

# Hurley Primary School Pupil Premium Strategy Statement 2023-24

This statement details Hurley Primary School's 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

Detail	Data
School name	Hurley Primary School
Number of pupils in school	190 pupils 60 are pupil premium
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 to 2024/2025 3 yrs
Date this statement was published	Oct 2023
Date on which it will be reviewed	Oct 2024
Statement authorised by	Glyn Morgans
Pupil premium lead	Glyn Morgans
Governor lead for vulnerable and disadvantaged pupils	Diane Brooks

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,305
Recovery premium funding allocation this academic year	£10,585
National Tutoring Grant	£4,252.5
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£118,142</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Hurley Primary School we intend that all pupils, irrespective of background or the challenges they face, make good progress and achieve high attainment across all subject areas. We also want all pupils to benefit from rich experiences provided by the wider curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support 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 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.

Our assessments and observations indicate that the education, personal development and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

This has resulted in significant knowledge gaps in basic academic skills in English and Maths leading to pupils falling further behind age-related expectations. Also, children's personal and social development has been hindered and children's mental health and wellbeing affected.

The Key Challenges are

Challenge number	Detail of challenge

1	<b>LEARNING HABITS, SELF ESTEEM AND ASPIRATIONS</b> A significant proportion of disadvantaged pupils have poor learning habits, low self-esteem and low aspirations.
2	<b>ORAL LANGUAGE SKILLS AND VOCABULARY</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<b>PHONICS DEVELOPMENT</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	<b>DEVELOP READING ATTAINMENT</b> Currently assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils
5	<b>DEVELOP WRITING ATTAINMENT</b> Assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils
6	<b>DEVELOP MATHS ATTAINMENT</b> Assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils
7	<b>WIDER CURRICULUM OPPORTUNITIES AND CURRICULUM ENRICHMENT</b> Discussions and Surveys show disadvantaged children do not get such wide experiences at home greater proportions of disadvantaged children do not participate in curriculum enrichment activities
8	<b>WELLBEING MENTAL HEALTH,</b> Assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during and since the pandemic.
9	<b>ATTENDANCE</b> Our attendance data over the last years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. A high proportion of disadvantaged pupils are 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

In Autumn 2022 54% of the children who are persistently absent were disadvantaged. The far right column of the table below shows the proportion of persistently absent children who are disadvantaged.

CLASS		PERSISTENT ABSENCE		
REC	SIZE	PP	PA	PP/PA
REC	21	9	6	3
		43%	35%	50%
Y1	SIZE	PP	PA	PA-PP
Year 1	29	6	8	4
		21%	28%	50%
Y2	SIZE	PP	PA	PA-PP
Year 2	29	9	4	2
		31%	14%	50%
Y3	SIZE	PP	PA	PA-PP
Year 3	32	11	9	5
		34%	28%	56%
Y4	SIZE	PP	PA	PA-PP
Year 4	24	15	7	5
		63%	29%	71%
Y5	SIZE	PP	PA	PA-PP
Year 5	29	11	9	5
		38%	31%	56%
Y6	SIZE	PP	PA	PA-PP
Year 6	33	11	9	4
		33%	27%	44%
TOTAL	SIZE	PP	PA	
TOTAL	197	71	52	28
		36%	26%	54%

- Overall absence for pupils in receipt of free school meals (7.8%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18
- Overall absence in autumn 2020 for pupils in receipt of free school meals (7.5%) was in the **highest** 20% of all schools.
- Overall absence in summer 2021 (5.9%) was in the **highest** 20% of all schools.
- The rate of overall absence (5.9%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation.
- Persistent absence in summer 2021 (16.2%) was in the **highest** 20% of all schools.
- The rate of persistent absence (16.2%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation.

## 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
<p>Develop children as 'Successful lifelong learners' with Positive attitudes and good learning habits</p> <p>Promote</p> <ul style="list-style-type: none"> <li>• Metacognition</li> <li>• Self -regulation</li> <li>• Feedback</li> <li>• Collaborative learning opportunities</li> </ul>	<p>Children become confident, highly motivated, ambitious, independent learners.</p> <p>They are involved in setting and achieving their own learning and development targets. They develop positive learning attitudes and high aspirations.</p> <p>They become reflective, curious, resourceful, and resilient learners who have a thirst for knowledge and are keen to take on and tackle new challenges.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved Phonics Knowledge and skills</p>	<p>Achieve at or above the national average expected standard in the Year One Phonics Screen.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in show the group of disadvantaged children achieve at or above the national average progress scores in reading.</p> <p>By 2024/25 reading outcomes in show the group of disadvantaged children's attainment is in line with the national average.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p> <p>Enable children to set targets, use feedback, peer editing and self-evaluation to improve writing</p>	<p>KS2 writing outcomes show the group of disadvantaged children achieve at or above the national average progress scores in writing.</p> <p>By 2024/25 reading outcomes in show the group of disadvantaged children's attainment is in line or above the national average.</p>
<p>Improved Maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes show the group of disadvantaged children achieve at or above the national average progress scores in maths.</p> <p>By 2024/25 reading outcomes in show the group of disadvantaged children's attainment is in line with or above the national average.</p>
<p>Participation in enrichment activities.</p>	<p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observation</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils becoming in line with national averages</li> <li>• the percentage of all pupils who are persistently absent</li> </ul>

	becoming in line with national averages
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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, learning environment)

This includes SMT Release TIME - to Develop curriculum, monitor and support Teaching & Learning

