

Pupil premium strategy statement

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	Hurst Green Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	V Kelly
Pupil premium lead	Natalie Webb
Governor / Trustee lead	Claire Tumelty

Funding overview

Detail
Pupil premium funding allocation this academic year £85,040
Recovery premium funding allocation this academic year £11,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress. We will support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or a mental health need, 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 are at a disadvantage. This will close the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in this approach is that progress is sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for disadvantaged pupils, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnosis. These will 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

and we will also adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.

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
3	The impact of lockdown on educational attainment in maths and English is greater among our disadvantaged children compared to their non-disadvantaged peers
4	The impact of lockdown on wellbeing is greater among our disadvantaged children compared to their non-disadvantaged peers
5	Our disadvantaged groups have lower attendance for 20-21 than non-disadvantaged children. For the school year 20-21 our pupil premium pupils had an attendance rate of 93.19 compared to non-pupil premium children having an attendance rate of 96.53.

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
1	Improved language and vocabulary skills among disadvantaged children	Improved oral skills and wider vocabulary evidenced in books, lesson visits and formative assessment.
2	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.
3	Improvement in attainment in English and Maths for disadvantaged children	KS2 English and Maths outcomes in 2023-24 show that disadvantaged children met the expected standard in line with their non-disadvantaged peers.
4	Improved wellbeing for disadvantaged children	Evidence from children, parents and teachers point to high levels of wellbeing. 2023 and 2024 HRBQ questionnaires evidence a higher level of well being than 2022 Increased in participation of after-school clubs during 2022-2024 Evidence that parents feel able to ask school for support
5	Attendance	Improved attendance for our disadvantaged children brings them in line with our non-disadvantaged children by 2023.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for KS2 in the form of NFER Reading and Maths tests.</p> <p>Termly grids will be completed for disadvantage children. This will include current levels and progress. This will indicate the specific support for all disadvantaged pupils.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2 3</p>
<p>Ensuring teaching is targeted and considers starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.</p>	<p>Firmly embedded on the principle of quality teaching first</p>	<p>1 2 3</p>
<p>EYFS staff to receive training on speaking and listening</p> <p>Specialist Speech and Language TA to spend 1 day per week delivering S&L interventions across the school.</p>	<p>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 language skills</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

Staff to develop vocabulary across year groups and subjects.		
<p>Purchase Little Wandle phonics/reading programme</p> <p>Staff training January 2022 and ongoing</p> <p>Implementation January 2022</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3
<p>Staff training on new resource 'Jigsaw' to support wellbeing</p> <p>Apply to be part of Dudley Wave 6 Mental Health Support Team</p> <p>Mental health awareness sessions for Y5 and Y6</p> <p>Employment of a pastoral and mental health lead to join the SLT.</p> <p>Provision of play therapy sessions for those children most in need.</p>	<p>The MHST delivers evidence based interventions for mild to moderate mental health issues.</p>	4
<p>Development of maths teaching and planning in line with DfE and White Rose guidance.</p> <p>Development of maths vocabulary.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

Buy-in of attendance officer to focus on those children with low attendance and/or punctuality concerns.	Children need to be in school to learn.	5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring Autumn term – reading	Small group tuition has an average impact of four months' additional progress over the course of a year.	2 3
School led tutoring Spring and Summer term – Reading, writing and maths	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to adopt our individual program of offering support to disadvantaged children. This will include offering financial support to parents by subsidising 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 ensure support for all. Class teachers will monitor PP children and will discuss progress of PP children in pupil progress meetings. Attendance will also be monitored.</p>	<p>We have provided an individual approach for many years and have evidence of its success.</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>	1-5
<p>Increase the attendance of pupils eligible for Pupil Premium by 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</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>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>		
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Total budgeted cost: £96,455

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.

In 20-21 we observed that pupil Premium pupils were more likely to have been adversely affected by or returned to school when eligible. We sent out a questionnaire to gauge whether Pupil Premium children were these. Regular contact was made with teachers through Microsoft Teams and if they were not able to gauge, we classed them as vulnerable and invited them in to school. We believe that the decision to invite played a significant part in the teacher assessed KS2 outcomes 2021.

Teacher assessment for Y6 KS2 in summer 2021 was as follows:

- Disadvantaged pupils RWM combined 62.5%
- Non disadvantaged pupils RWM combined 73.1%

Disadvantaged Individual Subjects

- Reading EXS 75%
- Writing EXS 62.5%
- Maths EXS 75%

Non disadvantaged Individual Subjects

- Reading EXS 84.6%
- Writing EXS 78.8%
- Maths EXS 76.9%

All results were above the Dudley average.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	