowmentfoundation.org.uk/projects-</p>	1,2,4

	and-evaluation/projects/nuffield-early-language-intervention Talk Boost programmes in KS1 and 2. https://ican.org.uk/talk-boost/#:~:text=Early%20Talk%20Boost%3A,on%20the%20I%20CAN%20tracker.	
HLTA and or learning assistant interventions.	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	1,2,

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to help support families with attendance and punctuality.	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	2,3,4,5
Use of designated ELSA to work with children with social and emotional difficulties.	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	2,3,4,5
To fund extra-curricular activities e.g. music tuition, club	Research indicates that children from disadvantaged backgrounds have less access to wider experiences including joining clubs, talking part in the 'arts' and 'cultural' events.	5

attendance, school trips and residential trips.	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 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: £ *[insert sum of 3 amounts stated above]*

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 point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Outcomes for disadvantaged children across the school last year were poorer than their peers showing the significant impact Covid-19 pandemic has had. Care should be taken drawing conclusions since statistically Pupil Premium children in each cohort of children are small.

Internal data for Year 1 shows that Pupil Premium children made comparable progress to their peers. 78% were judged to be at expected standard for phonics. In Year 2 75% passed their phonic screening in Autumn 2020.

Each pupil premium child has their provision in school closely monitored. As a whole, children make good progress from their starting points. In Year 6 last year 42% of the Pupil Premium children also had SEND. A significant amount of pastoral support was needed in Year 6 and as a whole their progress and attainment was less than expected due to a number of reasons.

Although as a group Pupil Premium children's attendance is lower than that of non-pupil premium children, the last academic year saw a rise in attendance of circa 4% thus closing the gap somewhat.

Furthermore, all vulnerable disadvantaged pupils where possible i.e. if not shielding attended school during the Covid-19 lockdown period in early 2021. Electronic devices e.g. laptops were given to those children who needed them.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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