

Pupil premium strategy statement

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	Hughenden Primary
Number of pupils in school	468 181
Proportion (%) of pupil premium eligible pupils	46% 17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 to 2024-2025 Current year 2022-2023 Review 2023
Date this statement was published	December 2022 December 2023
Date on which it will be reviewed	October 2023 October 2024
Statement authorised by	Mrs K Mann, Headteacher
Pupil premium lead	Mrs J Wainwright, Senco Mrs K Mann, Headteacher
Governor / Trustee lead	Mrs P Beveridge, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395 £38,500
Recovery premium funding allocation this academic year	£979 £943
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,374 £9,443

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, engaged and confident learners.

Our aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support disadvantaged pupils with social and emotional barriers to enable them to make increased progress.
- To improve support for disadvantaged pupils with SEMH and attachment difficulties.
- To provide increased enrichment opportunities for disadvantaged pupils.

We aim to do this through:

- Ensuring that all pupils receive quality first teaching.
- To ensure all disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point the need is identified, so that they are able to 'keep up' with non-disadvantaged pupils.
- Targeted academic support for disadvantaged and vulnerable groups to address identified gaps in knowledge or skills particularly in writing and maths and encourage.
- Support payments for enrichment opportunities (music lessons, trips and clubs).

Achieving these objectives:

- Ensuring that all teaching is of a high standard through effective training in key teaching and learning / pedagogical strategies.
- To increase the capacity for addressing social and emotional barriers to learning for key disadvantaged pupils through the addition of an inclusion support worker.
- To offer 1:1 support through the use of TAs for disadvantaged pupils who need additional support to catch up due to school closure disruptions.

- To remove social and emotional barriers to learning through effective pastoral care through staff training and intervention provided by class TA's.
- Targeted English and maths teaching for pupils who are working below age-related expectations.

Our children in receipt of pupil premium funding will all be able to read and write at least as well as their peers and will be well taught through a systematic, synthetic phonics programme. They will then develop good age-related comprehension skills and a love of reading and books.

We aim for all of our Pupil Premium children and their families to have access to a range of enrichment experiences during their time at Hughenden Primary School and it is vitally important to us that our pupils and families feel happy and supported in school, and that we place their well-being at the heart of everything we do.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This negatively impacts their development as pupils don't develop stamina for writing in English and are not able to apply it across the wider curriculum, in all subjects.</p> <p>At the end of KS2 2023 – 50% 50% of the disadvantaged pupils achieved ARE in writing compared to 66% non-disadvantage. This is a significant improvement on 2022 outcomes.</p>
2	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>44% of our disadvantaged pupils have below age-related expectations compared to non-disadvantaged pupils. This gap remains steady to the end of KS2.</p> <p>At the end of KS2 2023 – 50% of the disadvantaged pupils achieved ARE in mathematics compared to 77% non-disadvantage. This is an improvement on 2022 outcomes.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

	At the end of KS2 2023 – 100% of the disadvantaged pupils achieved ARE in reading compared to 67% non-disadvantage. This is a significant improvement on 2022 outcomes.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations and issues with self-esteem and lack of focus/attention mean they are not displaying the appropriate behaviour for learning necessary to catch up.</p>
5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 48% 75% pupils whom are disadvantaged currently require additional support with social and emotional needs, and are receiving small group interventions.</p>

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
1. Improved stamina for writing in English and across the wider curriculum for all pupils, including disadvantaged pupils.	<p>KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.</p> <p>At the end of KS2 2023 – 50% of the disadvantaged pupils achieved ARE in writing compared to 66% non-disadvantage. This is a significant improvement on 2022 outcomes.</p>
2. Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that more than 68% of disadvantaged pupils met the expected standard.</p> <p>At the end of KS2 2023 – 50% of the disadvantaged pupils achieved ARE in mathematics compared to 77% non-disadvantage. This is an improvement on 2022 outcomes.</p>
3. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments (Language Link/NELI) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other</p>

