

Pupil premium strategy statement – Huby CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 2024 2024 2025 2025 2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Jane Cunningham
Governor / Trustee lead	Rachel Comerford and Joanna Tunningley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11525
Recovery premium funding allocation this academic year	£838
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£12363

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure teaching and learning opportunities meet the needs of all of our pupils

Pupil premium is funding that we receive from the government in addition to our main school funding, to benefit pupils who are deemed to be from a disadvantaged background. Specifically, Pupil premium funding is targeted for those pupils who are in receipt of Free School Meals (FSM) or those children who have received FSM in the last 6 years (Ever6) or have been looked after continuously over the last 6 months (CLA). There is also a smaller amount of funding for pupils for who have a parent in the Armed services.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show increased speech and language difficulties and vocabulary deficits for some disadvantaged pupils, from EYFS and through school to KS2. As many of our pupils are able to articulate themselves well, there is often a presumption of language comprehension within the classroom which prevents some disadvantaged pupils understanding the learning or expectation
2	Our analysis and discussions with families shows some disadvantaged pupils lack opportunities, compared to their peers, particularly extra-curricular activities.
3	High mobility within PP group. 75% of our PP children have been to at least one other school. This results in children having fewer friendships and community involvement
4	Overall attendance of PP children is 3% lower than non-disadvantaged
5	To improve the progress of disadvantaged pupils to ensure gaps are not significant.

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
Improved oral language and vocabulary for disadvantaged pupils.	Improved oral language and vocabulary for disadvantaged pupils.
All disadvantaged pupils to be given opportunities to broaden their cultural capital including extra-curricular activities	All disadvantaged pupils will have participated in the same school visits and residential peers. All disadvantaged pupils will have had the opportunity to play a tuned musical instrument and visit live theatre and/or music events. Increased participation from disadvantaged pupils in extra-curricular activities in school and after school events. All disadvantaged pupils will have the opportunity have additional French lessons.
For all disadvantaged pupils in school to make or exceed national expected progress	Pupil progress is monitored effectively & efficiently to ensure progress scores are in the positive range. Flexible interventions (keep up, catch up) in place and offered to disadvantaged pupils so that an increased % of children achieve EXS/GDS

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diminishing average achievement difference between 'disadvantaged' and 'other' pupils in all year groups.	<ul style="list-style-type: none"> All teachers in school are providing quality first teaching to all pupils within the class, ensuring that all pupils' needs are being identified and addressed. Disadvantaged pupils to be identified within the class and all adults working within the class to be fully aware of these pupils. Provision maps to be in place so that all staff are aware of and understand the needs of the pupils. 	5 and 1

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language intervention	Talk Boost sessions with trained teaching assistants	1
Early Reading	Phonics catch up and rapid catch up	1

	1:1 and small group intervention needed to focus pupils and provide targeted support.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance of all pupils and support parents in making sure attendance is over 97%	<ul style="list-style-type: none"> • Subsidised before school/breakfast club • In school pupil initiatives • Providing additional support for pupils with a range of needs emotional, social, behavioural, attendance and punctuality etc to support pupils overcome barriers to learning to support them to make rapid progress. 	3, 4 and 5
Enhance cultural capital for all children	<ul style="list-style-type: none"> • Subsidised curriculum enrichment e.g. cycle training, sport sessions, tuned percussion tuition, French club • Visits to give children/families wider experiences <ul style="list-style-type: none"> • Immersion Days to launch topics and provide children/families with new/wider experiences. • An increased range of free extracurricular clubs. For paid for clubs costs covered • Subsidised school visits inc. residentials to encourage 100% participation • Embedding the Young Leaders Award across key groups: Y5 & Y1. 	2 and 3
Support the wellbeing of pupils in school	<ul style="list-style-type: none"> • Allocated time and training for well being mentor • Mental health lead training and action plan 	3 and 5

Total budgeted cost: £11,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS GLD – n/a
Year 1 Phonics Screening (1 child) 0% achieved threshold.
End of KS1 TA assessments (3 children) 2/3 achieved EXS in Reading, 1/3 achieved EXS in Maths and 2/3 achieved EXS in writing.
End of KS2 assessments (1 child also EHCP) EXS maths

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
1:1 and small group sessions with the wellbeing worker. Meetings between parents and supporting adults outside of school hours. Breakfast club and afterschool club. Time with well-being mentor
The impact of that spending on service pupil premium eligible pupils
Attendance data
Attainment data

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.