

# 2024-25 Pupil premium strategy statement – Hunton CEP School

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.

*N.B. The rules were relaxed on PPG and Gov.uk Education hub (April 2023)*

<https://educationhub.blog.gov.uk/2023/04/04/what-is-pupil-premium-funding-for-schools-how-benefit-child/> states

*Pupil premium and recovery premium are not a personal budget for eligible pupils.*

*Schools can also use the funding to support non-eligible pupils where they have identified needs, for example pupils who have or have had a [social worker](#) or are a carer.*

*In addition, schools can use the funding on whole class approaches, for example high-quality teaching, which will also benefit non-disadvantaged pupils.*

## School overview

Detail	Data
Number of pupils in school	106 5 Oct 2024
Proportion (%) of pupil premium eligible pupils	26/106 24.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	A Makey
Pupil premium lead	A Makey
Governor	T Martin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31 080 1/4/24-31/3/25
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£31 080 1/4/24-31/3/25</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers.

*We believe in our vision of 'life in all its fullness' John 10:10*

*Following in Jesus' footsteps, pupils at Hunton are encouraged to make positive and courageous choices to open up the world, challenging themselves by stepping outside their comfort zone in order to 'live life in all its fullness'. We relate to the story of Peter stepping out of the boat and walking on the water. He decided to follow Jesus, and was stepping out of his comfort zone and taking a risk. When he started to sink, Jesus caught him and helped him. (Matthew 14)*

*This vision helps us day to day enable each child to flourish through the provision of the best education; academically, morally, socially and spiritually; and by living out our faith in God so as to 'Achieve Excellence Together'. Our children are positively encouraged to challenge themselves and strive outside of their comfort zone.*

We will consider the challenges faced by vulnerable pupils, such as those who have special needs, or a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching through quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

With pupils entitled to PP, the needs of each pupil are considered individually, allowing us to target support appropriately. These needs, and the effectiveness of the interventions the pupils have received, are reviewed formally three times a year as part of our Pupil Progress Meetings where the class teacher discusses concerns and appropriate action, with specialised advice from our SENCo is then taken. We are also mindful of the impact of the COVID-19 pandemic on all pupils, but especially those in receipt of PP funding.

Initially the premium is used for English and Maths. Pupil premium resources may also be used to target able disadvantaged pupils to gain 'exceeding' at the end of each academic year. Summative Assessments are taken 3 times a year and this information together with formative assessment and moderation leads to understanding the gaps which need to be closed. Reading ages and fluency checks are also undertaken. Pupils also undertake assessments at

the beginning of each unit across all foundation subjects so that lesson time can be used to maximum effect.

We are passionate that the premium also helps our children access opportunities that they might not otherwise be able to such as trips, residential and clubs so they can ‘live life in all its fullness’ John 10:10.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- Instil a love of reading
- Invest in resources in order to teach fluency in reading across the school
- Provide all our children with Cultural Capital- a flexible curriculum widening children’s experiences for life long chances
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

## Challenges

National average: **44%** of disadvantaged pupils achieved expected in R, W & M combined in 2023

Writing		
November 21 (14 pupils) 29%	March 22 (11 pupils) 36%	July 22 (16 pupils) 44%
November 22(19 pupils) 21%	March 23(19 pupils) 21%	July 23(19 pupils) 48%
November 23 (24 pupils) 33%	March 24(24 pupils) 43%	July 24(23 pupils) 42%

Mathematics		
November 21 (14 pupils) 50%	March 22 (11 pupils) 45%	July 22 (16 pupils) 50%
November 22 (19 pupils) 42%	March 23 (19 pupils) 37%	July 23 (19 pupils) 57%
November 23 (24 pupils) 38%	March 24(24 pupils) 52%	July 24 (23 pupils) 37%

Reading		
November 21 (14 pupils) 41%	March 22 (11 pupils) 45%	July 22 (16 pupils) 50%
November 22 (19 pupils) 32%	March 23 (19 pupils) 42%	July 23(19 pupils) 52%
November 23 (24 pupils)42%	March 24 (24 pupils)43%	July 24(23 pupils) 58%

- 2023 48% of disadvantaged pupils currently achieving expected standard or above in R, W & M combined.
- 2024 26% of disadvantaged pupils currently achieving expected standard or above in R, W & M combined

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The number of disadvantaged children has dramatically increased to 24.5% - almost a quarter of the school.

