

Pupil premium strategy statement Hurst Hill Primary

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	Hurst Hill
Number of pupils in school	244 plus 31 Nursery
Proportion (%) of pupil premium eligible pupils	22 % 61
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021 / revised 6th November 2021
Date on which it will be reviewed	March 2022 to evaluate mid-point impact. September 2022 March 2023 September 2023 March 2024
Statement authorised by	Rebecca Keen
Pupil premium lead	Claire Johnson
Governor / Trustee lead	Mrs J Gover

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,425
Recovery premium funding allocation this academic year	£9425.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Lunchtime interventions £4946 that could not take place due to COVID

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£101,796</p>
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Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is provided by the Government and is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

The government has said that it's up to school leaders to decide how to spend pupil premium funding. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment. This strategy is broken down into three aspects because evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas: **teaching, academic support and wider approaches**. Hurst Hill follow the recommendations of the <https://educationendowmentfoundation.org.uk/evidencesummaries/pupil-premium-guide/> and link elements of our actions to their research based approaches.

Hurst Hill Primary school is IDACI 3, situated in 20-30% of most deprived areas in the country (2021). Many children do not have opportunities to explore the wide range of real- world life experiences that less disadvantaged may receive. Pupil voice has revealed that aspirations are low, as is social mobility. Education is not perceived as a priority for some disadvantaged families. This echoes evidence from research conducted by the EEF, which confirms that children from disadvantaged backgrounds **generally face extra challenges in reaching their potential at school and often do not perform as well as their peers**.

Hurst Hill Objectives: Hurst Hill strives to facilitate engaging, challenging, creative and fun learning; we aim to broaden children's real- life experiences; to improve their confidence, vocabulary, resilience and sense of personal achievement. Staff aim to develop the wellbeing and maximise progress for every child, providing them with the foundations for successful attainment and smooth transition into secondary school. Consequently, opening career pathways for disadvantaged children to follow and achieve their dreams, and be the best possible version of themselves.

Attainment, progress, wellbeing and personalised care is at the heart of all pupil premium grant funding decisions made. By monitoring and developing positive relationships with our pupils, we target their individual needs. Senior leaders decide on the main issues preventing their pupils from succeeding at school and use the pupil premium to buy extra help in the context of:

- Quality CPD for all staff for specific target areas linked to the school improvement plan.
- Quality resources, schemes of work and assessments to support the National Curriculum and the new EYFS framework.
- Effective modelling and teaching, which is monitored regularly by the senior leadership team.
- Exposing all children to a wider range of vocabulary and quality phonics.
- Providing extra-curricular activities / residentials and trips to venues they may otherwise never experience.
- Providing meet and great sessions and breakfast so that children are in a positive mind-set at the start of the school day.
- Well-being check ins with children who need additional support.
- Acting early to intervene at the point need is identified.
- In class support, interventions and booster sessions
- Attendance clinics and attendance officers.
- Ensuring all children have quality reading materials at home in addition to school.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Evidence shows that writing attainment has declined across the school for disadvantaged children as independent writing has been the most complex aspect to facilitate during COVID lockdown.
2	Persistent absence of disadvantaged children is above national average at 25%
3	Pupils enter school with poor language /phonics skills and some children have limited vocabulary. For the past three years, EYFS baselines have shown a decline in communication and language skills.
4	Current phonics programme does not meet the correct criteria in line with a systematic synthetic approach.
5	Pupil premium children do not have access to quality texts at home – many home reading books are not returned to school.
6	Some pupils' do not have access to transportation and funds to access wider experiences. This in turn has a negative impact on their ability to draw on real life experiences. This links to their limited vocabulary and consequently their writing.

7	<p>The current year 6 cohort encompasses 26% pupil premium and 31% SEN. Their PAG grouping from KS1 shows that 48% did not make age related attainment expectations.</p> <p>70% of disadvantaged children did not make age related attainment expectations.</p> <p>The current year six class currently consists of 39 children.</p>
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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
1. To improve the percentage of children achieving ARE for writing.	<p>All children in KS2 will make at least expected progress in writing. This will be evident in end of year writing attainment. It will be evaluated during book monitoring, pupil progress meetings and through writing moderation with other schools.</p> <p>By 2024 writing attainment will be in line with national.</p>
2. Attendance for disadvantaged pupils will improve.	<p>The attendance gap will be reduced by July 2022 Current statistics are:</p> <p>PP 25%</p> <p>Non- PP 12%</p> <p>By 2024 the gap between disadvantaged and non-disadvantaged attendance will be narrowed by 10%</p>
3. To improve language skills and reduce the vocabulary gap - from Reception to Year 6	<p>All children's knowledge of vocabulary will improve and this will be evident in: speaking and listening, reading and writing attainment. Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
4. To deliver effective phonics lessons in line with latest government guidance and the new EYFS framework	<p>All disadvantaged children in year 1 and year 2 will pass their phonics screening by 2024</p>
5. Improve resilience when problem solving – especially maths.	<p>Children will be more confident during statutory testing and reasoning. MATHS attainment will increase to be generally in line with national statistics by 2024</p>

