

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.

School overview

Detail	Data
Number of pupils in school	103 6 Oct 2022
Proportion (%) of pupil premium eligible pupils	13/103 12.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	A Makey
Pupil premium lead	A Makey
Governor / Trustee lead	I Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,222 1/4/22-31/3/23
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>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£17,200 1/4/22-31/3/23

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

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: **51%** of disadvantaged pupils achieved expected in R, W & M combined in 2018/19

Writing		
November 21 (14 pupils)	March 22 (11 pupils)	July 22 (16 pupils)
29%	36%	44%

Mathematics		
November 21 (14 pupils)	March 22 (11 pupils)	July 22 (16 pupils)
50%	45%	50%

- 44% 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.

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 social and emotional needs . These challenges particularly affect disadvantaged pupils, including their attainment. A third of children requiring additional learning support are disadvantaged. Many of our persistent absentees and late comers are PP.
2	Assessments and observations of our children’s writing shows that those who are disadvantaged are not producing writing that meets age-related expectations.

3	Assessments and observations of our children's mathematics knowledge 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 phonics than their peers. This negatively impacts their development as readers.
5	Assessments and observations demonstrate that many of our disadvantaged children have underdeveloped oral language skills and vocabulary gaps.

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
Reduce level of lateness and persistent absence	Having attended breakfast club pupils will be in school and ready to learn from 8.40am. Appoint a FLO to support families.
Improve progress and attainment for writing.	Writing outcomes show that more disadvantaged pupils make expected progress.
Improve progress and attainment for maths.	Maths outcomes show that more disadvantaged pupils make expected progress. The MTC results show pupils are in line with their peers.
Improve progress and attainment for phonics and reading.	Ensure PP children make expected progress with phonics. Reading outcomes show that more disadvantaged pupils make expected progress.
Improved oral language skills among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in lessons, books and through ongoing formative assessment.

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: £4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchasing resources such as Little Wandle and associated books.</i></p> <p>Deliver additional phonics sessions targeted at pupils who are below expectations including if applicable PP.</p> <p>CPD for phonics</p>	<p>The EEF says that a good SSP will add 5 months progress.</p> <p>Fidelity.... @ Reading Framework ' DfE Reading Age</p> <p>Words per minute/fluency</p>	2
<p>To employ an SEN TA with an additional focus on nurture and family liaison.</p>	<p>EEF - The effective use of TAs in delivering structured interventions out of class- Research on TAs delivering targeted interventions in oneto-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>	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 to provides high quality models and quality assures.</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>	3
<p>Frequent CPD for staff around mastery in mathematics and reasoning</p>	<p>Ofsted 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>	4

Opportunities in school 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	
Promote the use of ambitious vocabulary in both speaking and listening as well as in 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	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	5

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

Budgeted cost: £2,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
All KS1 staff and KS2 teachers trained in Little Wandle to deliver high quality reading interventions. <ul style="list-style-type: none"> Phonics Guided reading/group reading Y6 readers to EYFS 	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
External professional providing high quality writing intervention and tuition for Y4 – 6. <ul style="list-style-type: none"> Colourful Semantics 	EEF- 1:1 Tuition 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: One to one tuition EEF (educationendowmentfoundation.org.uk)	3

	and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
New maths intervention programme purchased and high quality maths interventions in place to narrow the gap for disadvantaged pupils in mathematics. <ul style="list-style-type: none"> • Plus one • Plus two • QFT and targeted intervention groups/tuition as necessary • TT Rocks • White Rose 	Maths Hub DfE 'Supporting the attainment of disadvantaged pupils' November 2015	4
1:1 and small group tuition for speech and language interventions <ul style="list-style-type: none"> • NELI for Year R • Memory magic 	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	5

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

Budgeted cost: £10,300

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
Appoint a 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: £17,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It is difficult to make sensible comparisons with previous years' outcomes, as our numbers of pupil premium children are small. Our outcomes were lower in writing than in reading and maths. The impact of Covid-19 and school closure from 2020-21 on writing 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, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended, as well as being detrimental in lower key stage two.

While a new phonics programme was introduced, this still needs time to embed and then more specific targeted interventions can be made for our disadvantaged pupils. Reading was a priority in classrooms and all children were delivered high quality texts by class teachers. This had a good impact on vocabulary and reading attainment.

End of KS2 outcomes of pupils achieving the expected standard were well-above national in reading, writing and mathematics. Also, the number of children achieving 'In Greater Depth' standard in reading and mathematics were also above national average.