Challenge number	Detail of challenge
1	Our observations and discussions with all of our children and families indicate that a percentage of children require additional support with <b>social and emotional needs</b> . These challenges particularly affect disadvantaged pupils, including their attainment. A third of children requiring additional learning support are disadvantaged. Our persistent absentees and late comers tend to be PP.
2	Assessments and observations of our children's <b>writing</b> show that those who are disadvantaged are not producing writing that meets age-related expectations.
3	Assessments and observations of our children's <b>mathematics knowledge</b> shows that those who are disadvantaged are not working at age related expectations.
4	Assessments and observations of children suggest that disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
5	Assessments and observations demonstrate that many of our disadvantaged children have underdeveloped <b>oral language skills</b> and vocabulary gaps.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3 year current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Reduce level of lateness and persistent absence</b>            (referring to the 2024 Department for Education 'Working Together to Improve School Attendance')</p>	<p>Having attended breakfast club pupils will be in school and ready to learn from 8.40am.</p> <p>Appoint a FLO to support families.</p> <p>Have termly attendance meetings providing early help within school</p> <p>Follow our Attendance Policy- ultimately fining if necessary</p> <p>Regular meetings with parents to highlight the number of lessons an learning the child is missing.</p> <p>Home visits if necessary</p> <p>Liaise with PIAS and seek advice</p>

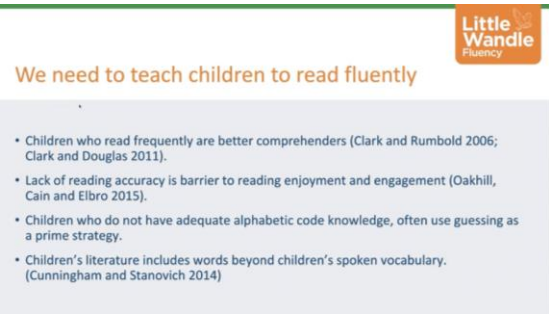
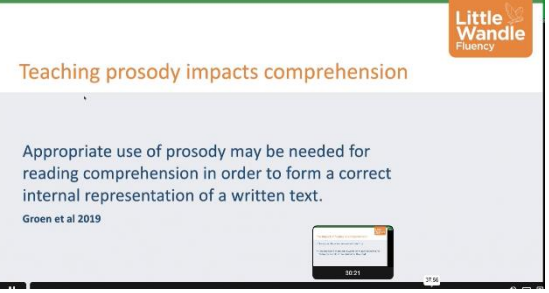
<p><b>Improve progress and attainment for writing.</b></p>	<p>Writing outcomes show that more disadvantaged pupils make expected progress. <b>Ensure classrooms all have resources, word books, phonics sheets and working walls to access.</b></p>
<p><b>Improve progress and attainment for maths.</b></p>	<p>Maths outcomes show that more disadvantaged pupils make expected progress. The MTC results show pupils are in line with their peers.</p> <ul style="list-style-type: none"> <li>• <b>Introduce new mixed-age planning, to reduce the amount of split teaching</b></li> <li>• <b>Ensure classrooms all have resources, manipulatives and working walls to access.</b></li> <li>• <b>Ensure mathematics is a priority on the school improvement plan.</b></li> </ul>
<p><b>Improve progress and attainment for phonics and reading.</b></p>	<p>Ensure PP children make expected progress with phonics. Reading outcomes show that more disadvantaged pupils make expected progress.</p> <p><b>Catch up programmes are used immediately</b>  <b>Fluency is taught across the school</b></p>
<p><b>Improved oral language skills among disadvantaged children.</b></p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in lessons, books and through ongoing formative assessment.</p> <p>Vocabulary is overtly taught in all lessons  Vocabulary taught in fluency lessons  Speech link, LanguageLink and Neli are followed to increase the use of language</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: £6915