6. Increase the opportunities for children to take part in enrichment and enhancement activities - both in school and externally.	Children will be able to relate to real life contexts. They will have a greater understanding of the wider curriculum and will be able to refer to such experiences through oracy and in their writing. Writing attainment will increase
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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: £ 46,706.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i>		
<i>All staff to receive quality paid for CPD to improve oracy across the school</i>	In 2018 The EEF supported the trial of voice 21 to improve oracy- recognising there was a need for children to improve their ability to express their thoughts and improve communication. Cultural capital is vital in order to prevent the Mathew Effect – with the poor getting poorer, Cultural capital takes one tangible form: a pupil's vocabulary. The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life. (Daniel Rigney)	3 & 1
<i>Leadership team will be released to monitor the impact of oracy and attend workshops.</i>	£6000 = resource to improve teaching.	3 & 1

<p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme and quality texts to support so as to secure stronger phonics teaching for all pupils.</i></p>	<p>Little Wandle and synthetic phonics books to match. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>£15,000</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p><i>Year four and year six – additional in class support during wave one teaching for on the spot verbal feedback / address misconceptions.</i></p>	<p>EEF - Evidence suggests that verbal feedback can result in up to 8 months accelerated progress. One full time member of support staff will support with on the spot verbal feedback. One part time teacher will help address misconceptions in year 6.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?gclid=EAlaIqobChMIIsfu0k-CI9AIVSLTtCh0VNwO2EAAYASAAEqIS4PD_BwE#nav-download-the-guidance-report-and-poster</p> <p>Salaries £23,000</p>	<p>1,3</p>
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p>	<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>5</p>
<p><i>Senior leadership – will monitor the impact of teaching and learning through book scrutiny and environment checks. CPD to be offered to staff.</i></p>	<p>Quote from EEF: https://educationendowmentfoundation.org.uk/tools-assessing-and-monitoring-pupilprogress/measuring-impact/ ‘So a focus on improving assessment and monitoring practices in school is important for ensuring an accurate picture of student attainment and progress is generated, but it also make the process of evaluating impact robustly an easier and more fruitful one.’ SLT - £82 per week = £2706</p>	<p>1,3,4,5</p>
<p><i>Total</i></p>	<p>£46,706.00</p>	

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

Budgeted cost: £ 24,965.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading and writing resources inclusive of CPD for new Phonics scheme and subscriptions.</i>	<p>Wandle £935, AR, Jane Considine, Century, White Rose, TTRS and My On £9030.62</p> <p>Recommended technology / resources to support wave one teaching and small group work. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3,4,5,6
<i>Senior Team released to conduct at least weekly check ins with vulnerable children to support their social and emotional wellbeing – improve self-awareness and self-regulation.</i>	<p>Poor mental health impacts on an individual's ability to perform and achieve. EEF: Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,3,4,5
New EYFS team to receive CPD for speech and language intervention (Talk boost)	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
Academic mentors specific targeted interventions for disadvantaged children	<p>Mentors can be used to target specific needs within the school. Bottom 20% have gaps in learning that have grown due to the pandemic. Mentors will target a specific group of children / 1:1 sessions every day for a term. The EEF toolkit states that collaborative learning and small group work can accelerate progress to narrow gaps by four months.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to</p>	1,3,5

	one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF £15,000 - recovery premium offset towards this	
<i>Talk-Boost interventions for year one.</i> <i>Structured language interventions in EYFS</i>	EEF reveals that targeted language interventions can accelerate progress by five months through: targeted reading aloud & book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.	3
<i>Total</i>	£24,965.62	

