

## 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	23% (84 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Anna Wheaver
Pupil premium lead	Joanne Strickland
Governor / Trustee lead	Charlotte Pearce

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,340
Recovery premium funding allocation this academic year	£12,839
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>	£129,179

## 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 children with opportunities to 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 of 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 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>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.</p> <p>This is having an impact on disadvantaged children's attainment in writing as it is a significant barrier to many achieving the expected standard.</p>
2	<p>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.</p> <p>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.</p>

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 further 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.

## 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.	The gap between PP and non PP achievement in the Phonics screening test to be in line or better than the national gap. Number of disadvantaged pupils achieving 75% or above on the KS2 spelling assessment will be no less than 50%. Writing outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils. In school data at end of each year group for disadvantaged pupils to increase.
Improved recall and application of basic maths skills improved for all disadvantaged pupils. This includes bonds and timetables.	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. Maths outcomes for disadvantaged pupils in KS1 and KS2 increases towards that of non-PP children and gap decreases. In school data at end of each year group for disadvantaged pupils to increase.
Increased engagement of reading for disadvantaged children to ensure they read more widely and often.	Outcomes to increase for lowest 20% of readers (with and without SEND).

Improved reading outcomes for disadvantaged pupils, particularly within KS1.	Pupil voice and teacher barrier analysis discussions demonstrate that disadvantaged pupils are reading more widely and often. School reading recording systems will show an increase in disadvantaged children's engagement with reading. Reading outcomes in KS1 for disadvantaged pupils increase and the gap between PP and non-PP pupils will be no more than 10%.
Improved parental engagement for disadvantaged pupils.	Teacher barrier analysis and records of attendance for school information/academic events show that parents of disadvantaged pupils are engaging less than non-disadvantaged pupils Reading records will show increased engagement from home. Attendance at parent information/academic events within school will demonstrate improvements.
Improved well-being for disadvantaged pupils, including the increased use of self-regulation strategies.	Teacher barrier analysis demonstrate that children's wellbeing is not a specific barrier for disadvantaged pupils within the school. Pupil voice and teacher feedback will report children's increased understanding and application of self-regulation strategies. CPOMS reports will demonstrate a reduction in the number of mental health entries for disadvantaged children.
Improved attendance of disadvantaged pupils.	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 gap between the percentage of persistent absentees for disadvantaged pupils and non-PP pupils will close and be no more than 10%.

### 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: £50,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further developing and embedding Read, Write Inc. across the school.	EEF – Improving Literacy in Key Stage 1 EEF – Improving Literacy in Key Stage 2	1,3,4
Curriculum Planning Focus.	TDT – Developing Great Teaching	1,3
Professional Development - Using technology to support	EEF – Using Digital Technology to Improve Learning	1,2,3

and enhance teaching and learning.		
Embedding Mastering Number across the school	EEF – Improving Mathematics in Key Stages 2 and 3.	2
High Quality Teaching CPD for all staff across the curriculum. Curriculum Leader CPD Continued staff CPD for Metacognition and Self-regulated Learning.	EEF – Improving Literacy in Key Stage 1 EEF – Improving Literacy in Key Stage 2 EEF – Metacognition and Self-Regulated Learning EEF – Effective Professional Development EEF – Putting Evidence to work – a School's guide to implementation TDT – Developing Great Teaching	1,2,3,5
Phonics videos to parents for EYFS and KS1 Introduction of Epic Books across the whole school	EEF – Working with parents to support children's learning	1,3,4

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

Budgeted cost: £35,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Precision Teaching	EEF – Improving Literacy in Key Stage 1 EEF – Improving Literacy in Key Stage 2 School-led tutoring guidance EEF – Improving Mathematics in Key Stages 2 and 3.	1,2,3
Nessy – Online personalised Literacy Support Times Tables RockStars Spelling Shed	EEF - Using digital technology to improve teaching	1,2,3,4
Tutoring (EAL Focus)	The Bell Foundation	1,2,3

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

Budgeted cost: £43,275

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> Impact Ed Pupil Learning and Wellbeing during the Covid-19 Pandemic EEF - Improving social and emotional learning in Primary schools EEF – Metacognition and Self-Regulated Learning EEF – Working with parents to support children's learning	4,5,6
Attendance Interventions/Support services	BPS – School Attendance exclusion and persistent absence EEF – Working with parents to support children's learning Intervening through Influential Third Parties: Reducing Student Absences at Scale via Parents	4,6
Outdoor Education Sessions and Educational Visits	<a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a>	5,1,2,3
Reviewed Personal Development Curriculum	EEF – Metacognition and Self-Regulated Learning EEF - Improving social and emotional learning in Primary schools	5
PE Kit/Uniform	EEF – Working with parents to support children's learning	4
Free Breakfast Club available to all children eligible for Pupil Premium	EEF – Working with parents to support children's learning Magic Breakfast – why we do it	4,5,6
Lunchtime Nurture Group	EEF - Improving social and emotional learning in Primary schools	5

**Total Budgeted Cost: £126,892**

## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils

The academic year of 2021/2022 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 is still not yet in line with non-disadvantaged pupils. End of key Stage Two results show a gap of 23% in reading, 27% in writing and 10% in mathematics.

#### September 2022 Years 1-6 Overall Baseline (Based on July 2022 Data)

In Reading, 55% of disadvantaged pupils achieved the expected standard compared with 60% of non-disadvantaged pupils (5% gap).

In Writing, 39% of disadvantaged pupils achieved the expected standard compared with 50% of non-disadvantaged pupils (11% gap).

In Maths, 51% of disadvantaged pupils achieved the expected standard compared with 63% of non-disadvantaged pupils (12% gap).

In current Year 1, disadvantaged children achieved above non-disadvantaged children in reading, writing and maths. In Year 3 and Year 5, attainment of disadvantaged children and non-disadvantaged children is in line

In current Year 2, disadvantaged children achieved above non-disadvantaged children in reading, attainment was in line for maths and below for writing (16% gap).

In current Year 4, disadvantaged children achieved below non-disadvantaged children in reading, writing and maths (reading 21% gap, writing 30% gap, maths 40% gap).

In current Year 6, disadvantaged children achieved below non-disadvantaged children in reading, writing and maths (reading 26% gap, writing 29% gap, maths 27% gap).

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.'

Our assessments and observations indicated that pupil wellbeing and mental health were impacted significantly over the past two years, 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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	N/A