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Renewing resources such as Little Wandle and purchasing more associated books to ensure a child's reading book matches their progress in phonics.</i></p> <p>*Continue to deliver additional phonics sessions ( Daily catch-up sessions) targeted at pupils who are below expectations including if applicable PP throughout Y2-Y6</p> <p>CPD for phonics and reading fluency for all staff.</p> <p>*Introduce the teaching of fluency as a school wide initiative – aiming to get to 90 words/minute</p> <p>*Effectively teach prosody to increase comprehension</p> <p>We have invested in £900 worth of reading books specifically for fluency which match our SSP scheme Little Wandle.</p> <p>*To enable pupils to keep up, they will be given extra practice, either in a small group or one-to-one, whether or not a specific reason</p>	<p>The <b>EEF</b> says that a good SSP will add 5 months progress. The <b>EEF</b> considers synthetic phonics to be one of the most secure and best evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. Fidelity.... @ Reading Framework ' DfE Reading Age</p> <p><b>Little Wandle CPD</b></p> <p>Words per minute/fluency</p> <p>Advice from <b>STLS</b></p> <div data-bbox="518 1086 1069 1400">  </div> <div data-bbox="518 1422 1069 1713">  </div> <p><b>The Reading Framework DfE states:</b> extra practice should</p> <ul style="list-style-type: none"> <li>• take place in a quiet place, at a regular time every day so that pupils become familiar with the routine</li> <li>• be a school priority, with maximum efforts made to avoid disruption or cancellation</li> </ul>	<p>4</p>

<p>has been found. The extra practice is provided by a well-trained adult: teacher or teaching assistant</p> <p>*To instil a culture of 'Reading for Pleasure' throughout the school and with parents</p>	<ul style="list-style-type: none"> <li>• be consistent with the school's mainstream phonics programme</li> <li>• include activities that secure the important phonic knowledge and skill the pupils have not grasped</li> </ul> <p>Evidence from OECD (2002) found that reading enjoyment is more important for children's educational success than their family's socio-economic status.</p>	
<p>Continue to employ an SEN TA with an additional focus on nurture and family liaison.</p> <p>All children are included on trips and extra curricula activities – this is carefully monitored.</p> <p>Extra focus on supporting families to ensure good attendance</p> <p>Breakfast Club is offered through the PPG</p>	<p>EEF - The effective use of TAs in delivering structured interventions out of class- Research on TAs delivering targeted interventions in one -to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).</p> <p>( using The 2024 Department for Education 'Working Together to Improve School Attendance'</p>	1
<p>All staff have frequent CPD on how to provide QFT to narrow the gap in writing. Good staff subject knowledge and working with other collaborations provides high quality models and quality assures.</p> <p>We also employ a tutor who focuses on writing with our disadvantaged children.</p> <p>Continue to focus on adapting the curriculum and creating independent writers.</p>	<p>EEF Five A Day – SEN in mainstream schools – Oct 2021</p> <p>Juniper ed.org. Sept 2022 'Investing in your staff and students'.</p> <p>STLS advice</p> <p>HT collaboration</p> <p>Mainstream Core Standards training for all staff</p>	2
<p>Frequent CPD for staff around mastery in mathematics and reasoning</p> <p>Continue to provide opportunities in school</p>	<p>Ofsted</p> <p>Maths Hubs</p> <p>Rosenshine's Principle of Structural learning emphasises the importance of giving pupils sufficient time to practise retrieval, ask questions and get the</p>	3



for disadvantaged pupils to learn their times tables.	desired help. Students must not stop after learning it once. Closing the gap 'Supporting the attainment of disadvantaged pupils' Nov 2015 DfE <b>White Rose</b>	
Promote the use of ambitious vocabulary in both speaking and listening as well as in all lessons throughout the day. Staff have frequent training on classroom environment and working walls to promote vocabulary. To deliver high quality speaking and listening intervention in EYFS <b>To continue to provide/purchase key texts for children including texts for specific teaching of fluency.</b>	EEF- effective oral literacy intervention +7 months in the early years; +6 months in primary schools additional progress. There is a strong evidence-base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	5

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

Budgeted cost: £4180

Activity	Evidence that supports this approach	Challenge number(s) addressed
All KS1 staff and KS2 teachers continue to be updated and new staff trained in Little Wandle to deliver high quality reading interventions. <ul style="list-style-type: none"> <li>Phonics</li> <li>Guided reading/group reading</li> <li>Y6 readers to EYFS</li> <li><b>More resources and books to be purchased to enrich the SSP</b></li> </ul>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4



