

Hutton Henry CE Primary School Pupil Premium Strategy Statement 2023/24

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 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	61
Proportion (%) of pupil premium eligible pupils	25%
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
Last review	October 2023
Date on which it will be reviewed	December 2024
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	£ 31 215
Recovery premium funding allocation this academic year	£ 1012
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 32 227

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
7	Lack of engagement from parents

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
Pupils eligible for Pupil Premium in EYFS/ KS1 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 / ARE in KS1 when compared with none pupil Premium
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, after school clubs, lunchtime clubs	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. (2022/23)	Identified children to meet ARE at end of year (2022/23)
Referrals and 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: £ 3000

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 - ongoing</p> <p>L.A. NQT training for EYFS teachers (2022/23)</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</p> <p>Phonics training to ensure consistency in this approach to phonics across the school.</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>

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

Budgeted cost: £ 19000

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 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>EEF Evidence</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</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>2</p> <p>5</p> <p>7</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 60% of costs) 2022/23</p>	<p>EEF Evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>5</p>
<p>Specific resources for SEND inc referrals/ assessment</p>	<p>EEF Evidence</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p>	<p>6</p>

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

Budgeted cost: £ 9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Councillor/ parent support advisor to support children based on need as it arises	EEF Evidence https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	4
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

Total budgeted cost: £ 32500

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.

Due to COVID-19, performance measures were not published for 2019 to 2020, and 2020 to 2021 results were not used to hold schools to account. Given this, other pupil evaluations were undertaken during the 2020 to 2021 academic year, and these were taken into account when evaluating our strategy. Performance was once again measured in 2021/22 but should be viewed with caution and not used as a direct comparison to data gathered in 2019. Data gathered in 2023 can be more directly compared with 2022 data.

Pupils eligible for Pupil Premium in EYFS (and KS1) make rapid progress in all areas (including phonics development)to meet national expectations.

Data should be viewed with caution as groups are so small and confidence in data is low. Data analysis shows that the proportion of children achieving GLD at the end of 2022 and 2023 met or exceeded national levels. This was also true for children achieving ARE at end of KS1

Improve emotional/ social skills including resilience and self esteem for all pupils through use of outdoor education.

Out door learning sessions resumed fully in 2022/23 after a period of time where significant limits were in place regarding children being off site. Outdoor sessions took place for all children timetable throughout the year. Assessment is carried out each session which adds to curriculum assessments over time. Questionnaires are used to gain feedback from families and children to gain feedback on the impact on children's social emotional development. These anecdotal responses are overwhelmingly positive over time. School staff report that children continue to need support with emotional/ social skills after extended periods of school disruption in their education.

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 access a range of enrichment experiences. After a period of disruption to visits out of school and having visitors into school due to COVID 19, all children are once again able to access educational visits / visitors into school regularly through the year in addition to planned outdoor learning sessions. All children access three educational trips/ visitors into school each academic year. Access to this ensures equality of access to wide range of experiences that enhance learning. This continues to impact directly on learning as experiences are well matched to classroom learning

but also enhances cultural capital for all equally. Poverty Proofing assessment (2023) highlighted to us that children have a clear understanding of schools clear intention to ensure fair access for all children and that price does not prohibit access.

Provide identified children (school led tutoring) with high quality teaching and feedback focused on identified areas of catch up.

15 pupils accessed school led tutoring throughout 2021/22. Progress was made towards small steps identified as focus for sessions carried out. This added to overall progress towards age related expectations.

Access to specialist services for specific support dependant on need

A number of referrals to outside agencies were funded in 2021/22 and 22/23 including cognition and learning, emotional wellbeing and ASC support . Reports/ intervention were provided to inform and support planning and school experiences for individual children. Use of external services are valued within school and a process of identifying need early, and referring to specialist agencies is in place to support children. These specific referrals ensure targeted support for individuals. In addition, access to counsellor and PSA for families and children is well timetabled and feedback tells us it is valued by families.

Parents to have access to high quality resources at home to support their children in homework and beyond.

A range of subscriptions are available for use at home and at school targeted on curriculum learning. These have been used extensively for homework for all. This has allowed targeted high quality homework and continuity between home and school. It has allowed families access to appropriate learning materials for additional home learning as required. Families can access the online platforms at any time for their own use.

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	Reviewed annually
Teaching Priorities	2021 – lead governor monitoring visit (autumn term) and committee review complete
Targeted Academic Support	2022 - lead governor monitoring visit (autumn term) and committee review complete
Wider Strategies	2023 - lead governor monitoring visit (autumn term) and committee review complete

