

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Hungerford Primary Academy
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	22% (88 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs Anna Wheaver
Pupil premium lead	Mrs Andrea Bean
Governor / Trustee lead	Miss Jessica Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£12,097
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£123,732

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

At Hungerford Primary Academy our aim is to use Pupil Premium funding to help us better support disadvantaged pupils in order for them to make progress and attain in line with that of their peers within school, locally and nationally. Our goal is that every pupil, irrespective of background, feels like they belong and that they are ready to learn and achieve their full potential. In addition to this, we aim to offer further provision to support their social, emotional and mental health needs in order to allow them to thrive as individuals and equip them to be able to better cope as adults, particularly in adverse situations.

Through detailed analysis we have identified the key areas that we, as a school, need to improve to be able to support the above. These include: increased exposure to reading; more teaching of, and opportunities for; recall of basic maths facts; supporting increased parental engagement; teaching and promoting self-regulation strategies and building the emotional wellbeing of our children. In many cases there are also complex family situations that can impact the academic and personal development of children within our school. Our approach aims to be responsive, adaptive and effective in reducing the number of barriers our disadvantaged children may face in order to support their progress in all areas. These will be rooted in robust diagnostic assessment, not assumptions, of the impact of disadvantage.

Our aims are:

- To ensure all children become confident, competent readers.
- To equip children with the skills, knowledge and confidence to use and apply maths skills effectively
- To develop effective verbal and written communication skills.
- To support children to be able to regulate their own emotions and form positive relationships with others.
- To provide them with opportunities learn, gain experience and develop into successful adults.

Our pupils' needs drive our strategy. Equity for all pupils is at the heart of our strategy. We also understand that this strategy is a process, not an event and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

Ultimately, all the approaches we have adopted complement each other to help ALL of our pupils excel, irrespective of socio-economic disadvantage. We have developed a

whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what each and every one can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Through diagnostic assessments across the school, barrier analysis discussions and observations it has been determined that spelling – HFW, common exception words and spelling patterns is hindering disadvantaged children's progress and attainment as they move through their primary career. This is having an impact on disadvantaged children's attainment in writing as it is a significant barrier to many achieving expected standard.
2	Detailed barrier analysis, analysis of assessments and observations within the classroom have identified that many disadvantaged children lack basic maths skills and/or are unable to recall these to apply to more complex maths problems. Secure understanding and rapid recall of multiplication tables, as well as number bond knowledge are significant deficits when tackling maths problems and applying strategies. This becomes a particular barrier as children move through KS2.
3	Detailed barrier analysis, analysis of assessments and pupil voice demonstrate that children are not being exposed to reading at home. They are not reading widely and often and this is impacting outcomes for disadvantaged pupils. Application of phonics at KS1 and inference skills at KS2 are particular challenges impacting on the attainment and progress of disadvantaged children.
4	Through teacher discussions, parental engagement with learning is identified as having an impact on disadvantaged children's attainment and progress. Covid has hindered this.
5	Detailed barrier analysis and reports produced from CPOMs identify that a large number of disadvantaged children lack self-regulation strategies as a result of their low level of emotional wellbeing. This is impacting on their levels of resilience and focus, and ultimately their progress and attainment across all areas of the curriculum. Since the pandemic more teacher referrals for support have been made to the Family Support Team due to low levels of emotional wellbeing. Large numbers of children are being taken to Mental Health Practitioner consultation.

6	Attendance analysis of Arbor demonstrates that attendance for disadvantaged pupils continues to be a specific barrier to their progress and attainment within all subject areas. This includes absence, lates and persistent absentees.
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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
Improved knowledge, recall and application of spelling in order to improve writing outcomes for disadvantaged pupils.	<p>The gap between PP and non PP achievement in the Phonics screening test to be in line or better than the national gap. 2019 national data showed 14% gap. School current gap 20%.</p> <p>Number of disadvantaged pupils achieving 75% or above on the KS2 spelling assessment will be no less than 50%. School current data 86% achieving 75% or less.</p> <p>Writing outcomes for KS1 disadvantaged pupils increase and become in line with non-PP pupils with a gap of no less than 18% (national gap 2019). School gap is currently 39%</p> <p>KS1 - Writing national (2019) 69% (all pupils)</p> <p>KS1 - Writing national (2019) 78% (all pupils)</p>
Improved recall and application of basic maths skills improved for all disadvantaged pupils. This includes bonds and timetables.	<p>Summative assessment analysis and teacher formative assessment identifies more children recalling basic maths facts (at speed) and using these to apply to more complex mathematical concepts.</p> <p>Maths outcomes for disadvantaged pupils in KS1 increase towards that of non-PP children with a gap of no less than 17% (national gap average 2019)). School gap is currently 25%</p> <p>KS1 – Maths national (2019) 76%</p> <p>KS1 – Maths national (2019) 79%</p>

