

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	Huntley CE Primary
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	13/12/21
Date on which it will be reviewed	21/03/22
Statement authorised by	E Curtis
Pupil premium lead	E Curtis
Governor / Trustee lead	A Cholefko

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4035
Recovery premium funding allocation this academic year	£1167
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3781
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	£8983

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child in our school, regardless of their background and any challenges they may face, makes good progress and reaches their full potential across all areas of the curriculum.

At the heart of our curriculum delivery, is good quality first teaching and we understand the importance and effectiveness of this on the progress of every child. In addition, research shows that this has the greatest impact on closing the disadvantage attainment gap.

Our approach will be responsive to the needs of individuals and the challenges they may face. Our approach will be rooted in robust diagnostic assessment and will meet the needs of the children at that time. In addition to teacher assessment we use a variety of tools to assess secure learning, including York Assessment of Reading for Comprehension (YARC) and NFER maths. These assessments focus on the knowledge our pupils have retained and can apply. Our pupil premium strategy has been informed by assessment outcomes and has made use of a range of research, such as the Education Endowment Foundation.

We have a strong focus on the creative elements of the curriculum and ensure that disadvantaged children have access to the same opportunities for example music lessons as their non- disadvantaged peers.

In addition, we strongly promote the mental health and wellbeing of all our pupils, in particular as we are seeing the emotional impact of the pandemic. Extra-curricular activities which help promote resilience and self esteem are offered to all children. Funding is provided for our disadvantaged children to ensure they can access these activities. We offer subsidies for the year six residential and an outdoor adventure weekend.

Our strategy is also integral to the school plans for educational recovery in light of the impact of the pandemic. We are taking part in the National Tutoring programme and will be supporting the children whose education has been most affected.

We will:

- Ensure the level of challenge is high for all pupils, including those identified as disadvantaged.
- Ensure interventions are timely and specific to the child's needs
- Ensure that we are supporting the emotional well being of the pupils to support academic success.
- Ensure there is a whole school approach in which all staff take responsibility for the outcomes of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	A range of assessment has shown that some of our disadvantaged pupils do not make expected progress with phonics and struggle with retention. This impacts their development as readers and writers.
2	Through discussion with parents, children and teachers, observations and our pupil survey, it is evident that there are more social and emotional issues for a number of our disadvantaged children. (Currently of the 7 children, referrals for additional support have been made for 3)
3	Assessment and observations show that the education of some of our disadvantaged pupils have been impacted by partial closure to a greater extent than other pupils. There are more significant gaps in their learning and some of the basic number knowledge is maths is missing in our younger children. With the older children SPAG difficulties are more evident.
4	Some of our disadvantaged children have less access to extra-curricular activities and may miss out on opportunities offered through school due to financial constraints. In addition, they may not have the correct school uniform and this makes them feel different which can lead to poor self-esteem. (particularly with the children in KS2)

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
Disadvantaged pupils make at least expected progress from their individual starting points in phonics and build secure strategies for spelling, reducing barriers to attainment in writing.	Pupils will have a secure understanding of phonics in Year 1 as evidenced in phonics screening test. Assessment will highlight children needing Project X intervention groups with high-quality teaching. Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch up' or exceed prior attainment standards.
Pupils' are enabled to build resilience, emotional stability and self-esteem in order to reduce barriers to learning.	Pupils have a range of strategies to support well-being alongside strategies to support learning.

	<p>Pupils' learning behaviours and focus have improved.</p> <p>Pupils have strategies to manage their emotions and understand how the 5 ways to well-being can help them do this.</p>
Improved maths attainment in KS1	<p>Gaps in learning have been identified and filled.</p> <p>Children have reached expected standard.</p>
Improved writing outcomes in KS2	<p>Gaps in learning have been identified and filled.</p> <p>Children have reached expected standard.</p>
Pupils who have limited wider life experiences will experience an enriched curriculum and access wider school provision.	<p>All children will have attended an adventure residential which are offered in Y4-6.</p> <p>Pupils will be able to access wider school provision irrespective of resources or other barriers at home.</p> <p>There will be a significant increase in participation in enrichment activities with a focus on the disadvantaged children attending.</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: £1550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school spelling scheme purchased to support the teaching of spelling across the school. (including CPD)	A whole school scheme to support the teaching of spelling will provide more robust assessment, tracking and delivery and provide standardised assessment.	3
Staff CPD including teaching assistants with a local Maths hub	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £4100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to address individual pupil needs in mathematics and close the attainment gap Focus on early number work to consolidate.	EEF Small group tuition +4 months Small group tuition EEF (educationendowmentfoundation.org.uk)	3
Targeted interventions to address individual pupil	EEF +5 months	1

needs in mathematics and close the attainment gap Focus – phonics	One to one tuition EEF (educationendowmentfoundation.org.uk) EEF+ 4 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
School led National Tutoring programme to be delivered	EEF +5 months One to one tuition EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £2900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trip was subsidised to ensure engagement was possible.	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. 3. Wider strategies EEF (educationendowmentfoundation.org.uk)	2,4
Provision of correct school uniform	Low self-esteem impacts on learning. If a child feels different this can impact of their self -confidence/ esteem.	4
Provision of music lessons	3. Wider strategies EEF (educationendowmentfoundation.org.uk)	4
Whole school resilience development day	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. 3. Wider strategies EEF (educationendowmentfoundation.org.uk)	2

Total budgeted cost: £8550

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.

Internal data collected last year shows that attainment was lower in some cases, for our disadvantaged pupils. Given the circumstance's the aims of our original strategies were not reached,

As evidenced in schools across the country, school partial closure was more detrimental to some of our disadvantaged pupils. Although teaching was carried out every morning live on TEAMS, the children did not have access to good quality first teaching across the curriculum. Although many interventions still took place, the impact was not as great through online delivery.

Observations and discussion showed that pupil well-being was impacted and during the pandemic, we provided some of the disadvantaged children targeted interventions and professional support if needed.

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