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

Budgeted cost: £27,123.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading packs for disadvantaged children so they have quality texts to access from home.</i>	Case studies reveal that children who read books at home are more likely to develop a passion for reading. £135 per child £8,775	3 & 6
<i>Support for PP families to attend termly trips/residentials.</i> <i>One trip funded by school per PP child.</i>	Matt Bromley (2018) highlights that we should ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum. This might involve spending Pupil Premium money on museum and gallery visits, or on mentors who talk with pupils about what's happening in the world.	1,3,6
<i>Additional enrichment resources purchased do develop a love of reading and engagement with texts.</i>	Trips - £18 per child =£1170 NOW PRESS PLAY – 2395.20	1,3,6
<i>Access to real world articles and media</i>	As above First News and Espresso News subscription. £1500 Children's University	1,3,6

<i>Enrichment clubs facilitated after school:</i>	As above. EEF research also concludes that additional exposure to the arts, outdoor learning and sports, can lead to an additional 4 months progress. Staff incentive to run clubs – release time provided and covered by supply Average of four staff members released per term. £166 per day = £1992	1,6
<i>Development of the forest school and CPD for a Forest School Leader.</i>	As above. Development of forest school – to ensure safety and inclusive of equipment. http://outdoorcitizens.uk/wp-content/uploads/2018/10/Education-Endowment-Foundation.pdf £5000 allocated Leader CPD - £750	1,6
<i>Attendance clinics for specific target families. Release time for attendance lead to monitor and liaise with attendance team and Early Help support.</i>	Instil £2160 Salary of attendance team: £72.5 PER WEEK £2380.95 <i>Magic Breakfasts for all children. £1000</i> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence to support targeting attendance also available on the EEF guidance	2
<i>Total</i>	£27,123.15	

Total budgeted cost: £ 98,794.77

Total remaining for contingency/midpoint evaluation: £3001.23

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.

Whole school attendance last year was broadly inline with national at 95%

PA increased for PP children to 25% – this was due to the high quantity of vulnerable children whose parents refused to support attendance during lockdown. Therefore, the C Code impacted on their attendance percentages. Attendance for these families is still an ongoing priority.

The reading gap: PP and Non PP children - September 2020 to July 2021 reduced by 50%. Targeting texts through My On during LOCK DOWN enabled children to engage with on line reading resources and reduce the gap.

All six children targeted through the use of Neli made expected progress – based on the Neli assessment.

Staff CPD was a success – although the majority of CPD was online via TEAMS or Zoom, lesson observations, online lesson monitoring, book scrutiny, curriculum maps revealed that teachers were following the new schemes.

Vipers – new guided reading scheme – also helped to narrow the reading attainment gap. Accelerated Reader, MYON, Century, White Rose, Time table Rockstars and Tapestry all supported remote learning and enabled children to access engaging activities both at school and at home.

An additional 23 devices were secured for PP children to access learning remotely (in addition to the extra government funding.)

Over 90% of parents were happy with the remote provision.

The Welfare Team successfully supported target children. RIZES have reduced. Behaviour in school is good – the Behaviour Hub audit confirms this. We are now seeking additional support from the Behaviour Hub focussing on SEN /PP children.

Teachers confirmed that targeted verbal feedback in lessons helps to support children who did not attend during lockdown; they were able to address and prevent misconceptions from embedding. This will be further developed in year 6 as we move forward.

Attainment and progress overview

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees – especially Reception attainment. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, MYON, AR, Century and White Rose

93% of year 2 children passed the phonics screening – 41% of year 1.

	Reading			Writing			Maths		
% of disadvantaged children in line with expected PROGRESS September 2020 to – July 2021									
	A	SP	SU	A	SP	SU	A	SP	SU
Year 1	100	67	33	50	67	50	33	67	17
Year 2	57	100	86	71	86	86	57	86	86
Year 3	53	41	47	71	59	65	18	47	47
Year 4	81	75	88	100	100	100	81	75	69
Year 5	90	60	50	80	70	80	90	80	80
Year 6	93	71	64	71	79	79	91	98	89
Percentage of disadvantaged at age related attainment July 2021									
Reception (2)	50			50			50		
Year 1	17			17			17		
Year 2	29			0			0		
Year 3	29			6			18		
Year 4	63			25			50		

Year 5	10	0	10
Year 6	29	14	29
Percentage of non-disadvantaged at age related attainment July 2021			
Reception	50	47	62
Year 1	13	0	0
Year 2	41	36	50
Year 3	65	43	43
Year 4	74	56	67
Year 5	39	11	29
Year 6	58	42	48

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
AR and MyOn	Renaissance
Now Press Play	Now Press Play
Century	Century
Times Tables Rock Stars	Maths Circle
Purple Mash	2 Simple Software Ltd
J2E	J2E

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

