

Pupil premium strategy statement

School overview

Detail	Data
School name	Hunts Grove Primary Academy
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1/9/23
Date on which it will be reviewed	1/9/24
Statement authorised by	Kim Hoodless
Pupil premium lead	Glenn Philcox
Governor / Trustee lead	Ruth Whitehouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 74080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6382

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
Improve English outcomes for children entitled to Pupil Premium funding, targeting Reading and Writing.	Phonics Y1 data meets or exceeds National standard. KS1 Reading and writing data meets or exceeds National standard. KS2 Reading and writing data meets or exceeds National standard.
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.	Vulnerable pupil list to be reviewed and numbers to reduce. Increasing numbers of disadvantage children are able to self-regulate. Increased use of positive language and affective statements among families. Increased strength in relationships and trust in the parents and school community.
Preschool and Reception children have an increased use of a wider vocabulary.	GLD is in line with National average.
Improved attendance	Disadvantage attendance is in line with Non disadvantage.

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: £ 15300

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: £ 20000

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: £ 24100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment 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 practitioner 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: £ 70,100

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium funding for Whole Class Instrumental lessons:

Further to instrumental opportunities in school, a number of children have purchased their own instruments in order to continue with ukulele/recorder at home.

Ukulele:		Recorders:		Recorders:	
Y6	7/29 (24%)	Y3	10/30 (33%)	Y1	8/46 (18%)
Y5	10/29 (34%)	Y2	16/53 (30%)		
Y4	6/28 (21%)				

This coming year we are continuing with Recorder lessons in Y1, 2 and 3. Year 4 will learn clarinet and year 5 and 6 will learn ukulele.

Summer 2 22/23 - Analysis of Pupil Premium Data – Year 1

Most pupils currently broadly maintain their previous attainment levels.

Child A, who has dipped in reading and maths still exhibits emotional needs due to a complex home situation. She is being supported and encouraged in class and with additional nurture through thrive. One child in Hares's class has made accelerated progress. Whereas child B has struggled to focus in class. Due to lack of home reading, he will need to increase reading in school and will therefore be on a target list.

Child C who has dipped in writing has lots of reversals and is having additional focused intervention to support writing.



Writing Progress Matrix for 7 Pupils (from 2022-2023) in Year 1, who are pupil premium

		Y1 Sum2 Main Assessment		
		Below	Just Below	On-track
YR Sum2 Main Assessment	Below	Hares: 1 pupil (14%)		
	Just Below		Rabbits: 1 pupil (14%)	
	On-track		Rabbits: 1 pupil (14%)	Hares: 1 pupil (14%) Rabbits: 3 pupils (43%)

Maths Progress Matrix for 7 Pupils (from 2022-2023) in Year 1, who are pupil premium

		Y1 Sum2 Main Assessment		
		Below	Just Below	On-track
YR Sum2 Main Assessment	Below	Hares: 1 pupil (14%)		
	On-track		Rabbits: 1 pupil (14%)	Hares: 1 pupil (14%) Rabbits: 4 pupils (57%)

Summer 2 22/23 - Analysis of Pupil Premium Data – Year 2

Most pupils currently maintain their previous attainment levels.

Child D, who has dipped in reading, struggles to formulate clear comprehension responses – her decoding and fluency are good. Teacher focus during WCR will plug this gap.

In writing, Child E (JB to B) has had a tricky home life recently (including a parental break-up). Child F (E to JB) has great ideas for content, but his letter formation is below expectation – interventions are in place.

In maths, all children have made at least commensurate progress. Two children have made accelerated progress (one of which is child F mentioned above).