<p>Increased engagement of reading for disadvantaged children to ensure they read more widely and often.</p> <p>Improved reading outcomes for disadvantaged pupils, particularly within KS1.</p>	<p>Pupil voice and teacher barrier analysis discussions demonstrate that disadvantaged pupils are reading more widely and often.</p> <p>School reading recording systems will show an increase in disadvantaged children's engagement with reading.</p> <p>Reading outcomes in KS1 for disadvantaged pupils increase and the gap between PP and non-PP pupils will be no more than 10%. Current gap is 18%</p> <p>KS1 – Reading national (2019) 75% KS2 – Reading national (2019) 73%</p>
<p>Improved parental engagement for disadvantaged pupils.</p>	<p>Teacher barrier analysis and records of attendance for school information/academic events show that parent of disadvantaged pupils are engaging less than non-disadvantaged pupils</p> <p>Reading records will show increased engagement from home. Attendance at parent information/academic events within school will demonstrate improvements.</p>
<p>Improved well-being for disadvantaged pupils, including the increased use of self-regulation strategies.</p>	<p>Teacher barrier analysis demonstrate that children's wellbeing is not a specific barrier for disadvantaged pupils within the school.</p> <p>Pupil voice and teacher feedback will report children's increased understanding and application self-regulation strategies.</p> <p>CPOMS reports will demonstrate a reduction in the number of mental health entries for disadvantaged children – current figure 41% of all entries for mental health are for disadvantaged pupils.</p>
<p>Improved attendance of disadvantaged pupils.</p>	<p>The gap between the attendance of disadvantaged pupils and non-PP pupils will decrease over time with a gap of no more than 2%. The current gap is 3.1% with PP at 92.7%</p> <p>The gap between the percentage of persistent absentees for disadvantaged pupils and non-PP pupils will close and be no more than 10%. Current gap is 15% with PP at 23.1%</p>

	2019 national data states pupils known to be eligible for and claiming FSM had a persistent absence rate of 22.8% - more than double the rate of non-FSM pupils at 8.3%
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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: £45,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Introduction of new online reading records – Go Read – across the whole school.</i></p> <p><i>Phonics videos to parents for EYFS and KS1</i></p> <p><i>Introduction of Epic Books across the whole school</i></p>	<p>EEF – Using Digital Technology to Improve Learning</p> <p>EEF – Working with parents to support children's learning</p> <p>EEF – Improving Literacy in Key Stage 1</p>	1, 3, 4
<p><i>Professional Development in the use of digital technology to enhance classroom practice</i></p>	EEF – Using Digital Technology to Improve Learning	1, 2, 3
<p><i>Implementing Pathways to Spell for Key Stage 2.</i></p> <p><i>Introducing Read, Write, Inc across the whole school.</i></p> <p><i>Implementing Pathways to Read Y2 - 6</i></p>	<p>EEF – Improving Literacy in Key Stage 1</p> <p>EEF – Improving Literacy in Key Stage 2</p>	1, 3
<p><i>Revised Assessment and Feedback policy and practice across whole school</i></p>	<p>EEF – Improving Literacy in Key Stage 1</p> <p>EEF – Improving Literacy in Key Stage 2</p> <p>EEF – Teacher Feedback to Improve Pupil Learning</p>	1, 2, 3, 5

