

Pupil Premium Strategy Statement

Hunton & Arrathorne Community Primary School

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	Hunton & Arrathorne CP School
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	25% Pupil Premium 21% Service Pupils 3% FSM 1% Previously LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15 th July 2022
Date on which it will be reviewed	19 th December 2022
Statement authorised by	Samuel Donaldson
Pupil premium lead Previously LAC lead	Samuel Donaldson Gavin Cope
Governor / Trustee lead	Patrick Barber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9980.00
Recovery premium funding allocation this academic year	£2000.00
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	£11,980.00

Part A: Pupil premium strategy plan

Statement of intent

We want **ALL** our pupils:

To **care** about themselves, their class, school, the community and the wider world.

To **aspire** to contribute to their class, school, community and wider world.

To have the drive to **excel** in whatever they choose to do.

Through careful weaving into the curriculum and wider school life, it is our intent that pupils at Hunton & Arrathorne Community Primary School will be:

- Lifelong readers
- Happy and healthy
- Inquisitive, with a thirst for knowledge
- Change-makers
- Risk takers
- Creators

With specific reference to Pupil Premium pupils we:

Aim to support children to excel and access all aspects of school life, regardless of levels of disadvantage. We support service pupils exceptionally well through a bespoke pastoral package, a skilled Service Pupil Lead and whole-family support. We have high aspirations for all pupils, including Service and Previously LAC to aspire and excel, making a positive contribution to school and the wider world.

Challenges

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

Challenge number	Detail of challenge
1	Based on prior statutory assessments, 78% of pupil premium children in KS2 should achieve greater depth in reading, writing and maths.
2	100% of pupil premium pupils, based on prior assessment, should achieve at least the expected standard in reading, writing and maths.
3	44% of our pupil premium children are in R/Y1 and are in receipt of pupil premium funding - year groups which we have identified as being negatively impacted by C19.
4	From observations and discussions, some pupil premium children have specific needs such as a lack of resilience, behavioural, SEMH and SALT.

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
<i>Pupils in receipt of pupil premium continue to achieve highly, at least reaching the expected standard or achieving greater depth.</i>	<ul style="list-style-type: none"> • 100% of pupil premium pupils achieve at least the expected standard in reading, writing and maths. (Data Analysis) • 78% of KS2 pupil premium pupils achieve Greater Depth in reading, writing and maths combined (Data Analysis) • 100% of Y2 pupil premium children achieve the higher standard in reading, writing and maths. (Data Analysis) • 100% of pupil premium pupils pass their Y1 PSC. • 100% of pupil premium children in Reception achieve a GLD (Data Analysis)
<i>Develop resilient and inspired learners with excellent wellbeing, in line with our school values of 'caring, aspiring and excelling' and have their emotional and social needs met.</i>	<ul style="list-style-type: none"> • Observations of teaching and learning show pupils are highly engaged, motivated and <u>resilient</u> when overcoming barriers (T&L Monitoring) • Pupils develop increasingly excellent attitudes towards their learning (Pupil Survey)
<i>Service pupils have access to bespoke support when they arrive mid-year and provision for them is excellent.</i>	<ul style="list-style-type: none"> • Transient pupils who arrive mid-year and their families feel well supported by the school (Pupil & Families Survey) • The progress and attainment of service pupils is not adversely effected by mobility (Data Analysis)

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: £4,100 (£2,000 Recovery Premium / £2,100 Pupil Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employed an additional teacher to work in Reception / Y1 (44% of total PP are in R/Y1) to further reduce class sizes (2 qualified teachers)	<i>EEF – Reducing Class Size</i> As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1/3
2 x ECT2's / RQT's to access Teaching for Mastery programme (10 ½ days per year) to upskill staff in problem solving approaches, therefore leading to increased proportion of pupils achieving GDS in Maths.	<i>OfSTED -Research Review (Maths)</i>	1/2

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

Budgeted cost: £2,900 from Pupil Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1 x 60 minute session per week of additional tuition for 14 weeks led by a qualified teacher and targeting prior higher attaining pupil premium children in KS2.	<i>EEF – Small Group Tuition</i> Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1/2

Allocate 1:1 support time for PLAC to work on individual targets and ensure they meet end of key stage targets and have individual needs met.	<i>EEF – Small Group Tuition</i> Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	2/4
Provide 30 minutes per day allocated to 'Keep Up, Not Catch Up' phonics interventions delivered by a trained HLTA.	<i>EEF – Phonics Toolkit</i> Evidence states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (Impact +5 months)	3
CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in lesson time and during targeted intervention.	<i>EEF – Phonics Toolkit</i> Evidence states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (Impact +5 months)	3