	<p>sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>At the end of KS2 2023 – 100% of the disadvantaged pupils achieved ARE in reading compared to 67% non-disadvantage. This is a significant improvement on 2022 outcomes.</p>
<p>4. To achieve and sustain improved wellbeing leading to improved behaviours for learning for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing and improved behaviour for learning from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Governor observations, feedback and assessment. <p>During 2022-2023 these remained the focus during the various observation and evidence triangulation.</p>
<p>5. To improve the social and emotional outcomes for disadvantaged pupils and increase their access to enrichment opportunities to support their attainment.</p>	<p>Lower levels of social and emotional difficulties identified in disadvantaged groups by 2024/25 with a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, leading to greater levels of attainment in this cohort.</p> <p>From 2023 KS2 outcomes, these increased across all areas.</p> <p>Reading = 100% achieved ARE Maths = 50% achieved ARE Writing = 50% achieved ARE RWM = 50% achieved ARE</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: £15,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice for the teaching of English to support disadvantaged pupils with their stamina for writing.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>Training and mentoring for staff to build a rich and inclusive English curriculum which builds on pupil's key writing skills and enhances their ability to write at length.</p> <p>Developing understanding of the EEF evidence which suggests that self-regulation and metacognition are essential for improved learning behaviours.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Phonics Lead.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p><u>Pre-teach and Catch Up Maths teaching</u></p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key</p>	<p>Funding enables us to employ TA cover to supervise the classes (Y2-Y6) doing independent maths work, whilst the class teacher works with the disadvantaged and low attaining groups to provide pre-teach maths intervention and catch up maths support daily.</p> <p>Evidence suggests that teacher led small groups tuition leads to a greater retention of information and higher attainment in disadvantaged groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>2</p>

elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	
RMeasimaths program	EYFS/KS1 additional practice of key fluency skills provided through interactive maths program. All intervention children to have a 10-minute session daily.	2

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Infant/Junior Language Link Programs</u></p> <p>Participation in programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4, 5
<p><u>Nurture Groups for KS1 and KS2</u></p> <p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £6,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Enrichment Trips/Activities</u> To improve the social and emotional outcomes for disadvantaged pupils and increase their access to enrichment opportunities to support their attainment.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence that providing access to enrichment activities, which ordinarily wouldn't be available for disadvantaged pupils has a significant impact on their attainment, e.g. funding of school day trips, residential trips, music lessons, transport to activities.</p>	<p>5</p>
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour for learning across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects on Behaviour for Learning with improved outcomes and attainment in all areas:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>

Total budgeted cost: £30,463

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 2021 to 2022 academic year.

The 2023 outcomes showed an improvement compared to the previous year for the disadvantage pupils. Through internal assessments, the progress of these pupils was tracked and acted upon accordingly. Moving forwards, the pupil outcomes for 2024 will remain a focus to ensure progress from their individual starting points.

Pupil Premium and Catch Up funding were used to support all pupils when schools returned to full time teaching, offering an extra teacher led session each day for pupils. This aimed to focus on pre-teach and catch up learning in core areas of the curriculum and was particularly successful in KS2 in preparing Year 6 transitioning pupils for Secondary School.

Our assessment of the reasons for these outcomes' points to anxieties around school and school avoidance tendencies; these have been primarily linked to Covid-19 pandemic. As evidenced in schools across the country, school closure was 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.

Development of language, particularly for younger pupils was severely impacted from the lockdowns and school closures due to Covid-19. As evidenced in schools across the country, language acquisition and use has been poor and our disadvantaged pupils suffered the most from the loss of rich, stimulating language interactions usually present in schools and educational settings.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
IDL – Online Literacy Support for Dyslexia.	IDL Learning.
RMeasimaths – Online Personalised Primary Maths Tuition.	RM Plc.

White Rose Maths – Online and School Based approach to effective teaching maths.	White Rose Maths.
Oak National Academy KS1 and KS2 online curriculum lessons.	Reach Foundation.

Service pupil premium funding £640.00

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Two service pupil premium allocations in 2022-2023 spent on school trips and phonic interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Full participation in all enrichment activities leading to greater language development and experiences to draw upon for writing. Support from the intervention in order to pass the phonic screening check.