

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	65
Proportion (%) of pupil premium eligible pupils	25% 22% Service Pupils 3% FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	7 th September 2021
Date on which it will be reviewed	18 th December 2021
Statement authorised by	Sam Donaldson
Pupil premium lead	Sam Donaldson
Governor / Trustee lead	Mark Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6895.00
Recovery premium funding allocation this academic year (Noted in orange)	£2202.50
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	£9075.00

Part A: Pupil premium strategy plan

Challenge number	Detail of challenge
1	Ensuring pupils who achieve highly are continually challenged and supported to become autonomous in their learning.
2	Continuing to offer bespoke support to our military families which enable our school to meet the emotional needs of these pupils.
3	Historically, a cross key-stage class has led to slow progress in lower KS2. Although this is no longer the case, pupils now must make accelerated progress.

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. Service pupils are exceptionally well-supported through a bespoke pastoral package, a skilled Service Pupil Lead and whole-family support.

Challenges

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

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>Improve rates of progress and raise attainment for disadvantaged / pupil premium pupils.</i>	<ul style="list-style-type: none"> ☐ Pupil Premium pupils make good progress in line with PP pupils nationally in reading, writing and mathematics. (Data Analysis) ☐ Any gaps in attainment are narrowed. (Data Analysis) ☐ Through early intervention in EYFS and KS1 PP pupils achieve in-line with their peers in EYFS Tracking & Phonics Screening. (Data Analysis)
<i>Develop resilient and inspired learners with excellent wellbeing, in line with our school values of 'caring, aspiring and excelling'</i>	<ul style="list-style-type: none"> ☐ Observations of teaching and learning show pupils are highly engaged, motivated and resilient when overcoming barriers (T&L Monitoring) ☐ Pupils develop increasingly excellent attitudes towards their learning (Pupil Survey)
<ul style="list-style-type: none"> • Relationships with all adults are the key • <i>Service pupils have access to bespoke support when they arrive mid-year and provision for them is excellent.</i> 	<p>to our success in our school and are tangible to visitors (Visitor Book)</p> <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: £3,225

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Aspiring & Excelling</p> <p>Ensure Y2 pupils (50% PP) continue to make outstanding progress and attainment. Year 2 pupils to be taught in their own class, rather than in the mixed Year 3/4 class as has historically been the case</p>	<p>EEF – Reducing Class Size</p> <p>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.</p>	<p>1/3</p>
<p>Aspiring & Excelling</p> <p>Reception and Year 6 pupils to benefit from focussed teacher support for 2 afternoons p/w for 14 weeks of the year (spring and summer term). Recovery Premium used to pay HLTA to cover teachers release time.</p> <p>Rec / Y6 pupils to have gaps closed by spending time in small group tutorials with teacher.</p>	<p>EEF – Small Group Tuiton</p> <p>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.</p>	<p>1/3</p>
<p>Aspiring & Excelling</p> <p>Develop CPD of staff to ensure that subjects / areas which were difficult to develop during lockdown are given a raised profile and staff are increasingly confident.</p> <p><i>£800 CPD (Recovery Premium)</i></p>	<p>Evidence to Action Sec-Ed Report</p> <p>OfSTED Subject Study Reports</p>	<p>1</p>

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

Budgeted cost: £1400

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £4750

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Caring, Aspiring & Excelling</p> <p>Develop children’s emotional resilience, particularly disadvantaged and and instil a love of learning for all children. This will be evidenced through:</p> <p>Lesson monitoring identifying learning attitudes are a strength of the school.</p>	<p>EEF – Outdoor Learning</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On 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 selfconfidence.</p>	<p>4</p>
<p>Pupil Premium children exhibiting positive learning behaviours.</p> <p>Pupil Voice with targeted group at review points demonstrates increase of resilience and growth mindset.</p> <p>Focus on metacognitive strategies within lessons and roll-out staff training to support staff.</p> <p>Each class to have 10 weeks of ‘Forest Schools’ sessions working alongside a qualified instructor with a focus on building resilience.</p>		
<p>Caring, Aspiring & Excelling</p> <ul style="list-style-type: none"> • Continue to support the needs of transient service pupils to settle and adapt to new routines and environments. • Arrivals & Departures’ board in school entrance. • GTA timetabled and trained to deliver ELSA interventions. • All PP pupils can access nurture sessions with trained GTA (either planned or ad-hoc) • GTA develop ‘Military Kids Heroes’ club with service children. 	<p>Ministry of Defence Guidance</p> <ul style="list-style-type: none"> • Staff member appointed • Scrapbooks to help pupils cope with emotional withdrawal linked to parental service • Transport for pupils to attend specific events for service pupils (Service of Remembrance / Forces Day) • Nurture groups for ‘Wellbeing Warriors’ which includes 60% service pupils 	<p>2</p>

<p>Caring, Aspiring & Excelling</p> <p>Finance is not a barrier to pupils accessing residential visits outside of normal classroom provision including Wraparound Club.</p>	<ul style="list-style-type: none"> • Support visits in 2021 with funding from Pupil Premium to ensure all children can access at an agreeable cost with families. • School will fund attendance at Wraparound Club for LAC / FSM Pupil Premium children. 	<p>1/3</p>
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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 2020 to 2021 academic year.

<p><i>2020-2021 ATTAINMENT</i></p> <p><i>Reading</i></p> <p><i>Pupil Premium 100% at ARE (1 pupil)</i></p> <p><i>Service Pupils 100% at ARE (8/9 pupils)</i></p> <p><i>Writing</i></p> <p><i>Pupil Premium 100% at ARE (1 pupil)</i></p> <p><i>Service Pupils 88% at ARE (8/9 pupils)</i></p> <p><i>Maths</i></p> <p><i>Pupil Premium 100% at ARE (1 pupil)</i></p> <p><i>Service Pupils 88% at ARE (8/9 pupils)</i></p>
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<p>Programme</p>	<p>Provider</p>
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2020-2021 PROGRESS

Reading

Pupil Premium 100% at ARE (1 pupil)

Service Pupils 100% at ARE (9 pupils)

Writing

Pupil Premium 100% at ARE (1 pupil)

Service Pupils 100% at ARE (9 pupils)

Maths

Pupil Premium 100% at ARE (1 pupil)

Service Pupils 100% at ARE (9 pupils)

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

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 Service Pupil Lead• GTA hours to lead Military Kids Club• Release time for pupils to attend national events – Service of Remembrance / Service Pupils Afternoon• GTA time for 'Wellbeing Warriors' which further supports pastoral care of service pupils.
What was the impact of that spending on service pupil premium eligible pupils?	<p>100% of service pupils made at least expected progress last year.</p> <p>At least 88% of pupils achieved ARE in Maths and 100% in Reading and Writing.</p> <p>Pupils were exceptionally well supported through the appointment of a GTA to lead on Service Pupil Support – through timetabled slots to develop 'Hunton Heroes' – our military children's club and through time for GTA Lead to liaise and support parents. This was evidenced through a parental questionnaire where 100% of parents felt their child achieved well in school and their family was well supported.</p>

Further information (optional)

We have a whole school target of Phonics & Early Reading which has a direct impact on the progress and attainment of disadvantaged and service pupils and is linked to the School Development Plan.

English is a key feature of the SDP and the appointment of a new English Subject Leader will allow precise and specific actions to accelerate progress for the small proportion of service pupils who did not make ARE in writing last year.

As 22% of our pupil premium pupils are service pupils, we have many military families for a small school. As a result, increased efforts to support these families have led to hugely positive results – both measurable in terms of data, but also in terms of pupil and parental feedback.