



Compassion Joy Perseverance Respect

'Live life in all its fullness' John 10:10

Pupil Premium Strategy Statement

**Approved – December 2021
Next review – December 2022**

Achieving Excellence Together

Pupil premium strategy statement 2021-2022

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	Hunton CE Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Anita Makey
Pupil premium lead	Anita Makey
Governor / Trustee lead	Iain Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13, 215
Recovery premium funding allocation this academic year	£2000
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	£15,215

Part A: Pupil premium strategy plan

Statement of intent

At Hunton CE Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to 'live life in all its fullness' with no barriers for achievement and progress. We are fully aware of the challenges to narrow gaps especially those resulting from Covid. 'Achieving Excellence for Together' aims to ensure all pupils are open to the same opportunities yet being fully aware of the challenges to narrow gaps especially those resulting from Covid.

We strongly believe that learning potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers and, at Hunton CEP, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

- *The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.*
- *From 2012-2013, this will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families*
- *We also received the Catch Up Premium in 2021 and from October 2021 we receive the Recovery Premium.*

Challenges

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

Challenge number	Detail of challenge
1	Due to Covid, weaknesses in learning behaviours, e.g. lack of independence or resilience, forgotten good learning behaviours as a result of lockdown. Some PP children display low attainment and slow progress rates. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19. Attendance and punctuality.
3	A significant percentage of children demonstrate poor speech and language skills on entry, coupled with limited vocabulary.
4	Limited vocabulary and experiences resulting in weaker writing, inference as well as having the ability to make links across the curriculum.
5	In maths planning needs to be more precise and detailed to ensure complete coverage. Basic fluency skills and key number facts are required.

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
<p>Pupils are exposed to a wide range of vocabulary to improve comprehension and spoken language as well as being able to make links across the curriculum.</p> <p>All speech and language needs identified at an early stage and children engage with intervention programmes. Develop opportunities for oracy across the curriculum.</p>	<p>Writing and reading assessments show that 90-100% of disadvantaged children have made expected progress.</p> <p>Vocabulary is displayed and knowledge organisers are part of QFT in classrooms.</p> <p>Writing moderations with other schools show that our children’s progress is comparative with other schools.</p> <p>Nuffield Early Language Intervention by the end of the summer shows impact and improvement the listening, narrative and vocabulary skills in EYFS.</p>
<p>To ensure disadvantaged pupils consolidate basic skills and access recovery programmes as needed. Targeted support for pupils – providing focused 1:1 support and small group teaching to close learning gaps in core subject areas and raise the number of children reaching and exceeding national expectations. Children joining the school mid-year or mid-key stage to have needs assessed promptly and access to targeted support as appropriate</p>	<p>End of summer 2022 and 2023 data will show that 90 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</p>
<p>To ensure misconceptions are swiftly addressed in the lesson or just after. Feedback is immediate and corrective teaching swiftly put in place by all adults.</p>	<ul style="list-style-type: none"> - Retrieval (use of quizzes) are evident at the start of lessons - Children address misconceptions with a purple polishing pen. Books show learning moving on. - Books show evidence of verbal feedback, self- assessment and peer assessment.
<p>To provide nurture/counselling to all children who need well-being support to be ready to access learning</p>	<ul style="list-style-type: none"> - SENCo, class teachers and Head teacher identify and support families and children to alleviate barriers to learning. - Identified children to have a personal support plan, a mentor, positive play, Lego Therapy sessions with support staff - A trained counsellor to be employed by the school to provide 1:1 counselling and a mindfulness intervention group

	<ul style="list-style-type: none"> -Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers. -Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
<p>All disadvantaged pupils will show continued improved attendance and punctuality</p>	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%) - Monitoring of attendance and lateness by Headteacher brings about an increase in PP pupils' attendance and a decrease in persistent absence. - Attendance Policy to be reviewed by governors so it is watertight.
<p>To ensure disadvantage pupils have a breadth of experiences that enable them to contextualise their learning.</p> <p>To ensure they have access to a range of social/cultural/sporting experiences, visits and activities.</p>	<ul style="list-style-type: none"> -The curriculum provides pupils with exciting, varied and independent learning. Recall and retrieval techniques are employed at the start of each lesson. -Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers and support staff will plan a wide range of visits and experiences in school and out to inspire/enhance learning and make it memorable. -Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