Reading Progress Matrix for 9 Pupils (from 2022-2023) in Year 2, who are pupil premium

		Y2 Sum2 Main Assessment		
		Below	On-track	Gr. Depth
YR Sum2 Main Assessment	40-600	Hedgehogs: 2 pupils (22%)		
	Expected		Hedgehogs: 2 pupils (22%) Martens: 2 pupils (22%)	
	Exceeding		Martens: 1 pupil (11%)	Hedgehogs: 1 pupil (11%) Martens: 1 pupil (11%)

Writing Progress Matrix for 9 Pupils (from 2022-2023) in Year 2, who are pupil premium

		Y2 Sum2 Main Assessment		
		Below	Just Below	On-track
YR Sum2 Main Assessment	40-60D	Hedgehogs: 1 pupil (11%)		
	40-60S	Hedgehogs: 1 pupil (11%)		
	Expected		Martens: 1 pupil (11%)	Hedgehogs: 3 pupils (33%) Martens: 3 pupils (33%)

Maths Progress Matrix for 9 Pupils (from 2022-2023) in Year 2, who are pupil premium

		Y2 Sum2 Main Assessment		
		Below	On-track	On: Depth
YR Sum2 Main Assessment	40-60D	Hedgehogs: 2 pupils (22%)		
	Expected		Hedgehogs: 1 pupil (11%) Martens: 2 pupils (22%)	Martens: 2 pupils (22%)
	Exceeding			Hedgehogs: 2 pupils (22%)

Summer 2 22/23 - Analysis of Pupil Premium Data – Year 3

Most pupils are at least maintaining their previous attainment levels.

Child G (reading) as mentioned last time, has undergone screening for dyslexia and has visual stress, and the latter particularly affects her ability to focus both physically and metaphorically. She is receiving reading intervention (including RWI) and we are trialing various filters and glasses to assist.

Reading Progress Matrix for 5 Pupils (from 2022-2023) in Year 3, who are pupil premium

		Y3 Sum2 Main Assessment		
		Below	Just Below	On-track
Y2 Sum2 SAT TA	Pre KS	Badgers: 1 pupil (20%) ● Richards, Logan		
	WTS	Badgers: 1 pupil (20%) ● Jones, Ena	Badgers: 1 pupil (20%) ● Bingham, Cooper	
	EXS			Badgers: 2 pupils (40%) ● Davies, Jacob ● Rowley, Arthur

Writing Progress Matrix for 5 Pupils (from 2022-2023) in Year 3, who are pupil premium

		Y3 Sum2 Main Assessment		
		Below	Just Below	On-track
Y2 Sum2 SAT TA	Pre KS	Badgers: 1 pupil (20%) ● Richards, Logan		
	WTS		Badgers: 2 pupils (40%) ● Bingham, Cooper ● Jones, Ena	
	EXS			Badgers: 2 pupils (40%) ● Davies, Jacob ● Rowley, Arthur

Maths Progress Matrix for 5 Pupils (from 2022-2023) in Year 3, who are pupil premium

		Y3 Sum2 Main Assessment		
		Below	Just Below	On-track
Y2 Sum2 SAT TA	Pre KS	Badgers: 1 pupil (20%) ● Richards, Logan		
	WTS		Badgers: 2 pupils (40%) ● Bingham, Cooper ● Jones, Ena	
	EXS			Badgers: 2 pupils (40%) ● Davies, Jacob ● Rowley, Arthur

Summer 2 22/23 - Analysis of Pupil Premium Data – Year 4

Almost all pupils at least maintaining their previous attainment levels in all areas.

Child H, who is below in reading, has a difficult home life. As mentioned last time, he also has significant attendance issues and we are working with the family on this. It had improved fractionally, 83% to 85% over the latter part of last term. Attendance is still an issue as he began this term late after a last-minute holiday. We continue to work with this family to improve attendance. We are also working with Early Help to move forward. He has, however, made strides in maths (B to JB).

In writing, child J has made accelerated progress but will need close monitoring as due to a parental break-up over the summer, he has returned to school quite unsettled.

In maths, child K (OT to JB) has struggled to focus. Various issues at home including critically ill father awaiting transplant, which has obviously unsettled the whole family.