<p>External professional providing high quality writing intervention and tuition for Y4 – 6.</p> <ul style="list-style-type: none"> <li>• Colourful Semantics</li> <li>• Precision Teaching given on a 1:1 basis</li> <li>• Clicker also to be available on laptops</li> </ul>	<p>EEF- 1:1 Tuition</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>New maths intervention programme purchased and high quality maths interventions in place to narrow the gap for disadvantaged pupils in mathematics.</p> <ul style="list-style-type: none"> <li>• Dyscalculia Solution</li> <li>• QFT and targeted intervention groups/tuition as necessary</li> <li>• TT Rocks</li> <li>• White Rose</li> </ul>	<p>Maths Hub</p> <p>DfE ‘Supporting the attainment of disadvantaged pupils’ November 2015</p>	3
<p>1:1 and small group tuition for speech and language interventions</p> <ul style="list-style-type: none"> <li>• NELI for Year R</li> <li>• Memory magic</li> <li>• LanguageLink</li> <li>• Speechlink</li> </ul>	<p>There is a strong evidence-base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5
<p>All PP children to become ‘Reading Ambassadors for their class’ to ensure a <b>‘love of reading’</b> and growing ‘reading for pleasure’. promote class text, choose a poem, recommend books</p>	<p>Research from the OECD states ‘PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status’.<sup>18</sup> Whatever pupils’ socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances.</p> <p>The Reading Framework- DfE</p>	4

	<p>Pupils must be offered a feast of books: easy reads, books about how things work, graphic novels, joke books, irreverent books, books about animals – anything that might hook them into reading – as well as the more challenging books they will listen to in story times and study in English lessons.</p> <p>At Hunton each PP child is a reading ambassador and will be given a class text prior to those in the rest of the class.</p> <p>1:8 PP children do not have books at home. Book ownership leads to higher standards. <b>Picton and Clark 2023</b></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19 985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve lateness by paying for children to attend breakfast club	EEF: Magic Breakfast Club: The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost attainment in reading, writing and maths by 2 months of progress per year.	1
FLO to support families in improving attendance and well-being of pupils.	New DfE attendance requirements 2022. 'School attendance guidance for schools' August 2022	1
Broadening and enriching disadvantage pupils' experiences by funding clubs, trips and residential.	Wider strategies – EEF guide to Pupil Premium. Sensory garden/quiet reading area is being built.	All
Contingency fund for any issues which arise with individual PP pupils	Some pupils have had individual struggles with home life. School feel that setting money aside for well-being and when issues arise would be advantageous for the pupil.	All
Providing weekly counselling sessions and interventions	Impact has been seen through children that have re-engaged in learning due to anxiety being lessened.	1

**Total budgeted cost: £31 080**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the last academic year until now (November 2024) the number of children eligible for pupil premium has continued to increase. We now have 26 children (24.5%).

Our outcomes across the school were lower in writing than in reading and maths. The impact of Covid-19 and school closure from 2020-21 on Years 2-4 has been vast and still having effects. As evidenced in schools across the country, school closure and absences were most detrimental to our disadvantaged pupils.

However, during the year we did see progress and the % of disadvantaged pupils reaching the expected standard across the school increase. This was particularly evident in EYFS and KS1.

26% of our disadvantaged children were on the SEN register in 2023-24.

*National average: 44% of disadvantaged pupils achieved expected in R, W & M combined in 2023*

Reading		
November 23 (24 pupils)	March 24 (24 pupils)	July 24 (23 pupils)
42%	43%	58%

Writing		
November 23 (24 pupils)	March 24 (24 pupils)	July 24 (23 pupils)
33%	43%	42%

Mathematics		
November 23 (24 pupils)	March 24 (24 pupils)	July 24 (23 pupils)
38%	52%	37%

- *Hunton average of 26% of disadvantaged pupils achieving expected standard or above in R, W & M combined.*

Our new phonics programme is embedding with more specific targeted interventions being made for our disadvantaged pupils. All staff have been trained in the delivery of phonics through 'Little Wandle'. Staff are now trained in delivering fluency lessons which focus on automaticity and morphology. Reading remains a priority in classrooms and all children have access to high quality texts by class teachers. This is having a good impact on vocabulary and reading attainment.

All children in receipt of the pupil premium grant are 'Reading Ambassadors' The children receive their own personal copy to keep of the class text earlier than their peers so they can promote the book and gain more self-confidence. The 'Reading Ambassadors' are further promoting a love for reading in the school.

End of KS2 outcomes of pupils achieving the expected standard were well-above national in reading, writing and mathematics. Writing remains to be a focus in terms of narrowing the gap between all pupils and our disadvantaged. Due to low numbers of disadvantaged children results have not been published.

Cultural capital with the opportunities for our children to strive outside of their comfort zone and challenge themselves is part of the offer for our disadvantaged pupils. Personal development and highlighting life chances beyond Hunton are key. At Hunton our disadvantaged children learn the skills of leadership, take part in sport and represent the school. Funding opportunities for our disadvantaged children such as trips to London, residentials, rock climbing, funding clubs, swimming and activities in school has seen their confidence and self-esteem grow.