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: £ 9370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Feedback - All staff will receive appropriate CPD to facilitate development and high quality teaching and live feedback. Teachers will give pupils opportunities to consolidate key skills with particular focus on disadvantaged children. Teachers will use accurate formative assessment to adapt teaching sequences to pupil need. Collaborative learning to be a part of QFT.</p>	<p>Evidence from EEF Teaching Learning Toolkit. Impact is high and cost low.</p> <p>Evidence of impact from other local schools</p> <ul style="list-style-type: none"> • oral language interventions encouraging pupils to read aloud and then have conversations about book content with teachers and peers • modelling inference through the use of structured questioning • group or paired work that allow pupils to share thought processes • implicit and explicit activities that extend pupils <p>Ross McGill, Teachers' Toolkit presentation attended by HT & DHT showed the impact of 5 different types of feedback.</p> <p>Evidence from EEF Teaching Learning Toolkit. Evidence from Kagan Fours and use in other schools.</p>	<p>1,2</p>
<p>To embed a complete systematic synthetic phonics programme</p>	<p>To benefit from Little Wandle being purchased- training given to all staff.</p>	<p>1,2</p>

(SSP) in KS1&2 ensure phonics skills are used to improve reading.	<p>Afternoon intervention catch-up groups.</p> <p><i>DfE and Ofsted are recommending an SSP as an alternative to Letters and Sounds.</i></p>	
<p>S&L Assessments for YR and Y1 carried out by end of term 1</p> <p>Case load revised for Speech and Language therapist and new referrals made.</p> <p>School to apply to take part in Nuffield Early Language Intervention and YR staff to receive appropriate training to deliver the intervention.</p> <p>Opportunities to develop oracy and vocabulary across the curriculum.</p>	<p>Underachievement in Speech and Language evident in summative data, pupil progress reviews and in some children's learning and every day conversation.</p> <p>S+L interventions for current year 1 were disrupted due to COVID-19</p> <p>Approx 1/3 of YR pupils identified as needing support from Speech and Language Link assessments Evidence in spelling, reading and speech levels / scores Some children have not accessed NHS services when there has been a need.</p> <p>EEF Evidence Summary</p> <p>Nuffield Early Language Intervention – piloted in local schools and by our YR teacher.</p> <p>Vocabulary Ninja to be used daily.</p>	3

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

Budgeted cost: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of precision teaching, 1:1 reading sessions and high quality phonics sessions to accelerate progress of disadvantaged pupils, ensuring they match the progress of their peers	Recommendation from educational psychologists and specialist teaching service. Presently used for spelling and immediate results seen.	1,4
Tutoring – focus on UKS2	Advice from DfE for use of the Recovery Premium.	4,5

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

Budgeted cost: £5,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
A trained counsellor to be employed by the school to provide 1:1 counselling and a mindfulness intervention group so learning can be accessed.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) We have also seen impact in the last academic year with individual case studies.	2
To ensure they have access to a range of social/cultural/sporting experiences, visits and activities.	To ensure disadvantage pupils have a breadth of experiences that enable them to contextualise their learning. Provision of a range of initiatives to extend children’s experiences see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	4
SENCo and Headteacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	2

Total budgeted cost: £ 15,215

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.

COVID-19 certainly impacted on our children's progress. A counsellor was employed to support staff alongside the SENCo. Pupil Premium was spent on extra curricula activities in Terms 5 and 6 such as UKS2 residential and music tuition. The school received £14,015

Pupil Premium (Y1-6)

Reading		
October 20 (7 pupils)	March 21 (10 pupils)	July 21 (11 pupils*)
71%	70%	55%

Writing		
October 20 (10 pupils)	March 21 (10 pupils) - <i>no assessment data- reading and arithmetic priority</i>	July 21 (11 pupils*)
40%		45%

Mathematics		
October 20 (10 pupils)	March 21 (10 pupils)	July 21 (11 pupils*)
40%	60%	64%

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
N/A	

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