Reading Progress Matrix for 6 Pupils (from 2022-2023) in Year 4, who are pupil premium

		Y4 Sum2 Main Assessment	
		Below	On-track
Y2 Sum2 Main Assessment	Just Below	● Otters: 1 pupil (17%)	● Otters: 1 pupil (17%)
	On-track		● Otters: 4 pupils (67%)

Writing Progress Matrix for 6 Pupils (from 2022-2023) in Year 4, who are pupil premium

		Y4 Sum2 Main Assessment		
		Below	Just Below	On-track
Y2 Sum2 Main Assessment	Below	● Otters: 1 pupil (17%)		
	Just Below		● Otters: 1 pupil (17%)	● Otters: 1 pupil (17%)
	On-track			● Otters: 3 pupils (50%)

Maths Progress Matrix for 6 Pupils (from 2022-2023) in Year 4, who are pupil premium

		Y4 Sum2 Main Assessment	
		Just Below	On-track
Y2 Sum2 Main Assessment	Below	● Otters: 1 pupil (17%)	
	Just Below	● Otters: 1 pupil (17%)	
	On-track	● Otters: 1 pupil (17%)	● Otters: 3 pupils (50%)

Summer 2 22/23 - Analysis of Pupil Premium Data – Year 5

Most pupils have broadly maintained their previous attainment, with some improvements made.

Including child L, who had dropped from JB to B, last term and was monitored by the class teacher (who is our maths lead) and given intervention. He has returned to JB.

Reading Progress Matrix for 7 Pupils (from 2022-2023) in Year 5, who are pupil premium

		Y5 Sum2 Main Assessment		
		Just Below	On-track	Gr. Depth
Y2 Spr2 Main Assessment	Below	Wildcats: 2 pupils (29%)		
	Just Below		Wildcats: 1 pupil (14%)	
	On-track		Wildcats: 2 pupils (29%)	Wildcats: 1 pupil (14%)
	Gr. Depth			Wildcats: 1 pupil (14%)

		Y5 Sum2 Main Assessment			
		Below	Just Below	On-track	Gr. Depth
Y2 Spr2 Main Assessment	Below	Wildcats: 1 pupil (14%)	Wildcats: 1 pupil (14%)		
	Just Below			Wildcats: 1 pupil (14%)	
	On-track			Wildcats: 3 pupils (43%)	Wildcats: 1 pupil (14%)

Maths Progress Matrix for 7 Pupils (from 2022-2023) in Year 5, who are pupil premium

		Y5 Sum2 Main Assessment		
		Just Below	On-track	Gr. Depth
Y2 Spr2 Main Assessment	Below	Wildcats: 1 pupil (14%)		
	Just Below		Wildcats: 1 pupil (14%)	
	On-track		Wildcats: 4 pupils (57%)	Wildcats: 1 pupil (14%)

Summer 2 22/23 - Analysis of Pupil Premium Data – Year 6

Most pupils have at least maintained their previous attainment, with some surpassing that including a move to greater depth.

In writing and maths, child M despite being monitored and targeted by their class teachers, still displayed a negative attitude to school in general. She also received additional tutoring.

Reading Progress Matrix for 7 Pupils (from 2022-2023) in Year 6, who are pupil premium

		Y6 Sum2 Main Assessment	
		On-track	Gr. Depth
Y2 Sum2 SAT TA	WTS	● Lynxes: 3 pupils (43%)	
	EXS	● Lynxes: 3 pupils (43%)	
	GDS		● Lynxes: 1 pupil (14%)

Writing Progress Matrix for 7 Pupils (from 2022-2023) in Year 6, who are pupil premium

		Y6 Sum2 Main Assessment		
		Below	On-track	Gr. Depth
Y2 Sum2 SAT TA	WTS		● Lynxes: 3 pupils (43%)	
	EXS	● Lynxes: 1 pupil (14%)	● Lynxes: 2 pupils (29%)	● Lynxes: 1 pupil (14%)

Maths Progress Matrix for 7 Pupils (from 2022-2023) in Year 6, who are pupil premium

		Y6 Sum2 Main Assessment	
		Just Below	On-track
Y2 Sum2 SAT TA	WTS		● Lynxes: 1 pupil (14%)
	EXS	● Lynxes: 1 pupil (14%)	● Lynxes: 4 pupils (57%)
	GDS		● Lynxes: 1 pupil (14%)