

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2021	220
Pupils in school 2022	223
Pupils in school 2023	220
Proportion of disadvantaged pupils (2021 – 2022)	7% (4% FSM)
Proportion of disadvantaged pupils (2022 – 2023)	8% (5% FSM - National 2022 was 20.8%)
Proportion of disadvantaged pupils (2023 – 2024)	11% (8% FSM)
Pupil premium allocation this academic year	
Academic year or years covered by statement	2021 - 2022 2022 - 2023 2023 - 2024
Publish date	November 2021 November 2022 October 2023
Review date	November 2022 October 2023 Autumn 2024
Statement authorised by	Alison Maddison - HT Hurworth Primary LGB on 08.12.21 09.12.22

	25.10.23
Pupil premium lead	Alison Maddison
Governor lead	Caran Masheder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,520
Recovery premium funding allocation this academic year	£ 2,000
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	£36,520

Statement of intent

At Hurworth Primary School, 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, 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 (2024)**, 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	<p>At the end of all key stages (2024), our disadvantaged children are reading at age related expectations or higher</p> <p>2022 End of Key Stage data: EYFS - 100% - No data as yet for NA Phonics – 100% NA Other – 80%, NA 75%, NA Dis – 62% Keys Stage 1: EXS – 67%</p>

NA Other 72%, NA All – 67%, NA Dis - 51%
GDS – 87%

NA Other 21%, NA All – 18%, Nat Dis - 8%

Key Stage 2:

EXS – 100%

NA Other 83%, Nat All – 76% Nat Dis - 66%

GDS – 83%

NA Other 32%, Nat All – 27% Nat Dis - 18%

Results show that in EYFS, Year 1 Phonics and at the end of Key Stage 2, all our children are reading at an age related expectations and for some, higher.

Disadvantaged children in Year 2 have made some progress and are in line with National but still require close targeting to ensure they meet the expected standard by the end of Key Stage 2.

2023 End of Key Stage data:

EYFS - 60% - No data as yet for NA (2022, 59%)

In EYFS, 3 out of the 5 children made GLD in reading. Out of the 2 who did not, 1 child has an EHCP and is working significantly below their peers. The other child was in receipt of targeted support with keep ups and we are optimistic that they will pass the phonics screening check in Year 1.

Phonics – 100% (NA - 79%)

In Phonics, all 4 children passed the PSC with an average of 39.8% which was significantly above NA (75%).

Keys Stage 1:

EXS – 0% (NA Pupil Premium - 54%, NA All – 68%, NA Non – 73%)

GDS – 0% (NA Pupil Premium - 11%, NA All – 21%, NA Non – 24%)

At KS1, the 2 children who did not make the expected standard did pass the PSC in Year 1 and were very close. They were carefully targeted with quality first teaching and targeted support through keep ups, continued reading practice and 1:1 reading support. They will continue to be supported with the Little Wandle Rapid Catch Up programme, fluency books and daily reading support by the class teacher, TA and busy readers. We are optimistic that both

	<p>children will meet the expected standard at KS2.</p> <p>Key Stage 2: EXS – 100% (NA Pupil Premium - 18%, NA All – 30%,NA Non – 18%) GDS – 0% (NA Pupil Premium - 18%, NA All – 30%,NA Non – 18%) At KS2, 100% (1 child) met the expected standard in reading with an average point score of 108. In terms of progress, their progress measure was 4.7(NA Pupil Premium – 0.60%, NA All – 0%,NA Non – 0.3%)</p>
<p>To increase the number of pupil premium children meeting age related expectations and the higher standard in writing</p>	<p>At the end of all key stages (2024), our disadvantaged children are writing at age related expectations or higher</p> <p>2022 End of Key Stage data: EYFS - 100% No data as yet for NA (2022, 59%) Keys Stage 1: EXS – 65% NA Other – 65, NA All – 57% NA Dis - 43% GDS – 0% NA Other – 10, Nat All – 8% Nat Dis - 3% Key Stage 2: EXS – 100% NA Other – 80, Nat All – 72% Nat Dis - 59% GDS – 83% NA Other – 16, Nat All – 13% Nat Dis - 6%</p> <p>Results show that in EYFS, Key Stage 1 and at the end of Key Stage 2, all our children are writing at age related expectations and for some in KS2, higher. No disadvantaged children met the higher standard so this will be a focus for this year in Key Stage 1 and Key Stage 2.</p> <p>2022 End of Key Stage data: EYFS - 60% No data as yet for NA (2022, 53%) In EYFS, 3 out of the 5 children made GLD in writing. Out of the 2 who did not, 1 child has an EHCP and is working significantly below their peers. The other child was in receipt of targeted support with interventions and we are optimistic that they will meet end of year expectations.</p>

