

Pupil premium strategy statement Huttoft Primary and Nursery School (Academy) 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	Huttoft Primary and Nursery School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	1 Sep 2022
Statement authorised by	Damian Davey Headteacher
Pupil premium lead	Damian Davey Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,730
Recovery premium funding allocation this academic year	£4,930
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	£54,660

Part A: Pupil premium strategy plan

Statement of intent

It is our intention to ensure that all children and families are supported in attending school, managing the school environment, and making friends; that they are supported at home and in family life; and that they receive targeted support for any SEND, social emotional, or behavioural needs that may be a barrier to learning and attainment.

We want all pupils to have access to the well-sequenced, broad, and balanced primary education to which they are entitled, regardless of their background or other circumstances. Teachers and teaching assistants will always set high expectations, and implement a diverse variety of evidence-based teaching practices that enhance learning.

Our long-term objectives are to:

- Remove barriers to learning posed by poverty, family circumstances, and background;
- Narrow achievement gaps between 'disadvantaged' and 'other' pupils;
- Ensure that all pupils have a good phonological understanding that leads to them reading fluently and with good comprehension in order to access a broad and balanced curriculum;
- Develop confidence in their ability to communicate effectively in a variety of situations;
- Allow pupils to take care of their social and emotional well-being while also developing resilience;
- Have access to a diverse range of possibilities to expand their world knowledge and understanding.

Achieving our objectives:

- Provide all teachers with high-quality CPD to ensure that pupils receive effective high quality teaching;
- Provide focused intervention and assistance to quickly close identified learning gaps, including the utilisation of small group learning and one-on-one tutoring sessions;
- Allocation of funds to ensure that all pupils have access to field trips, residential, and other first-hand learning experiences;
- Make it possible for all pupils to participate in enrichment activities, including sports and mindfulness on a regular basis
- Provide appropriate nurture assistance to pupils so that they can access learning both inside and outside the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment: On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children. Lack of access to appropriate technology during the COVID-19 pandemic has resulted in a

	significant widening of the attainment gaps for some Pupil Premium children as they were unable to access daily learning.
2	Low vocabulary: Some children enter Huttoft Primary & Nursery School Academy with lower levels of literacy and, more specifically, vocabulary skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
3	Low aspirations: Some children in receipt of Pupil Premium have had limited life experiences outside of their home and immediate geographical area, resulting in a 'cultural capital' disadvantage compared to their peers at school. In addition, they may have limited access to literature, libraries, and technological resources such as computers, iPads etc.
4	Social, emotional or behavioural difficulties: A lack of self-confidence, determination, and perseverance in some Pupil Premium pupils prevents them from being socially and emotionally prepared to participate in school activities. Many pupils struggle with self-reflection and evaluation, and they lack the self-motivation and confidence to continue their education. Some underprivileged children come to school unprepared to learn because of high levels of hardship, a variety of child safety difficulties, such as parents who have mental health issues, domestic violence, and a lack of parental engagement.
5	Lack of parental engagement: Limited parental engagement in school and learning resulting in reduced homework completion, a lack of reading, a lack of readiness for school and, for some, reduced ambition.

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
Access to high quality teaching and a well sequenced, broad curriculum is offered across the full primary range.	<p>Pupils are required to attend all lessons, with interventions occurring outside of scheduled classes.</p> <p>Ensure that the material of the lesson is understood through the use effective strategies.</p> <p>Wherever they occur, interventions demonstrate that the PP group is starting from the right place and making good progress.</p>
When compared to their individual starting places, disadvantaged pupils make at least predicted progress across the curriculum, and more specifically in the core subjects of Reading, Writing, and Mathematics (RWM).	<p>Pupils who need to make rapid progress across key subjects and in phonics will receive targeted small group and one-on-one intervention, as well as additional support.</p> <p>The White Rose Maths programme will be implemented consistently throughout KS1 and KS2.</p> <p>Additionally, the school will embed materials to assist with home reading that are aligned with in-school phonics teaching.</p> <p>High-quality class literature has been sourced in order to align with the curriculum objectives. These are used in all of the daily reading lessons going forward.</p> <p>Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</p> <p>In order to detect and address learning gaps and misconceptions, TAs and class teachers will use AFL</p>

	<p>methodologies to provide effective learning support to pupils.</p> <p>Targeted pupils receive additional speech and language support and intervention.</p>
<p>Disadvantaged pupils gain cultural capital, helping them to participate in their studies, preparing them for next educational phase and life after school.</p>	<p>A curriculum that is highly ambitious, knowledge and language-rich ensures that children know more, remember more, and understand more than they would otherwise.</p> <p>Children will get an understanding of the greater world outside of their local community through well-planned visits that are aligned with the school curriculum.</p> <p>Edshed and TT Rockstars and Numbots online resources will be available to all children, both at home and at school.</p> <p>Monitoring of extracurricular activity attendance to show that at least 20% of attendees are PP.</p> <p>There is a significant need to promote PP attendance to extracurricular activities and promote/invite/prioritise PP learners.</p>
<p>Parental engagement is high for PP pupils and teachers foster connections and interest in pupils' wellbeing and academic achievement.</p>	<p>To improve pupil support at home, parental engagement will be developed. Parents will be educated on the objectives for their year groups and individuals, as well as how they may help at home.</p> <p>PP families respond to targeted support and inclusion offers such as:</p> <ul style="list-style-type: none"> • Funded enrichment club places; • Teacher/Parent face to face meetings; • Attendance at celebration and other school performance events. <p>Parent Surveys indicate satisfaction with Huttoft Primary & Nursery School's education and pastoral offer.</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: £ 9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff (including new employees) have undergone training in order to effectively deliver the phonics curriculum.</p> <p>Ensure that spelling is taught explicitly and according to the plan in all year groups.</p>	<p>School data shows that disadvantaged pupils struggle to convert to a GDS at the end of KS2.</p> <p>Speed of fluency reading is a barrier to this.</p> <p>Phonics screening especially up in KS2 to ensure all pupils are decoding at ARE.</p>	<p>1, 2, 3</p>

