

Hutton Henry CE Primary School Pupil Premium Strategy Statement 2021/22

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 | Hutton Henry CE Primary |
| Number of pupils in school | 68 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021~2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | S Gibbins |
| Pupil premium lead | S Gibbins |
| Governor lead | C Shakespeare Watts |

Funding overview

| Detail | Amount |
|----------------------------------------------------------------------------------------|--------------------------------------------|
| Pupil premium funding allocation this academic year | £ 26520 |
| Recovery premium funding allocation this academic year | £ 3190 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £ 29710 (additional funding added) |

Part A: Pupil premium strategy plan

Statement of intent

At Hutton Henry CE Primary School we prioritise the raising of attainment for disadvantaged children , while being knowledgeable of our context and the barriers our families face. Decisions are made using recognised research from EEF to ensure usefulness and impact.

The key principles of this strategy are :

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

In addition to the specific funded opportunities listed , quality first teaching, effective use of assessment and data, a range of bespoke interventions and high quality CPD will ensure all of our children are effectively supported to make good progress from their starting points.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------------------------------------------------------------------|
| 1 | Children below ARE on entry |
| 2 | Reading development and phonics development |
| 3 | Narrow enrichments experiences |
| 4 | Children with poor social emotional skills including resilience and self esteem |
| 5 | Need for catch up due to disrupted education due to COVID 19 |
| 6 | Multi agency approach required to support individual children based on need |

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| 7 | Lack of engagements from parents |
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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 |
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| Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas (including phonics development)to meet national expectations. | A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021. |
| Improve emotional/ social skills including resilience and self esteem for all pupils through use of outdoor education. | Observations of children in outdoor sessions and in wider school environment will demonstrate pupils' positive attitudes to learning, good behaviours, resilience and self esteem |
| All children to experience a range of enrichment experiences to support curriculum and enhance cultural capital E.g Music tuition, outdoor learning, visits out of school, visitors into school | All children have accessed a range of enrichment experiences |
| Provide identified children (school led tutoring) with high quality teaching and feedback focused on identified areas of catch up. | Identified children to meet ARE at end of year |
| Access to specialist services for specific support dependant on need | Specialist assessment information to support specific need and ensure good progress from starting points |
| Parents to have access to high quality resources at home to support their children in homework and beyond. | Access to online subscriptions for all families and regular access at home by children and their families. |

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: £ 2500

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <p>Training for EYFS staff to ensure high quality education for all to impact on teaching and learning and outcomes for children.</p> <p>EEx training L.A. NQT training for EYFS teachers</p> | <p>Early Excellence Training – training provided by EEx is based on research “ The Hundred Review” https://earlyexcellence.com/wp-content/uploads/2018/01/EX_CREC_TheHundredReview.pdf</p> | <p>1</p> |
| <p>All staff to access ELS Phonics training to ensure consistency in this approach to</p> | <p>ELS is a DfE accredited systematic synthetic phonics programme https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1348/000709905X39170</p> <p>EEF Evidence - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1 2</p> |

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| phonics across the school. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Outdoor education for all children to develop social, emotional development including resilience and self esteem for all children.</p> <p>Outdoor learning in the field to enhance the curriculum for all year groups.</p> | <p>EEF Evidence</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p> | <p>4</p> <p>3</p> |
| <p>Increased staffing to ensure small group work for targeted groups</p> | <p>EEF Evidence</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p> | <p>1</p> <p>2</p> <p>5</p> |
| <p>Funding of online subscription resources to support</p> | <p>EEF Evidence</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> | <p>2</p> <p>5</p> <p>7</p> |

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| <p>learning for all children in core learning areas. This will offer challenge and support to enhance each child's learning experience. This will support learning from home and in school and focus on engaging parents in supporting pupils at home.</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p> <p>EVIDENCE FOR USE OF SPECIFIC READING SUBSCRIPTIONS TO SUPPORT SCHOOL BASED PHONICS TEACHING -</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> | |
| <p>A supply teacher familiar to our school will be tasked to provide tuition half a day per week (School Led Tutoring Grant to pay 75% of costs)</p> | <p>EEF Evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>5</p> |

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

Budgeted cost: £ 9500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------|--------------------------------------|-------------------------------|
| <p>School Councillor/ parent support advisor to support</p> | <p>EEF Evidence</p> | <p>4</p> |

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| children based on need as it arises | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ | |
| Enrichment opportunities inc music tuition | EEF Evidence https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ | 3 |
| Specific resources for SEND | EEF Evidence https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ | 6 |

Total budgeted cost: £ 30000

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. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Employment of staff in junior class to maintain a reduction in class/ group sizes and increase teaching assistant support. We will continue to fund maintaining a Y3/4 and a Y 5/6 class with additional TA support.

Maintaining 3 classes and associated staffing allowed smaller classes sizes for all children as a result. The mix of small group time , class room support and split junior classes allow increased adult support for children. Specific support can be further directed to individual PP children in class. These ratios enabled staff to focus on the school priorities/ individual need more effectively for both in school learning and remote education.

Provision of counsellor and parent support advisor focussed on supporting families in need

Access to school councillor / PSA based on need throughout 2020/21.

Outdoor learning opportunities for Y 1 - 6 pupils that can impact on school life and beyond. Experiencing a wide range of new and adventurous experiences off site (on site due to COVID restriction for the first term).

Investment into outdoor learning curriculum was especially important as a result of school closures . Outdoor learning took place despite ongoing covid restrictions. At times of school closure ,access limited to key worker/ vulnerable children. Progress in a wide variety of skills including resilience, teamwork and independence. Some clothing has been funded to support families to take part in outdoor activities.

Funding or subsidising the funding of visitors into school, trips out of school and the wider creative curriculum

Due to COVID restrictions trips off site were not permitted for the majority of 2020/21.

Purchase milk for all children at lunchtime (inc packed lunch). Purchase fruit snack for all junior aged children. Cover Music tuition cost for all PP children

All PP children have equal access to milk regardless of access to school dinner or packed lunch. Music tuition was paid for children accessing LA music lessons each week.

Specific resources to support individual children to access technology for learning.

Specific groups of children had paid access to Aspire software to aid learning and laptops/ tablets were purchased to ensure access to online learning. Based on specific need.

Funding of online subscription resources to support learning for a children in core learning areas. This will support learning from home and in school and focus on engaging parents in supporting pupils at home

All children had access to a range of online learning platforms at home and in school. This was accessible for all throughout school closures. With the support of DfE laptops we could ensure full access for all families to online subscriptions in maths and English. This enabled high quality work to be set routinely for children whether at school or at home. Access to high quality learning resources throughout the year enabled teachers to maintain high quality teaching materials that were engaging and accessible to all.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

| Activity | Autumn 2021 Evaluation | Committee Date |
|---------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------|
| Teaching Priorities | Final version of 2020/21 statement reviewed and impact statement discussed. Curriculum and standards committee. | 14.10.21 |
| Targeted Academic Support | | |
| Wider Strategies | Governor monitoring | 18.11.21 |

| Activity | Spring 2022 Evaluation | Committee Date |
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| Teaching Priorities | Scrutiny within curriculum and standards committee | 16.2.22 |
| Targeted Academic Support | | |
| Wider Strategies | | |

| Activity | Summer 2022 Evaluation | Committee Date |
|---------------------------|-------------------------------|-----------------------|
| Teaching Priorities | Governor monitoring visit | 10.6.22 |
| Targeted Academic Support | | |
| Wider Strategies | | |