

## Pupil Premium Strategy Statement

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	Hungerford Primary Academy
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Anna Wheaver
Pupil premium lead	Joanne Strickland
Governor / Trustee lead	Anne Gadsden

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,853
Recovery premium funding allocation this academic year	£10,948
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£129,179</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Hungerford Primary Academy, our intention is that all children, regardless of their background, achieve their full potential. Our approach is to use pupil premium funding to respond to common challenges and individual needs, based on diagnostic assessment and knowledge of our families and community and not based on assumptions of the impact of disadvantage. We will be responsive, adaptive and effective in reducing the number of barriers our disadvantaged children may face in order to support their progress and achievement in all areas.

Our overall aim is to 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. 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.

High quality teaching and equity for all pupils are at the heart of our strategy. Through detailed analysis we have identified the key areas that we, as a school, need to improve to be able to fully achieve this. Therefore 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 and build the emotional wellbeing of children so they are able to regulate their own emotions and form positive relationships with others.

Ultimately, all of the approaches we have adopted will help ALL of our pupils achieve. We have developed a whole school approach in which all staff take ownership and responsibility for disadvantaged pupils' outcomes and raise expectations of what each and every pupil can achieve. Our approach is in line with EEF guidance and DFE's menu of approaches.

### Challenges

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

Challenge Number	Detail of Challenge
1	<p><i>Oral language and Articulating learning</i></p> <p>Through diagnostic assessments across the school, barrier analysis discussions and observations, it has been determined that children have poor oral language skills. This is evident from WellComm baseline assessments carried out in Reception and remains evident throughout KS1 and KS2. This, paired with a lack of exposure at home to a wide range of vocabulary and reading opportunities, is having an impact on disadvantaged childrens' attainment in writing and across the curriculum, and is a significant barrier to many achieving the expected standard. Significantly, this has an additional impact on learners ability to articulate their learning.</p> <p>A high proportion of disadvantaged pupils across the school also have EAL and their families often speak in their first language at home. Many new starters to our school are new to England and/or the local area and/or new to an educational setting.</p>
2	<p><i>Prior Learning</i></p> <p>Through detailed assessments and observations it has been determined that children are not able to recall prior knowledge, remember what they have learnt in the longer term and articulate their learning in all curriculum areas over a sustained period of time.</p>
3	<p><i>Maths Fluency and Maths Talk</i></p>

	<p>Detailed barrier analysis, analysis of assessments and observations within the classroom have identified that many disadvantaged children lack maths fluency skills and/or are unable to recall basic maths facts 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. Limited articulation of mathematical understanding has also been identified as a significant challenge which is linked to limited oral language and limited reading/vocabulary exposure at home.</p>
4	<p><i>Reading Fluency</i></p> <p>Detailed barrier analysis and analysis of assessments demonstrate that fluency is a significant area for development in reading. Overall, children are not being exposed to or reading widely and often at home and this is also impacting on fluency and reading outcomes for disadvantaged pupils. Application of phonics at KS1 and inference skills at KS2 are significantly impacting on the attainment and progress of disadvantaged children.</p>
5	<p><i>Parental Engagement</i></p> <p>Through pupil voice and teacher discussions, parental engagement and involvement with learning is identified as having an impact on disadvantaged childrens' attainment and progress.</p>
6	<p><i>Mental Health</i></p> <p>Through detailed barrier analysis, increased referrals to mental health and family support teams and reports produced from CPOMs, it has been identified that a large number of disadvantaged children have a low level of emotional wellbeing or a high level of social and emotional difficulties. This is impacting on their levels of resilience and focus, and ultimately their progress and attainment across all areas of the curriculum.</p>
7	<p><i>Attendance</i></p> <p>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.</p>

## 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
<p>Improved use of oral language and increased knowledge, recall and application of vocabulary across the curriculum in order to improve outcomes for disadvantaged pupils.</p> <p>High quality teaching of a language rich curriculum to ensure rapid acquisition and use of vocabulary across all areas of the curriculum.</p>	<p>Improved spoken language skills of children - voice projection, clarity of pronunciation, fluency and developing ideas and views.</p> <p>Writing outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils.</p> <p>Phonics outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils.</p> <p>SPaG outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils.</p> <p>In school data at the end of each year group for disadvantaged pupils to increase.</p>

	<p>The attainment gap between EAL and Non EAL will close.</p> <p>EYFS improved progress and vocabulary acquisition will be evident from WellComm assessments.</p>
<p>Improved articulation of learning in all curriculum areas over a sustained period of time.</p>	<p>Improved spoken language skills of children - voice projection, clarity of pronunciation, fluency and developing ideas and views.</p> <p>Improved outcomes from pupil voice.</p>
<p>Recall and application of basic maths skills is improved for all disadvantaged pupils.</p> <p>Developed Maths talk for disadvantaged pupils.</p>	<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 KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils.</p> <p>In school data at end of each year group for disadvantaged pupils to increase.</p>
<p>Improved reading fluency leading to improved reading outcomes for disadvantaged pupils.</p> <p>Increased engagement of reading for disadvantaged children including reading more widely and often.</p>	<p>Fluency assessments will show at least good progress for disadvantaged pupils.</p> <p>Phonics outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils.</p> <p>Reading outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils.</p> <p>Outcomes to increase for lowest 20% of readers (with and without SEND).</p> <p>School reading recording systems will show an increase in disadvantaged children's engagement with reading.</p> <p>Pupil voice and teacher barrier analysis discussions demonstrate that disadvantaged pupils are reading more widely and often.</p>
<p>Improved parental engagement (involvement and support) for disadvantaged pupils.</p>	<p>Reading records will show increased engagement from home.</p> <p>Attendance at parent information/academic events within school will improve.</p>
<p>Embed tailored SEL strategies to improve well-being for disadvantaged pupils, including the increased use of self-regulation strategies to ensure disadvantaged pupils are fully engaged in all aspects of school life.</p>	<p>Teacher barrier analysis will 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 of self-regulation strategies.</p> <p>CPOMS reports will demonstrate a reduction in the number of mental health entries for disadvantaged children.</p>
<p>Improved attendance of disadvantaged pupils.</p> <p>Continue to embed strategies to improve attendance rates.</p>	<p>The gap between the attendance of disadvantaged pupils and non-PP pupils will decrease.</p>