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

Budgeted cost: £4,980 from Pupil Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Caring, Aspiring & Excelling Pupil's SEMH needs and resilience will be developed through the following:	<i>EEF – Outdoor Learning</i> Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On	4

<p>Each class having 10 weeks of 'Forest Schools' sessions working alongside a qualified instructor with a focus on building resilience.</p> <p>Release Service Pupil Lead to run 1 x 30 minute 'Hunton Heroes' session per week.</p> <p>Release Pupil Wellbeing Lead to run 1 x 30 minute 'Wellbeing Warriors' intervention per week for targeted pupils.</p> <p>Release Pupil Wellbeing Lead for 2 hours per week to focus on emotional and wellbeing interventions for targeted pupils.</p> <p>Employ a full-time GTA to support the needs of a pupil premium children in Y1 who did not achieve their early learning goal for PSED.</p> <p>Train a member of support staff to deliver Lego Therapy sessions 3 x per week.</p> <p>Identify a member of lunchtime staff to run a variety of extra-curricular activities to ensure children are supported with their wellbeing at lunchtimes.</p>	<p>average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p><i>M.O.D Guidance</i></p>	
<p>Caring, Aspiring & Excelling</p> <p>Finance is not a barrier to pupils accessing residential visits outside of normal classroom provision.</p> <p>Funding is provided to subsidise additional activities including Wraparound Club, after-school sports clubs, visits and music tuition for eligible pupils.</p>		4

Total budgeted cost: £6895

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.

<i>2021 - 2022 ATTAINMENT</i> <i>Reading</i> <i>Pupil Premium 100% at ARE (3 pupils)</i> <i>Service Pupils 100% at ARE (15 pupils)</i> <i>Writing</i> <i>Pupil Premium 67% at ARE (3 pupils)</i> <i>Service Pupils 100% at ARE (15 pupils)</i> <i>Maths</i> <i>Pupil Premium 100% at ARE (3 pupils)</i> <i>Service Pupils 100% at ARE (15 pupils)</i>
<i>2020-2021 PROGRESS</i> <i>Reading</i> <i>Pupil Premium 100% made expected progress (3 pupils)</i> <i>Service Pupils 100% made expected progress (15 pupils)</i> <i>Writing</i> <i>Pupil Premium 67% made expected progress (3 pupils)</i> <i>Service Pupils 100% made expected progress (15 pupils)</i> <i>Maths</i> <i>Pupil Premium 100% made expected progress (3 pupils)</i> <i>Service Pupils 100% made expected progress (15 pupils)</i>

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
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N/A	N/A
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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?	<ul style="list-style-type: none"> • GTA hours to develop the role of the 'Hunton Heroes' • GTA hours to lead 'Hunton Heroes' • Release time for pupils to attend national events – e.g. Service of Remembrance • GTA time for those identified as needing additional emotional support for their well-being. • GTA time for same-day phonics interventions for those identified as needing additional support in 'keeping up'. • 1:1 support for child who has difficulties in meeting PSED early learning goal.
What was the impact of that spending on service pupil premium eligible pupils?	<p>100% of service pupils in Reception are on track to pass the PSC at the end of Y1.</p> <p>100% of the service pupils in Reception met the early learning goal for maths and for English.</p> <p>100% of service pupils are working at or above expected standards in maths, reading and writing.</p> <p>Pupils have been exceptionally well supported through the running of Hunton Heroes whereby they have had a designated member of staff to work closely with them. This member of staff has helped to organise events with them such as a stall for the Jubilee, has accompanied them to Remembrance Day services and has supported their emotional wellbeing through weekly meetings. This is supported by parent questionnaire results which found 100% of pupils 'felt safe and secure' and 'enjoy their learning experiences'.</p>

Further information (optional)

Of our 18 pupil premium children, one third are in Reception or Year 1 and we have invested heavily in the outdoor provision and an SSP to ensure they have the best possible start in school.

As well as the GTA (now a qualified HLTA) who runs the Hunton Heroes, an additional GTA who focusses on the mental wellbeing of the children in school has worked with several of the pupils entitled to pupil premium funding to support them and ensure they are settled and happy in school thus allowing them to succeed in their learning. Two children from service families have often received 1:1 support to help support their behaviour and emotional needs.

27% of our children are pupil premium with 22% coming from service families; we have therefore made a big effort to establish strong links with our service families. The success of this is evident through the attainment and progress of the children, supported by data, but also the happiness of the children which is supported through pupil and parent questionnaires.