

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

Metric	Data
School name	Hurworth Primary School
Pupils in school	220
Proportion of disadvantaged pupils	9% (19 pupils)
Pupil premium allocation this academic year	£28,485
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Publish date	November 2021
Review date	November 2022
Statement authorised by	Alison Maddison - HT Hurworth Primary LGB 08.12.21
Pupil premium lead	Alison Maddison
Governor lead	Wendy Cordery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,310
Recovery premium funding allocation this academic year	£ 2,175
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	£28,485

Statement of intent

At Hurworth, we have high expectations for all our pupils, and believe that all children should be given the opportunity to reach their full potential both academically and culturally. Our intention is that our Pupil Premium Funding supports us to achieve this for our most vulnerable learners, whether they be children in receipt of pupil premium funding, have a social worker or are a young carer.

Proven to have the greatest impact on closing the disadvantage attainment gap, high-quality teaching is at the heart of our strategy plan. At the same time, this will benefit the non-disadvantaged pupils in our school. We will focus on the areas our disadvantaged pupils require the most support, be that academic or cultural, so that barriers are addressed systematically over time. We also recognise that some children may need support to help with their social and emotional wellbeing so that learning can take place.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 developed academically
- Support our pupils to develop their cultural knowledge
- Nurture our pupils social and emotional skills

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils have shown gaps in phonic knowledge brought on (but not exclusively) by the National lockdowns and remote education. Only 65% of our disadvantaged children met the expected standard in reading in 2021.
2	Our assessments and observations indicate that writing is an area that our disadvantaged children often experience difficulties with, especially their understanding of grammar and use of vocabulary. This hinders fluent and expressive writing over time.

3	Some of our children have social, emotional and wellbeing difficulties with an increased number of children suffering from anxiety and low self-confidence following the school closures. These findings are supported by national studies.
4	Following the lockdowns, we are still facing ongoing issues around attendance with a significant increase in absence and persistent absence, with some of our disadvantaged children showing the highest rates.
5	Some of our disadvantaged children often have limited experience of the world outside of their home and school environment. This can hinder their understanding of some concepts and vocabulary in school in school, or their confidence to try new activities.

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
To increase the number of disadvantaged children meeting age related expectations and higher in reading	At the end of all key stages, our disadvantaged children are reading at age related expectations or higher
To increase the number of pupil premium children meeting age related expectations and the higher standard in writing	At the end of all key stages, our disadvantaged children are writing at age related expectations or higher
Improve social and emotional wellbeing of all our children, particularly the most vulnerable	Sustained high levels of wellbeing from 2024/25 evidenced by: <ul style="list-style-type: none"> • Pupil voice • Pupil surveys • Parent surveys • Teacher observations and feedback
To improve our attendance, especially for our disadvantaged children, and bring it back in line with previous years	Increased high attendance from summer 2022 which is sustained by 2024: The overall attendance increasing to 96% for all children The attendance gap between disadvantage and non-disadvantage children reduced to no more than 2% The % of persistently absent children reduces
Ensure that our disadvantaged children have wide access to extracurricular activities	All our disadvantaged children attend school funded after school and residential extracurricular activities

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: £ 6082

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a validated synthetic phonics scheme (Little Wandle) to ensure consistency and fidelity to our approach to early reading	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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1,2
Whole school SSP CPD which includes release of our Reading Lead/teachers and teaching assistants so best practice is shared, monitored and sustained. Reading comprehension training from	Training and staff development are key aspects in school improvement; well-trained staff are more likely to have the skills needed to identify barriers to learning and put the necessary actions into place, particularly as they know the children well. Ensuring consistency in approaches is key to this: collaboration, feedback and marking, mastery learning. EEF research suggests: A gain of 5 months when children are offered challenge within the curriculum, using mastery approaches, and collaborative approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1.2
Purchase fully decodable matched books to accompany our new SSP	The evidenced based DFE 'The Reading Framework – Teaching the Foundations of Literacy' reflects the exact practice that our school aspires towards https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1
Whole school CPD on reading comprehension	EEF research indicates the benefits of selected CPD, which is well designed and properly implemented. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.(Characteristics of effective Teacher Professional Development EEF 6/10/2021) CPD Reading strategies to support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF research indicates reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2

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

Budgeted cost: £ 20,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 'keep up' sessions targeted at disadvantaged pupils who require further phonics support</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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>Evidence from the EEF research suggests: - Gains of +4 months for small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2</p>
<p>Spelling Shed subscription</p>	<p>Evidence from EEF research indicates that digital technology suggests 4 month+ gain for digital technology EEF research findings show that providing digital technology packages that enable children to practice can impact on their ability to remember key concepts and ideas. https://dera.ioe.ac.uk/33229/1/EEF_Digital_Technology_Guidance_Report.pdf</p> <p>EEF research indicates effective literacy practice should include: "Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being studied." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Evidence from EEF research indicates 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

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

Budgeted cost: £ 2,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support for families to enable their child to engage in residential and school trips as well as after school activities in order to participate fully in academic work that proceeds and follows.</p>	<p>Evidence from EEF shows enrichment activities such as sports, arts, outdoor and adventure learning are shown to have between 2 and 4 months impact https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>Further evidence from EEF suggests: - Outdoor and adventure learning provides pupils who are disadvantaged with experiences they may not otherwise have. Opportunities provided impact on resilience, self-confidence and motivations, and although not necessarily definitive in the number of months gained, these activities may in turn have positive benefits in terms of academic progress. There are wider benefits in terms of self-confidence and self-efficacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdoor-adventure-learning</p>	<p>3,4,5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. As a result, attendance trends are quickly identified; children and families are supported.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on past 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.</p>	<p>All</p>

Total budgeted cost: £28,485

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.

(Please see separate strategy impact document for 2020 2021)

Due to COVID-19, performance measures have not been published for 2020 to 2021.

All children were assessed after two weeks of return to school using standardised teacher administered tests. Our internal assessments suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum, particularly reading (65%) and writing (70%), especially lower down in the school.

Disadvantaged children made good progress in the second half of 2020/21 but unfortunately, this did not make up for the lost learning in the summer of 2020.

Children were re-assessed at the end of the Summer Term following usual school procedure. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, enabling all families to access our remote learning.

We have used this information to populate our internal assessment tracker in order to monitor progress. SLT and subject leads have worked with all teaching staff to identify pupils at risk of not making expected progress (end of year / across Key Stage) and organise specific interventions to address identified weaknesses. Gaps in learning have been identified and LTPs/MTPs adjusted.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan

Children who required a device for Home Learning were loaned one by school.

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
Literacy Shed	Ed Shed
Times Table Rockstars	Times Table Rockstars
End of unit maths assessments	White Rose Maths

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	