	<p>The gap between the percentage of persistent absentees for disadvantaged pupils and non-PP pupils will close.</p> <p>Disadvantaged pupils will meet at least national expectations for attendance</p>
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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: 48,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further developing and embedding High Quality Teaching across the school. High Quality Teaching CPD for all staff across the curriculum.	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</i></p> <p>EEF guide to supporting school planning - High quality teaching for all.</p> <p>The EEF Guide to the Pupil Premium TDT – Developing Great Teaching</p>	1,2,3,4
Further develop and embed RWI across the school. Robust monitoring of phonics delivery. Improved knowledge and skillset of all staff delivering phonics.	<p>EEF – Improving Literacy in Key Stage 1</p> <p>EEF – Improving Literacy in Key Stage 2</p>	1,2,4,5
Robust monitoring of Maths teaching and learning across the school. Maths CPD for support staff.	EEF – Improving Mathematics in Key Stages 2 and 3.	2,3
Embedding Mastering Number across the school	EEF – Improving Mathematics in Key Stages 2 and 3.	2,3
Curriculum Development CPD Focus. Curriculum Leader CPD Curriculum leader release time to monitor teaching and learning across the school.	<p>EEF guide to supporting school planning - High quality teaching for all.</p> <p>TDT – Developing Great Teaching</p>	1,2,3,4

Continued staff CPD for Metacognition and Self-regulated Learning.	EEF - Improving social and emotional learning in Primary schools EEF – Metacognition and Self-Regulated Learning EEF – Effective Professional Development EEF – Putting Evidence to work – a School’s guide to implementation	1,2,3,4,6,7
Embed use of WellComm in EYFS to support early language development Introduce use of Flash Academy to support language acquisition for EAL pupils.	<i>Early intervention has great potential to narrow the gap between disadvantaged pupils and non disadvantaged pupils.</i> EEF Teaching and Learning Toolkit	1,4
Professional Development - Using technology to support and enhance teaching and learning.	EEF – Using Digital Technology to Improve Learning	1,2

### Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – Third Space Learning Precision Teaching	<i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</i> EEF School Improvement planning - Targeted Academic support  EEF Teaching and Learning Toolkit: one-to-one tuition Making a difference with effective Tutoring	1,2,3,4
Nessy – Online personalised Literacy Support Times Tables Rock Stars Spelling Shed	EEF - Using digital technology to improve teaching.	1,2,3,4,5

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support	<a href="https://www.elsanetwork.org/elsa-network/">https://www.elsanetwork.org/elsa-network/</a> EEF - Improving social and emotional learning in Primary schools EEF – Metacognition and Self-Regulated Learning EEF – Working with parents to support children's learning	5,6,7
Attendance Interventions Attendance support services	<i>There is a clear link between poor attendance and lower academic achievement.</i> DfE - Securing good attendance and tackling persistent absence EEF – Working with parents to support children's learning Rapid Evidence Review: Attendance Interventions <a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress</a>	5,6,7
Outdoor Education Sessions and Educational Visits	<a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a>	1,2,5,6
Lunchtime Nurture Group	EEF - Improving social and emotional learning in Primary schools	6

**Total Budgeted Cost: £127,399**

## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils

The academic year of 2022/2023 has seen our intended outcomes developed across the school. Aspects of these focuses have made an impact on some eligible pupils, further supporting the research for our planned strategy. However, the overall progress and attainment made by disadvantaged pupils, whilst improved on 21-22 data, is still not yet in line with non-disadvantaged pupils. End of Key Stage Two data shows a gap of 19% in reading, 11% in writing and 19% in mathematics.

#### September 2023 Current Years 1-6 Overall Baseline (Based on July 2023 Data)

In Reading, 49% of disadvantaged pupils achieved the expected standard compared with 58% of non-disadvantaged pupils (9% gap).

In Writing, 36% of disadvantaged pupils achieved the expected standard compared with 47% of non-disadvantaged pupils (11% gap).

In Maths, 52% of disadvantaged pupils achieved the expected standard compared with 63% of non-disadvantaged pupils (11% gap).

*In Year 2 and Year 3, disadvantaged children achieved above non-disadvantaged children in reading, writing and maths.*

*In Year 4, disadvantaged children achieved slightly below non-disadvantaged children in reading, writing and maths (reading 4% gap, writing 8% gap, maths 4% gap).*

*In Year 5, disadvantaged children achieved below non-disadvantaged children in reading, writing and maths (reading 13% gap, writing 25% gap, maths 18% gap).*

*In Year 1 and 6, attainment of disadvantaged children and non-disadvantaged children is in line*

Despite significant differences in outcomes for different cohorts (as evidenced above), use of pupil premium is spread across the school. DfE Guidance: 'Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus in your use of pupil premium as less academically able pupils.'

### Externally Provided Programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	N/A

