

Pupil premium strategy statement

School overview

Detail	Data
School name	Hunts Grove Primary Academy
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1/11/21
Date on which it will be reviewed	1/11/22
Statement authorised by	Kim Hoodless
Pupil premium lead	Glenn Philcox
Governor / Trustee lead	Samantha Stein

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36950
Recovery premium funding allocation this academic year	£ 3480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2262

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Children have a limited vocabulary and lack support or books at home with literacy and reading.
2	Opportunities to speak is a barrier. Children are left for increasing amounts of time alone with technology or television/iPad screens.
3	The long term impact of the Covid-19 pandemic on pupils' and family wellbeing, home learning and catch up curriculum.
4	Improving attendance and readiness to learn for the most disadvantaged pupils. Maintaining high expectations of all pupils, regardless of their background or previous experiences.
5	Disadvantage children lack consistency of home life and support for emotional trauma.

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>Improve English outcomes for children entitled to Pupil Premium funding, targeting Reading and Writing.</p>	<p>Phonics Y1 data meets or exceeds National standard.</p> <p>KS1 Reading and writing data meets or exceeds National standard.</p> <p>KS2 Reading and writing data meets or exceeds National standard.</p>
<p>Address and support emotional needs affecting progress and attainment of pupils. Evaluate the long term impact of the Covid-19 pandemic on pupils' and family wellbeing.</p>	<p>Vulnerable pupil list to be reviewed and numbers to reduce.</p> <p>Increasing numbers of disadvantage children are able to self-regulate.</p> <p>Increased use of positive language and affective statements among families. Increased strength in relationships and trust in the parents and school community.</p>
<p>Preschool and Reception children have an increased use of a wider vocabulary.</p>	<p>GLD is in line with National average.</p>
<p>Improved attendance</p>	<p>Disadvantage attendance is in line with Non disadvantage.</p>

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: £ 12305

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD has been put in place for all teachers to improve, retrieval and metacognition opportunities, opportunities to apply skills and knowledge, teaching for mastery, pre-teaching and exposure to technical, subject specific vocabulary.	Consistently high quality teaching is fundamental to diminishing differences.	1.
Training for RWI spell and RWI phonics will be embedded and supported through targeted training from Phonics and writing leaders.	Reading is the gateway to knowledge and all children must become fluent readers. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.	1 2 3

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

Budgeted cost: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO providing specific support to teachers to write accurate intervention plans on My plan support trackers for SEND/PP children. SENDCo to track the class interventions for the SEND/PP children to ensure they are making progress and the interventions are recorded accurately.</p>	<p>Interventions should be carefully targeted through identification and assessment of need.</p> <p>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</p>	<p>4</p>

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

Budgeted cost: £ 14100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrich ment activities to enhance the wider school experience and well-being of pupils.</p> <p>Purchase Thrive model resources and develop existing Thrive room.</p> <p>Thrive practioner to deliver specific interventions 1 to 1 to Pupil premium children</p> <p>Sessions for pupils needing intensive emotional support.</p>	<p>The Thrive approach supported by Trauma informed relational practice should be used to support children and their families.</p> <p>Play therapy and other therapies is an evidence based support for trauma and attachment.</p>	<p>3 4 5</p>
<p>School administrator to act as attendance officer with safeguarding training to support families with attendance and acute need on school refusal.</p>	<p>A clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. Staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.</p>	<p>4</p>

Total budgeted cost: £ 40,405

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.

Year 1

Most pupils currently maintaining their previous attainment levels. Pupil A (new in spring term) has exceeded them and is now greater depth.

Child B We have some concerns about processing and further assessments (S&L) are taking place. He has seen a S&L therapist and they wish to pursue further testing

Child C, 'on-track' in all areas.

Reading Progress Matrix for 5 Pupils (from 2020-2021) in class Rabbits, who are disadvantaged

		Y1 Sum2 Main Assessment		
		Below	On-track	Gr. Depth
YR Spr2 Main Assessment	No Data			1 pupil (20%)
	30-50D	1 pupil (20%)		
	40-60E	1 pupil (20%)		
	40-60D		1 pupil (20%)	
	40-60S		1 pupil (20%)	

Writing Progress Matrix for 5 Pupils (from 2020-2021) in class Rabbits, who are disadvantaged

		Y1 Sum2 Main Assessment	
		Below	On-track
YR Spr2 Main Assessment	No Data		1 pupil (20%)
	30-50D	1 pupil (20%)	
	40-60E	1 pupil (20%)	
	40-60D		1 pupil (20%)
	40-60S		1 pupil (20%)

A

Y1 Sum2 Main Assessment

		Below	Just Below	On-track
		YR Spr2 Main Assessment	No Data	
	30-50D	1 pupil (20%)		
	40-60E		1 pupil (20%)	
	40-60D			1 pupil (20%)
	40-60S			1 pupil (20%)

Year 2

Most pupils at least maintaining their previous attainment levels. One new joiner who appears to be on-track.