	EEF Evidence document Literacy KS1 and KS2: https://educationendowmentfoundation.org.uk/school-themes/literacy/	
Teachers to closely monitor and intervene when the achievement of PP is less than that of non-disadvantaged pupils or less than that of their predicted attainment pathway.	<i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i> EEF guide to the Pupil Premium. Positive engagement and HQT teaching strategies should be promoted by teachers with PP pupils. Teachers keep track of the development of PP pupils and communicate with the PP lead in order to identify areas that require specific intervention.	1, 2, 3, 4,5
English Lead and Communications Team promote reading and literacy, helps to identify and provide staff CPD. Additionally monitors and supports reading interventions.	Reading is a critical factor in determining academic performance. Improved confidence, more engagement, and improved outcomes are all benefits of closing the reading gap.	1, 2, 3, 4
Maths Lead promotes, helps to identify and provide staff CPD. Additionally monitors and supports reading interventions.	When it comes to academic and professional performance, as well as financial ability in adulthood, Mathematics is essential.	1, 2, 3, 4
Curriculum support materials and resources purchased to support learning across the curriculum	A wide range of high-quality resources that are relevant to pupils' requirements, but also demanding and well-sequenced, to enable excellent attainment across all subject areas.	1, 2, 3, 4, 5

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

Budgeted cost: £ 39,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring and small group work <ul style="list-style-type: none"> Phonics Language for Thinking 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.	1, 2, 3, 4
1:1 support through First Call resources using SaLT recommendations	Demand for Speech and Language support with Speech Therapy.	1, 2
Emotional, concentration and memory support	Providing the emotional support to bridge the gaps caused by COVID pandemic and absence from school.	2, 3, 4
1:1 pupil progress meetings between	Allowing time for continuous professional talks about further care for these children will assist in maintaining this as a	1, 2, 3, 4, 5

targeted PP and teachers/SLT	priority. There is a collective responsibility for the progress of PP children in order to speed progress. Staff will understand who they are, their educational and emotional needs, and any strategies necessary to meet those needs.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
A variety of enrichment clubs and activities across KS1 and KS2.	Developing cultural capital and wider curricular development. After school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education https://www.artshealthresources.org.uk/docs/impact-of-arts-education-on-the-cognitive-and-non-cognitive-outcomes-of-school-aged-children-a-review-of-evidence/	3, 4, 5
Mental Health lead - Providing a listening service for pupils who may be experiencing difficulties	Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.	3, 4, 5
Parent workshops to support children learning at home	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home.	1, 2, 3, 4, 5
Promoting wellbeing and resilience.	Y6 pupils are motivated, by means of increased responsibility and whole school promotion via leadership of: School Ambassadors, School Council, and support activities in other year groups, showing increased resilience, attendance and stamina for school life.	3, 4, 5
Provide CASY Counselling for those children experiencing emotional difficulties	Weekly provision for at least 3 children to work with a counsellor https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primarysel?utm_source=/education-evidence/guidancereports/primary-sel&utm	3, 4, 5

Total budgeted cost: £54,660

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During the January to March 2020 lockdown families who were more difficult to reach benefited greatly from our pastoral support and the timely deployment of technology, allowing many to access the online learning and teaching from EYFS to Y6. This is part of our ongoing effort to foster meaningful school participation and long-term relationships with families with PP/SEN children.

While there has been a noticeable impact on pupil mental health and wellbeing, we dedicated time and effort has helped to mitigate the damage through timely steps and targeted interventions. However, we know that the PP/SEN group, in particular, requires more development.

Our youngest pupils have suffered the most as a result of the directed home learning time, as they have missed daily writing and mathematics as well as social and emotional support. For SEN children with an EHCP, daily attendance was required, but this did not apply to all PP. Last year's teaching strategies in school and for any online learning were evidence-based, and included high quality teaching as a standard, with all pupils exposed to a well-structured and rich curriculum across a broad range of primary subjects.

Enrichment activities, were initially given during the first lockdown with a move to more formal structured learning later in the lockdown and throughout the second spell of isolation. Children who were subsequently isolating during a bubble closure were given remote learning in line with government policy.

Based on the information available at the start of the school year, it is clear that Reading should be a priority, with a clear focus on the application of Maths and that ongoing work on appropriately benchmarking pupils to ensure that they are working from the correct starting points has been undertaken.

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
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
PiXL	The PiXL Club
Monster Phonics	Monster Phonics
Power Maths	Pearson Schools
White Rose Maths	White Rose Maths
EdShed	Education Shed Limited
Cornerstones Curriculum	Cornerstones
First Call	Lincolnshire County Council
Testbase	AQA

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA