

Pupil premium strategy statement – Hurst Green Primary School

School overview

Detail	Data
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Victoria Kelly
Pupil premium lead	Natalie Webb
Governor / Trustee lead	Gill Withers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,863
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£11,890
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,753

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for every pupil to make good progress and achieve high attainment in all subjects, regardless of their background or the obstacles they encounter. The primary objective of our pupil premium strategy is to assist disadvantaged pupils in reaching this goal, fostering progress even among those who are already high achievers.

We will take into account the difficulties experienced by vulnerable pupils, including those with a social worker and young carers. The initiatives detailed in this statement are designed to address their needs, irrespective 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 plans for education recovery following the COVID-19 pandemic. Small group and individual tutoring and interventions will support those pupils, whose education has been the 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 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

Challenges

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

Challenge number	Detail of challenge
1	Gaps in language and vocabulary use are evident among many of our disadvantaged children
2	Our disadvantaged children take longer to master phonics which slows down their reading progress between Year 1 and Year 3
3	Our most able disadvantaged pupils are not reaching their full potential in their KS2 assessments
4	Attendance for disadvantaged pupils for Sep 22-Jul 23 92.8% vs 94.6% for non PP pupils. For this school year so far, PP pupils 91.3% vs 96.5% for non PP pupils
5	Parental engagement is lower for disadvantaged pupils

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 language and vocabulary skills among disadvantaged children	Improved oral skills and wider vocabulary evidenced in books, lesson visits and formative assessment.
Improvement in the speed with which disadvantaged children master phonics	Implementation of Little Wandle evidences that disadvantaged children keep pace with lessons and receive extra practice where necessary. Y1 phonics screening in 2023 and 2024 evidences that disadvantaged pupils have mastered phonics as quickly as our non-disadvantaged pupils.
Improvement in attainment for more able disadvantaged pupils at the end of Year 6	KS2 English and Maths outcomes in 2023-24 show that disadvantaged children met the high score/greater depth standard in line with their non-disadvantaged peers.
Attendance	Improved attendance for our disadvantaged children brings them in line with our non-disadvantaged children by 2023.

Improvement in parental engagement	Parents of pupil premium children engage with school in the same way as non-pupil premium parents
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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: £80,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring teaching is targeted and considers starting points for individual pupils	Firmly embedded on the principle of quality teaching first. EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1,2,3
To raise attainment in phonics in EYFS and KS1 using Little Wandle	DfE validated phonics programme 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Further develop an inclusive and	Nasen: 'Differentiation – why and how?'	1, 2, 3

adaptive ethos so that staff can effectively support a diverse range of need through universal classroom practice	ECF – Standard 5	
To raise attainment in reading by developing reading for pleasure through a whole school focus	The reading framework, published in July 2023 by the DfE, advised that "Wide recreational reading expands pupils' knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary...Further, pupils who read regularly report heightened levels of social and emotional wellbeing."	1, 2
To increase children's understanding, application and knowledge of punctuation and grammar across the curriculum – using Grammarsaurus writing curriculum, including a 'Place Value of Punctuation & Grammar unit' in Autumn 1	Monitoring and moderation of books and lessons from November 2022 highlighted a lack of consistency in the teaching of punctuation and grammar in both KS1 and KS2. Pupils were not secure on sentence structure and grammatical terminology because this was not being embedded within lessons	1, 3
Continued development of Maths – enhancing provision and teaching, including a focus on Shape, space and measure	QLA KS2 Sats papers 2023 highlights for the 3 rd year that the weakest areas in the Mathematics papers were around Geometry and Measurements	3

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

Budgeted cost: £20,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Screening – Training to be provided and all of EYFS and pupils with S&L needs	EEF EY Toolkit - Communication and language approaches typically have a very high impact and increase young children's learning by seven months.	1

in KS1 to take part in the screening	Positive effects have been identified on early language and literacy skills. When selecting strategies it is important to consider outcomes.	
Individual and small group tuition - Autumn Term – individual readers - Spring & summer term – small group interventions specifically focused on the needs of disadvantaged pupils	Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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 one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Training for Staff using National College	Staff have positive views on using a more flexible approach to CPD using National College. Staff find it useful to choose webinars/training to suit the needs of the children they teach and their own skillset. National College has won over 14 major awards for its training.	1, 2, 3

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

Budgeted cost: £33,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the attendance of pupils eligible for Pupil Premium by	The DfE guidance has been informed by engagement with schools that have significantly	4

<p>close monitoring of attendance by attendance officer and DHT. Attendance and punctuality concerns to be shared with parents. Home visits to take place where necessary.</p> <p>CPOMS will be used to track pastoral concerns / attendance of disadvantaged children.</p> <p>SLT have prepared a list of disadvantaged vulnerable children who would be invited into school in the event of a class, year group or school COVID closure.</p> <p>Follow principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>reduced levels of absence and persistent absence</p>	
<p>More in school events for parents, such as Reading breakfast, Tea with SLT to engage parents in a different way</p>	<p>EEF Teaching and Learning Toolkit –</p> <ol style="list-style-type: none"> 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. 	<p>5</p>
<p>We will continue to provide individual support to disadvantaged children. This will include offering financial support to parents by subsidising</p>	<p>Parents have commented that they are very grateful for contributions towards school uniform, trips and holiday clubs which they would otherwise be unable to afford.</p>	<p>4</p>

<p>trips and uniform as well as paying for external opportunities such as holiday clubs. Where wellbeing concerns are raised, we will also provide support via our mental health/pastoral lead.</p> <p>All disadvantaged children will be tracked by the PP lead to monitor progress of groups and individuals. Class teachers will monitor PP children and will discuss progress of PP children in pupil progress meetings. Attendance will also be monitored.</p>		
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Total budgeted cost: £ 134,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had in 2022-2023

EYFS Outcomes

Disadvantaged Pupils 8 pupils 12.5% SEND (1 pupil)	Non-disadvantaged Pupils 51 pupils 6% SEND (3 pupils)
62.5% of disadvantaged pupils achieved GLD	72.5% of non-disadvantaged pupils achieved GLD (+10% compared to non-disadvantaged)
44.6% of disadvantaged pupils in Dudley achieved GLD	66.3% of non-disadvantaged pupils in Dudley achieved GLD

End Y1 Phonics screening

Disadvantaged Pupils 7 pupils 57% SEND (4 pupils)	Non-disadvantaged Pupils 54 pupils 17% SEND (9 pupils)
<ul style="list-style-type: none"> 72.4% of disadvantaged pupils achieved the expected standard in phonics in Year 1 (5 pupils) 	<ul style="list-style-type: none"> 86% of non-disadvantaged pupils achieved the expected standard in phonics in Y1
<ul style="list-style-type: none"> The LA equivalent for disadvantaged pupils was 64.4% 	<ul style="list-style-type: none"> The LA equivalent for non-disadvantaged pupils was 79.6%
<ul style="list-style-type: none"> NCER National equivalent for disadvantaged pupils was 66.7% 	<ul style="list-style-type: none"> NCER National equivalent for non-disadvantaged pupils was 81.8%
<ul style="list-style-type: none"> Dfe West Midlands Region equivalent was 68.8% 	<ul style="list-style-type: none"> Dfe West Midlands Region equivalent was 81.5%

End of Key Stage Phonics Screening

Only 2 pupils apply so no data analysis can be done on such small numbers

End KS1 Outcomes

Disadvantaged Pupils End KS1 5 pupils 0% SEND Support	Non-Disadvantaged Pupils End KS1 55 pupils 9% SEND Support
Hurst Green Outcomes	Hurst Green Outcomes
60% of disadvantaged pupils achieved Exp in reading (40% greater depth)	69% of non-disadvantaged pupils achieved Exp in reading (24% greater depth)

60% of disadvantaged pupils achieved Exp or more in writing (20% greater depth) 60% of disadvantaged pupils achieved Exp or more in maths (20% greater depth)	64% of non-disadvantaged pupils achieved Exp or more in writing (7% greater depth) 71% of non-disadvantaged pupils achieved Exp or more in maths (18% greater depth)
The LA equivalent for disadvantaged pupils was 51% reading, 43% writing, 53% maths	The LA equivalent for non-disadvantaged pupils was 72% reading, 64% writing, 72% maths
NCER National equivalent for non-disadvantaged pupils was 54% reading, 44% writing, 56% maths	NCER National equivalent for non-disadvantaged pupils was 73% reading, 65% writing, 75% maths

KS2 outcomes in summer 2022 were as follows:

RWM Combined

Disadvantaged Pupils RWM	Non-disadvantaged pupils RWM
14 pupils 21.4% SEND	44 Pupils 23.9% SEND
Hurst Green = 57.1%	Hurst Green = 43.5%
NCER National = 44.1%	NCER National = 66%
DfE Regional = 45.8%	DfE Regional = 64.8%
Local Authority = 40.9%	Local Authority – 61.4%

Reading End KS2

Disadvantaged Pupils Reading	Non-disadvantaged pupils Reading
14 pupils 21.4% SEND	43 Pupils 23.9% SEND
Hurst Green = 100%	Hurst Green = 69.9 %
NCER National = 60.3%	NCER National = 77.9 %
DfE Regional = 61.3%	DfE Regional = 76.9%

Local Authority = 57.4%	Local Authority – 74.5%
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Writing End KS2

Disadvantaged Pupils Writing	Non-disadvantaged pupils Writing
14 pupils 21.4% SEND	46 Pupils 23.9% SEND
Hurst Green = 71.4%	Hurst Green = 69.6%
NCER National = 58.3%	NCER National = 77.9%
DfE Regional = 59.9%	DfE Regional = 76.9%
Local Authority = 57.9%	Local Authority =74.5%

Maths End KS2

Disadvantaged Pupils Maths End KS2	Non-disadvantaged pupils Maths End KS2
14 pupils 21.4% SEND	46 Pupils 23.9% SEND
Hurst Green = 71.4%	Hurst Green = 63%
NCER National =58.9 %	NCER National = 78.9%
DfE Regional = 60.6%	DfE Regional =78.5%
Local Authority = 58.7%	Local Authority – 76.3%

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils