

**Husthwaite Pupil Premium Statement and Strategy 2021-24
(Updated December 2023)**

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Husthwaite CE Primary School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	8 = 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022-23 2023 -24
Date this statement was published (21/22)	December 2021
Date on which it will be reviewed (22/23) Date on which it will be reviewed (23/24)	December 2022 December 2023
Statement authorised by	Fiona Bennett Headteacher
Pupil premium leads	Fiona Bennett Headteacher and Gemma Goodchild SEND/CO/Senior Teacher
Link Governor	Louisa Carolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13320
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15320
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Husthwaite CE Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are looked after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school and federation plans for education recovery, for example targeted academic support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meets the needs of all our Pupils.
- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, suggests disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Our assessments (learning mentor), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for 1:1 learning mentor support have markedly increased.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	Improved phonics and end of key stage reading outcomes in 2024 showing an increase of disadvantaged pupils meeting the expected standard in line with National.

Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing and ESPaG outcomes in 2024 showing an increase of disadvantaged pupils meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys, teacher and learning mentor observations • a significant increase in opportunities given and participation in enrichment activities, particularly among disadvantaged pupils

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments, TestBase and Century Tech software.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	Standardised tests will provide reliable and consistent assessment data, identifying the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through direct teaching and interventions.	1, 2, 3, 4
Embedding discussion activities across the new school curriculum focusing on high order vocabulary. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1
To embed the Little Wandle phonics programme to secure stronger phonics and early reading teaching for all pupils across the primary	Robust phonics approaches to have a positive impact on the accuracy of word reading particularly for disadvantaged pupils. Keep up phonics teaching and KS2 catch up to be in place for groups	2

phase. Investment in reading resources.	and individuals and positive impact to be evident for all pupils.	
Enhancement of our English teaching and curriculum planning through quality texts. We will fund subject leader release time to embed key elements of guidance in school and to access English Hamilton resources.	The EEF guidance improving literacy at KS1 and KS2. Supports the use of quality texts is based on a range of the best available evidence:	3, 4
Improve wellbeing the quality of social and emotional learning. SEL approaches will be delivered addressing individual needs through learning mentor.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£5320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support to address wellbeing, behaviour for learning and growth mindset approaches in core subjects across the primary phase. Homework club.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2 ,3
Enrichment opportunities, for example trips, residential, theatre and music. Curriculum enrichment days.	Lack of enrichment opportunities during the pandemic has particularly affected disadvantaged pupils.	5
Contingency fund for acute issues, for example clubs and wrap around care.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs for	All

	example welfare and attendance.	
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Total budgeted cost: £15320

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils has improved but was not in line with expected standard in core areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to gaps in learning - Covid-19 impact, which at the time disrupted all our subject areas to varying degrees. 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, although interventions continued through remote learning on Zoom and Google Classroom.

Although overall attendance in 2022/23 was good, we were still identifying gaps for example within maths topics in KS1 and KS2 where concrete manipulatives were not able to be used on a daily basis throughout their primary learning through the disrupted years.

Our assessments and observations indicated that pupil behaviour, growth mindset, wellbeing and mental health were significantly impacted, still primarily due to COVID-19-related issues. The impact is still particularly significant for some of our disadvantaged pupils. We have used pupil premium funding to provide SEMH wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

Further information

Additional activity

Our Pupil premium Strategy will be supplemented by additional activity that is not being funded by the pupil premium, service child premium or recovery premium This will include:

- High quality teaching. More effective practice into instant, high quality feedback and understanding cognitive overload and the importance of embedding into the long term memory. 'Know more, remember more and memory lane.'

- Offering a wide range of high quality extra-curricular activities both in and before/after school to boost wellbeing, behaviour, attendance and aspiration. Pupil Premium children will be supported and encouraged to participate – activities are logged.
- All our Pupil Premium children have individual Pupil Premium trackers and are clearly identified as PP on all subject assessment trackers. Individual pupil progress is robustly monitored by class teachers and subject leaders and is discussed at termly pupil progress meetings with line managers.