	<p>Key Stage 1: EXS – 60% No data as yet for NA (2022, 58%) At KS1, the 2 children who did not make the expected standard in writing were carefully targeted with quality first teaching and targeted support through interventions and 1:1 writing support. We are optimistic that both children will meet end of year expectations. GDS – 0% No data as yet for NA (2022, 8%)</p> <p>Key Stage 2: EXS – 100% At KS2, 100% met the expected standard in writing with a progress score of 4.8. National 'other' was 0.20, NA - 0 and National disadvantaged was – 0.4. GDS – 0%</p>
<p>Improve social and emotional wellbeing of all our children, particularly the most vulnerable</p>	<p>Sustained high levels of wellbeing from 2024/25 evidenced by:</p> <ul style="list-style-type: none"> • Pupil voice • Pupil surveys • Parent surveys • Teacher observations and feedback <p>Disadvantaged children and their families feel supported</p> <p>Most of our disadvantaged children attend school funded after school and extra-curricular activities</p> <p>Disadvantaged children and their families continue to feel very well supported with all families agreeing that their children are happy, safe, taught well, make good progress and are well looked after.</p> <p>Most of our disadvantaged children attend school funded after school and extra-curricular activities</p>
<p>To improve our attendance, especially for our disadvantaged children, and bring it back in line with previous years</p>	<p>Increased high attendance from summer 2022 which is sustained by 2024: The overall attendance increasing to 96% for all children.</p> <p>The attendance gap between disadvantage and non-disadvantage children reduced to no more than 2%</p>

	<p>The % of persistently absent children reduces</p> <p>At the end of 2022, the attendance gap between disadvantaged and non-disadvantaged was 3.8%.</p> <p>The % of persistently absent children increased to 7.6%. This will continue to be a priority for 2022/23.</p> <p>At the end of 2023, the attendance gap between disadvantaged and non-disadvantaged was 3% which was a slight improvement on last year with a reduction of 0.8%.</p> <p>The % of persistently absent children increased to 29.4% due to complicating factors. Work has already started with these families with plans in place to support them further.</p>
<p>Ensure that our disadvantaged children have wide access to extracurricular activities</p>	<p>All our disadvantaged children attend school funded after school and residential extracurricular activities</p> <p>2021 – 2022 Update</p> <p>All disadvantaged children attended school funded residential activities and school trips.</p> <p>68% attended afterschool clubs in 2021 - 2022.</p> <p>There were 6 children who did not attend any after school activity. We will work with the families to try and reduce this further.</p> <p>2022 – 2023 Update</p> <p>All disadvantaged children attended school funded residential activities and school trips.</p> <p>There was a slight increase in attendance in after school clubs. We have rolled out a new offer in terms of trips, activities, clubs and experiences to enable all children to have access and develop their cultural capital. Plans are in place to ensure every</p>

	disadvantaged child attends at least one club and we are optimistic by the end of the summer 2024, this will be achieved.
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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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase fluency books from our SSP scheme (Little Wandle) to help support children's fluency</p> <p>Renew E-books to accompany our SSP Scheme</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>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</p>	1,2
<p>Further whole school SSP CPD, which includes release of our Reading Lead/teachers and teaching assistants so best practice is shared, monitored and sustained.</p>	<p>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</p>	
<p>Reading training for all curriculum staff from Sunderland LA Reading Lead, Anne Sawcyzn</p>	<p>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</p>	

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Oral language Programmes - NELI program in EYFS	Oral language interventions have a high impact on pupil outcomes of 6 months' additional progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
Additional 'keep up'/'catch up' sessions targeted at disadvantaged pupils who require further phonics support	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/ 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	1,2
Small group intervention for phonics, reading,	Evidence from the EEF research suggests: - Gains of +4 months for small group tuition:	1,2

writing and maths targeted at disadvantaged pupils who require further support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF KS1, KS2 Maths and literacy guidance	
Spelling shed subscription	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 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	1,2
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.	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2

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

Budgeted cost: £14,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for families to enable their child to engage in residential and school trips, peripatetic and after school clubs	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	3,4,5

<p>in order to develop their cultural capital.</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>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: £36,520

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 2022 to 2023 academic year.

Aims		Outcomes
1	Reduce the attainment gap in phonics between disadvantaged and non-disadvantaged children.	<p>In 2023 PSC, ALL children met the expected standard passing the test, which resulted in no gap between PP children.</p> <p>We will keep targeting the PP children to ensure we maintain this standard.</p>
2	Reduce the attainment gap in writing between disadvantaged and non-disadvantaged children.	<p>At the end of Key Stage 2 in 2023, our disadvantaged children outperformed non-disadvantaged in writing at the expected standard.</p> <p>At the end of EYFS and KS1 our children did not perform as well.</p> <p>We will keep targeting the PP children to ensure we maintain this standard.</p>
3	Improve social and emotional wellbeing and emotional resilience our disadvantaged children	<p>Lesson observations, learning walks and staff feedback indicates that our disadvantaged children's social, emotional and emotional resilience is improving.</p> <p>Outcome to remain to ensure this continues, particularly because of possible continued impact on wellbeing from pandemic. SLT closely monitoring to ensure swift action/support is given if need be.</p>

4	Improve attendance for our disadvantaged children and bring them in line with non-disadvantaged	<p>Whilst some of our disadvantaged children's attendance improved, we had a very small number of children whose attendance had slipped. For 3 out of the 4 children this was mainly due to taking holidays in term time and illness.</p> <p>Outcome to remain to ensure attendance continues to improve, particularly for the targeted children.</p>
5	All pupils entitled to pupil premium are able to be involved in the wider aspects of school life e.g. trips, clubs, experiences and music tuition etc.	<p>Whilst all children entitled to PP accessed every trip and experience, not all children attended after school clubs.</p> <p>Outcome to maintain focus on those who did not attend fully last year. At present we only have 3 children who are not attending an after school club with plan in place for 2 out of the 3 to attend a club after the half term holidays.</p>

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