<p><i>Embedding Mastering Number KS1/EYFS.</i></p> <p><i>Introduction of explicit times table lessons – KS1 and KS2.</i></p>	<p><u>EEF – Improving mathematics in Key Stages 2 and 3.</u></p> <p><u>Field, Jenny (2020) A whole school intervention for teaching, learning and understanding Times Tables</u></p>	<p>2, 3</p>
<p><i>Continued staff CPD for Metacognition and Self-regulated learning</i></p> <p><i>High Quality Teaching CPD for all staff across all curriculum areas.</i></p> <p><i>Curriculum Leader CPD – developing high quality teaching for all.</i></p>	<p><u>EEF – Metacognition and Self-Regulated Learning</u></p> <p><u>EEF – Effective Professional Development</u></p> <p><u>EEF – Putting Evidence to work – a School's guide to implementation</u></p> <p><u>TDT – Developing Great Teaching</u></p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £31,004.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Nessy – Online personalised literacy support</i></p> <p><i>Times Tables Rockstars</i></p> <p><i>Technological interventions for English and maths using the iPads.</i></p>	<p><u>EEF - Using digital technology to improve teaching</u></p>	<p>1, 2, 3, 4</p>
<p><i>Booster groups</i></p> <p><i>Additional English and maths sessions with teachers for targeted pupils.</i></p> <p><i>Engaging with School-led Tutoring Programme</i></p>	<p><u>EEF - Making use of Teaching Assistants</u></p> <p><u>EEF – Improving Literacy in Key Stage 1</u></p> <p><u>EEF – Improving Literacy in Key Stage 2</u></p>	<p>1, 2, 3</p>

<p>for small group tuition targeted at specific needs.</p> <p><i>Precision Teaching</i></p> <p><i>Wellcomm – speech and language support</i></p> <p><i>Speech and Language Support</i></p>	<p><u>School-led tutoring guidance</u></p> <p><u>EEF – Improving mathematics in Key Stages 2 and 3.</u></p> <p><u>EEF - Making use of Teaching Assistants</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Outdoor education sessions</i>	<u>https://www.lotc.org.uk/category/research/</u>	5
<i>ELSA support</i> <i>Mental Health Practitioners - NHS</i>	<p><u>https://www.elsanetwork.org/elsa-network/</u></p> <p><u>ImpactEd Pupil Learning and Wellbeing during the Covid-19 Pandemic</u></p> <p><u>EEF - Improving social and emotional learning in Primary schools</u></p> <p><u>EEF – Metacognition and Self-Regulated Learning</u></p> <p><u>EEF – Working with parents to support children's learning</u></p>	4, 5, 6
<i>Attendance Interventions- School and Cheshire East support services</i>	<p><u>BPS – School Attendance exclusion and persistent absence</u></p> <p><u>EEF – Working with parents to support children's learning</u></p>	4, 6

	<u>Intervening through Influential Third Parties: Reducing Student Absences at Scale via Parents</u>	
<i>Reviewed Personal Development Curriculum</i>	<u>EEF – Metacognition and Self-Regulated Learning</u> <u>EEF - Improving social and emotional learning in Primary schools</u>	5
<i>Free Breakfast Club available to all children eligible for Pupil Premium</i>	<u>EEF – Working with parents to support children's learning</u> <u>Magic Breakfast – why we do it</u>	4, 5, 6
<i>Uniform</i>		
<i>Staff CPD for Metacognition and Self-regulated learning</i>	<u>EEF – Metacognition and Self-Regulated Learning</u>	5

Total budgeted cost: £135,717

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.

A number of our planned strategies, particularly those targeted interventions, were not fully implemented due to Covid 19 restrictions within school, an additional lockdown and a number of class bubble closures. Therefore, our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that:

Phonics – 65% of disadvantaged children passed phonics screening (current Y3 taken in Nov 2020). Although this was an increase on the previous year's figure of 60%, the gap between PP and non PP has increased from a 12% difference to 20%. As a result, phonics and spelling continue to be a focus within this strategy in order to try and reduce this gap.

At the end of KS2 (2021) disadvantaged children achieved better and showed an increase in the number achieving expected standard compared to the previous year across English, Maths and the combined measure. In 2021 they out performed non-pupil premium children by 25% (60% PP compared to 35% non-pupil premium).

However, this was not the case in KS1 where the numbers of disadvantaged children achieving expected standard dropped or remained the same across English and Maths as well as combined.

64% of those disadvantaged children who achieved GLD achieved Phonics Screening test and an additional 26% of disadvantaged children who achieved it did not achieve GLD.

In KS1 non-PP children also did better than pupil premium by 31% in the combined measure.

Attendance of disadvantaged children decreased from 93.3% in 2020 to 92.7% in 2021 and persistent absentees of disadvantaged has increased from 10.7% to 23.1%

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are further building on that approach with the activities detailed in this plan.

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

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?	We only had one service premium child last year. Premium was spent on intervention work for the child, particularly to support reading.
What was the impact of that spending on service pupil premium eligible pupils?	The level of intervention work allowed the child to remain on their attainment pathway even through lockdown across all curriculum areas.

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.