

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Hunwick Primary School
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	S Joyce, Headteacher
Pupil premium lead	S Joyce, Headteacher
Governor / Trustee lead	S Smith, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28040

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 and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, 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 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 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	Some pupils entering school without basic foundations in relation to communication and language, hindering early attainment in phonics and reading
2	Home learning: children in receipt of PP funding typically engage less well in home learning, with some parents/carers not engaging as well with school support opportunities.
3	Across the curriculum, some pupils have least two terms behind projected attainment levels, with Reading being a significant factor in this.
4	Some pupils are impacted by increased anxiety and reduced emotional resilience.
5	Attendance and punctuality: some children in receipt of PP funding have attendance lower than the school average, with some falling into the persistent absentee category. Some children miss significant amounts of learning through poor punctuality.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is supported by evidence in books and engagement in lessons.
Improved engagement in home learning and/or school support opportunities.	Monitoring will show an increased proportion of disadvantaged pupils completing home learning tasks and/or attending provision in school to support this. Improved attainment will be demonstrated.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show all disadvantaged pupils making at least expected progress with an increasing proportion making better than expected progress from starting points.
Sustained improvement in wellbeing and emotional resilience for all pupils.	Sustained high levels of wellbeing and emotional resilience by 2025 demonstrated by: Qualitative data from pupil voice surveys and observations; A reduction in relationship issues between pupils; An increase in uptake of extra-curricular opportunities, particularly among disadvantaged pupils.
Sustained improvement in attendance and punctuality, particularly for disadvantaged pupils.	Ongoing and sustained high attendance by 2024/25 demonstrated by: The attendance gap between disadvantaged and non-disadvantaged pupils continues to reduce; Persistent absenteeism is reduced and gap between disadvantaged and non-disadvantaged pupils closed or reduced; Punctuality improved for all pupils.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue purchase of DfE validated Systematic Synthetic Phonics programme to ensure strong and standardised teaching of phonics across the school.	Following the Government's recently published revised criteria for effective systematic synthetic phonics programmes, the school decided to consider other validated programmes based around the Letters and Sounds model already used by the school. The programme itself along with supporting materials including books need to be purchased in order to provide a solid foundation for teaching and learning. There is evidence that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release to embed key elements of guidance in school and to access Maths Hub resources and CPD.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group support using school support staff to target children including those disadvantaged by limited access to support during school closures.	Use of the school's experienced support staff has over time shown significant gains for targeted pupils. Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Provide 1-1 support using school support staff to target children including those disadvantaged by limited access to support during school closures.	Use of the school's experienced support staff has over time shown significant gains for targeted pupils. One to one tuition EEF (educationendowmentfoundation.org.uk)	3
Homework books purchased to enhance home learning, with Chromebooks made available for loan where needed. Homework/booster clubs run by staff will target specific pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2

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

Budgeted cost: £4,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase Discovery programme to support delivery of the RSHE curriculum which incorporates many elements of wellbeing.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice, including engaging with families to support improvement in attendance and punctuality, and make provision for those who have missed significant amounts of school to catch up on learning eg after school clubs etc.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Class texts to be purchased/loaned through SLA.	EEF: preparing for Literacy EEF: Improving Literacy in KS1 EEF: Improving Literacy in KS2	1, 3
Reading books (fiction, as well as topic-related non-fiction) to be purchased to promote a love of reading.	EEF: preparing for Literacy EEF: Improving Literacy in KS1 EEF: Improving Literacy in KS2	1, 3
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £28,040

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 2023 to 2024 academic year.

Targeted teaching and resources were in place to support pupils in closing gaps in key areas across EYFS, KS1 and KS2, providing a firm foundation for next steps. End of year assessment information shows where pupils are attaining at the expected level, and where further intervention is required.

Engagement in home learning is good overall, and pupils were offered full access to required technology and resources, with some taking up this offer. Medium to long term loans were made available to pupils to support homework/catch up at home. Homework books were provided to all and revision books subsidised where required.

Funding was also provided to support access to the school's residential outdoors and adventurous activities visit.

School assessment outcomes:

1 of 2 children passed the phonics screening check. Wider factors impacted on the attainment of one of the children.

The one child in Reception reached age-related expectations across speaking and listening, reading and writing in spite of multiple barriers and aided by routine intervention across these areas.

56% of children in receipt of PP funding attained at age-related expectations in Reading, with 75% making good progress either towards closing the gap on ARE, or maintaining attainment at or above ARE.

37% of children in receipt of PP funding attained at age-related expectations in Writing, with 75% making good progress either towards closing the gap on ARE, or maintaining attainment at or above ARE.

44% of children in receipt of PP funding attained at age-related expectations in Reading, with 62% making good progress either towards closing the gap on ARE, or maintaining attainment at or above ARE.

7 of the 16 children in receipt of PP funding also have special educational needs, impacting on attainment at age-related expectations.