Reading: D has moved from below to 'just below'

Writing: E has dipped to 'below' (complex home-life and social care needs in a rocky period)

Maths: F has moved from 'just below' to 'on-track'

Reading Progress Matrix for 6 Pupils (from 2020-2021) in class Hedgehogs, who are disadvantaged

		Y2 Sum2 Main Assessment	
		Just Below	On-track
Y1 Aut2 Main Assessment	No Data	1 pupil (17%)	1 pupil (17%)
	Below	2 pupils (33%)	
	Just Below		1 pupil (17%)
	On-track		1 pupil (17%)

Writing Progress Matrix for 6 Pupils (from 2020-2021) in class Hedgehogs, who are disadvantaged

		Y2 Sum2 Main Assessment		
		Below	Just Below	On-track
Y1 Entry Main Assessment	No Data		1 pupil (17%)	2 pupils (33%)
	Just below	2 pupils (33%)	1 pupil (17%)	

Maths Progress Matrix for 6 Pupils (from 2020-2021) in class Hedgehogs, who are disadvantaged

		Y2 Sum2 Main Assessment			
		Below	Just Below	On-track	Gtr. Depth
Y1 Entry Main Assessment	No Data		2 pupils (33%)	1 pupil (17%)	
	Just below	1 pupil (17%)			
	Expected			1 pupil (17%)	
	Above				1 pupil (17%)

Year 3

All pupils at least maintaining their previous attainment levels in all areas

Reading Progress Matrix for 7 Pupils (from 2020-2021) in class Badgers, who are disadvantaged

		Y3 Sum2 Main Assessment	
		Below	On-track
Y2 Sum2 Main Assessment	No Data		1 pupil (14%)
	Below	2 pupils (29%)	
	Just Below		2 pupils (29%)
	On-track		2 pupils (29%)

Writing Progress Matrix for 7 Pupils (from 2020-2021) in class Badgers, who are disadvantaged

		Y3 Sum2 Main Assessment		
		Below	Just Below	On-track
Y2 Spr2 Main Assessment	No Data			1 pupil (14%)
	Below	1 pupil (14%)	1 pupil (14%)	
	Just Below			1 pupil (14%)
	On-track			3 pupils (43%)

Maths Progress Matrix for 7 Pupils (from 2020-2021) in class Badgers, who are disadvantaged

		Y3 Sum2 Main Assessment	
		Just Below	On-track
Y2 Spr2 Main Assessment	No Data		1 pupil (14%)
	Below	1 pupil (14%)	
	Just Below	1 pupil (14%)	
	On-track		4 pupils (57%)

Year 4

Most pupils have maintained their previous attainment.

Maths – Pupil G has dipped to ‘just below’

Reading Progress Matrix for 4 Pupils (from 2020-2021) in class Otters, who are disadvantaged

		Y4 Sum2 Main Assessment	
		95-105	
Y3 Spr2 Main Assessment	No Data	1 pupil (25%)	
	Just Below	1 pupil (25%)	
	On-track	2 pupils (50%)	

Writing Progress Matrix for 4 Pupils (from 2020-2021) in class Otters, who are disadvantaged

		Y4 Sum2 Main Assessment	
		Just Below	On-track
Y3 Spr2 Main Assessment	No Data		1 pupil (25%)
	Just Below	2 pupils (50%)	
	On-track		1 pupil (25%)

Maths Progress Matrix for 4 Pupils (from 2020-2021) in class Otters, who are disadvantaged

		Y4 Sum2 Main Assessment	
		85-94	95-105
Y3 Spr2 Main Assessment	No Data		1 pupil (25%)
	On-track	2 pupils (50%)	1 pupil (25%)

Year 5

Most pupils have maintained their previous attainment. One pupil, with complex medical and mental health needs has dipped to 'just below' in all areas.

Reading Progress Matrix for 4 Pupils (from 2020-2021) who are disadvantaged, in Year 5

		Y5 Sum2 Main Assessment	
		On-track	Gtr. Depth
Y4 Spr2 Main Assessment	No Data	1 pupil (25%)	
	Just Below	1 pupil (25%)	
	Gtr. Depth	1 pupil (25%)	1 pupil (25%)

Writing Progress Matrix for 4 Pupils (from 2020-2021) who are disadvantaged, in Year 5

		Y5 Sum2 Main Assessment	
		Just Below	On-track
Y4 Spr2 Main Assessment	No Data		1 pupil (25%)
	On-track	1 pupil (25%)	2 pupils (50%)

Maths Progress Matrix for 4 Pupils (from 2020-2021) who are disadvantaged, in Year 5

		Y5 Sum2 Main Assessment	
		Just Below	On-track
Y4 Spr2 Main Assessment	No Data	1 pupil (25%)	
	Below		1 pupil (25%)
	On-track	1 pupil (25%)	1 pupil (25%)

Year 6

All pupils have at least maintained their previous assessment points.

Writing: Pupil H moved from 'below' to 'just below'

Maths: Pupil J moved from 'on-track ' to 'greater depth'

Reading Progress Matrix for 5 Pupils (from 2020-2021) who are disadvantaged, in Year 6

		Y6 Sum2 Main Assessment		
		Just Below	On-track	Gtr. Depth
Y5 Spr2 Main Assessment	No Data		1 pupil (20%)	1 pupil (20%)
	On-track	1 pupil (20%)	2 pupils (40%)	

Writing Progress Matrix for 5 Pupils (from 2020-2021) who are disadvantaged, in Year 6

		Y6 Sum2 Main Assessment	
		Just Below	On-track
Y5 Spr2 Main Assessment	No Data		2 pupils (40%)
	Just Below	1 pupil (20%)	
	On-track	2 pupils (40%)	

Maths Progress Matrix for 5 Pupils (from 2020-2021) who are disadvantaged, in Year 6

		Y6 Sum2 Main Assessment		
		Just Below	On-track	Gtr. Depth
Y5 Spr2 Main Assessment	No Data		1 pupil (20%)	1 pupil (20%)
	On-track	1 pupil (20%)	2 pupils (40%)	