

# Hutton Henry CE Primary School Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil 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	Hutton Henry CE Primary
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021~2025
Date this statement was published	October 2024
Last review	September 2024
Date on which it will be reviewed	December 2025
Statement authorised by	S Gibbins
Pupil premium lead	S Gibbins
Governor lead	C Shakespeare Watts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 25150</b>

# Pupil premium strategy plan

## Statement of intent

At Hutton Henry CE Primary School we prioritise the raising of attainment for disadvantaged children, while being knowledgeable of our context and the barriers our families face. Decisions are made using recognised research from EEF to ensure usefulness and impact.

The key principles of this strategy are :

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

In addition to the specific funded opportunities listed, quality first teaching, effective use of assessment and data, a range of bespoke interventions and high quality CPD will ensure all of our children are effectively supported to make good progress from their starting points.

## Challenges

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

Challenge number	Detail of challenge
1	Children below ARE on entry
2	Reading development and phonics development
3	Narrow enrichments experiences
4	Children with poor social emotional skills including resilience and self esteem
5	Multi agency approach required to support individual children based on need
6	Lack of engagement from parents

## 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
Pupils eligible for Pupil Premium in EYFS/ KS1 make rapid progress in all areas ( including phonics development) to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development / ARE in KS1 when compared with none pupil Premium
Improve emotional/ social skills including resilience and self esteem for all pupils through use of outdoor education.	Observations of children in outdoor sessions and in wider school environment will demonstrate pupils' positive attitudes to learning, good behaviours, resilience and self esteem
All children to experience a range of enrichment experiences to support curriculum and enhance cultural capital E.g Music tuition, outdoor learning, visits out of school, visitors into school, after school clubs, lunchtime clubs	All children have accessed a range of enrichment experiences
Referrals and access to specialist services for specific support dependant on need	Specialist assessment information to support specific need and ensure good progress from starting points
Parents to have access to high quality resources at home to support their children in homework and beyond.	Access to online subscriptions for all families and regular access at home by children and their families.

## 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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for EYFS staff to ensure high quality education for all to impact on teaching and learning and outcomes for children.</p> <p>EEx training - ongoing</p> <p>L.A. NQT training for EYFS teachers (2022/23)</p>	<p>Early Excellence Training – training provided by EEx is based on research “ The Hundred Review” <a href="https://earlyexcellence.com/wp-content/uploads/2018/01/EX_CREC_TheHundredReview.pdf">https://earlyexcellence.com/wp-content/uploads/2018/01/EX_CREC_TheHundredReview.pdf</a></p>	<p>1</p>
<p>All staff to access ELS</p> <p>Phonics training to ensure consistency in this approach to phonics across the school.</p>	<p>ELS is a DfE accredited systematic synthetic phonics programme <a href="https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1348/000709905X39170">https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1348/000709905X39170</a></p> <p>EEF Evidence - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1 2</p>

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

Budgeted cost: £ 20500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor education for all children to develop social, emotional development including resilience and self esteem for all children.</p> <p>Outdoor learning in the field to enhance the curriculum for all year groups.</p>	<p>EEF Evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<p>4</p> <p>3</p>
<p>Increased staffing to ensure small group work for targeted groups</p>	<p>EEF Evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p>	<p>1</p> <p>2</p>
<p>Funding of online subscription resources to support learning for all children in core learning areas. This will offer challenge and support to enhance each child's learning experience. This will support learning from home and in school and focus on engaging parents in supporting pupils at home.</p>	<p>EEF Evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p>EVIDENCE FOR USE OF SPECIFIC READING SUBSCRIPTIONS TO SUPPORT SCHOOL BASED PHONICS TEACHING -</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	<p>2</p> <p>6</p>
<p>Specific resources for SEND inc referrals/ assessment</p>	<p>EEF Evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p>	<p>5</p>

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

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Councillor/ parent support advisor to</p>	<p>EEF Evidence</p>	<p>4</p>

support children based on need as it arises	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	
Enrichment opportunities inc music tuition	EEF Evidence <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a>	3

## Total budgeted cost: £ 25500

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 2021 to 2022 academic year.

Very low pupil numbers mean that data should be viewed with caution. This is especially true for specific groups eg pupil premium data. Statistical data would be flawed and should therefore not be used as a true measure of attainment or progress. Data should be viewed with caution as groups are so small and confidence in data is low.

### **Improve emotional/ social skills including resilience and self esteem for all pupils through use of outdoor education.**

Out door learning sessions took place for all children throughout the year. Assessment is carried out each session which adds to curriculum assessments over time. Questionnaires are used to gain feedback from families and children to measure the impact on children's social emotional development. These anecdotal responses are overwhelmingly positive over time.

### **All children to experience a range of enrichment experiences to support curriculum and enhance cultural capital**

#### **E.g Music tuition, outdoor learning, visits out of school, visitors into school**

All children access a range of enrichment experiences. All children access three educational trips/ visitors into school each academic year. Access to this ensures equality of access to wide range of experiences that enhance learning. This continues to impact directly on learning as experiences are well matched to classroom learning .

Poverty Proofing assessment ( 2023) highlighted to us that children have a clear understanding of schools clear intention to ensure fair access for all children and that price does not prohibit access.

**Access to specialist services for specific support dependant on need**

A number of referrals to outside agencies were funded in 23/24 including cognition and learning, emotional wellbeing and ASC support . Reports/ intervention were provided to inform and support planning and school experiences for individual children. Use of external services are valued within school and a process of identifying need early, and referring to specialist agencies is in place to support children. These specific referrals ensure targeted support for individuals. In addition, access to counsellor and PSA for families and children is well timetabled and feedback tells us it is valued by families.

**Parents to have access to high quality resources at home to support their children in homework and beyond.**

A range of subscriptions are available for use at home and at school targeted on curriculum learning. These have been used extensively for homework for all. This has allowed targeted, high quality homework and continuity between home and school. It has allowed families access to appropriate learning materials for additional home learning as required. Families can access the online platforms at any time for their own use.