Budgeted cost:

**2023 -24**

**2022-23 £41,50**

**2021-22 £61,000**

ACTIVITIES FOR 2022-23	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>SMT and subject manager release TIME</u></b></p> <p>To Develop curriculum, monitor, and support Teaching &amp; Learning £30, 000</p> <p><b><u>Moderation &amp; Standardisation</u></b></p> <p>Continue to ensure teachers subject knowledge and ensure appropriate age-related expectations By organising opportunities for teachers to moderate and standardise writing with colleagues in school and across local schools</p>		
<p><b><u>Continue Developing children's learning attributes, habits and skills.</u></b></p> <p>Continue to Promote the 5R's though lessons, assemblies, and attribute awards.</p> <p>Continue to Promote metacognition.</p> <p>Children learning to be 'successful learners.'</p> <p>Continue to encourage self-regulation.</p> <p>Involving children in the learning process, i.e., planning, monitoring and evaluating their own learning</p> <p>Continue Developing use of knowledge organisers.</p> <p>and Develop knowledge recall.</p> <p>Continue to provide collaborative learning opportunities.</p> <p>Monitor and support</p> <p>Metacognition, self-regulation and collaborative teaching and learning</p>	<p><a href="#"><u>Metacognition-and-Self-regulation - EEF research 7 weeks</u></a></p> <p><a href="#"><u>Collaborative-learning-approaches - EEF research 5 weeks</u></a></p>	7 ,
<p><b><u>Develop and embed dialogic activities across the school curriculum.</u></b></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-</p>	2

<p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>To Enhance and develop the use of role play and drama to support writing (Staff training )</p> <p>Enable subject leader to MONITOR and SUPPORT dialogic activities</p>	<p>quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <ul style="list-style-type: none"> <li>encouraging pupils to read aloud and then have conversations about book content with teachers and peers</li> <li>modelling inference through the use of structured questioning</li> <li>group or paired work that allow pupils to share thought processes</li> <li>extension activities linked to the wider curriculum (e.g., using oral language activities to model technical language in science).</li> </ul>	
<p><b>DEVELOP EARLY YEARS</b> Develop an Effective and exciting Early Years Curriculum £1000 create a stimulating environment to promote self- regulated, play based learning with good collaborative and speaking and listening opportunities. &amp; develop purposeful indoor and outdoor play £1000.</p> <p>Support new teacher (Mr Orchard) to Early Years CPD</p> <p>Develop Early Numeracy with Support from the maths manager and maths hub. develop children's 'number sense' (their developing understanding of quantity and number), or more informal, such as using mathematical games including computer games (see also Digital technology), or pretend activities involving counting or using other mathematical language. £250</p> <p>Further develop promote Early Literacy Strategies storytelling and group reading. activities that aim to develop letter knowledge, knowledge of sounds and early phonics, and introductions to different kinds of writing</p> <p>Equip the Reception learning lodge to enable learning and nurturing interventions Continue to utilise and develop the use of Reception learning &amp; wellbeing lodge.</p>	<p>Develop new early years curriculum and create a stimulating environment to promote self- regulated, play based learning with good collaborative and speaking and listening opportunities</p> <p><a href="#">Self-regulation-strategies</a> +5  <a href="#">Play-based-learning</a> +5  <a href="#">Collaborative-learning-approaches - EEF research</a> +5</p> <p><a href="#">Physical-development-approaches</a> +3  <a href="#">Early-numeracy-approaches</a> +6  <a href="#">Early-literacy-approaches</a> +4  <a href="#">Social-and-emotional-learning-strategies</a> +3</p>	1 , 2 , 3 , 4 , 5 , 6
<p><b>Monitor and support to ensure good use of the new Wandile scheme and phonic reading books</b></p> <p>Monitor and support The use of the Little Wandile Scheme to secure stronger phonics teaching for all pupils</p> <p>Monitor and support sets of Phonic reading books to compliment phonics programme £500</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p><b>To continue To RAISE WRITING STANDARDS</b></p> <p>Ensure writing provision in EYFS leads to accelerated progress and monitor</p> <p>Remodel the English MTPs to single age year groups</p> <p>Promote good teacher and TA modelling</p> <p>All classes to have a working wall to show worked examples/ stages of writing to help with structure and features</p> <p>Enhance and develop the use of role play and drama to support writing</p> <p>Implement use of Mighty Writer in EYFS and KS1 and for KS2 intervention/SEND (£2500 for resources and training )</p> <p>Introduce a 'Writer of the Week' for each class – to be added into Attributes assembly</p> <p>Continue using the writing grids to identify patterns and gaps to inform teaching</p>		

<p><b>Promote Editing, Target Setting and assessment for learning opportunities</b></p> <p>Continue to accelerate the progress in writing by improving independent editing skills</p> <p>Enable children to Use constructive feed-back to secure improvements</p> <p>Empower children to Use self and Peer assessment, to edit and make improvements £1000</p> <p>All classes to have a working wall to show worked examples/ stages of writing to help with structure and features</p> <p>Introduce writing targets – KS1 to be completed by the teacher/TA and KS2 to include child's input in setting and assessing against the targets</p> <p><b>Provide further CPD and monitor &amp; support</b></p>	<p><b>SELF REGULATION</b></p> <p><a href="#"><u>Metacognition-and-Self-regulation - EEF research</u></a> 7 months</p>	4
<p><b>Promote Reading and Raise Reading standards</b> using the Reading Framework Guidance</p> <p>Monitor and support reading across school</p> <p>Develop the reading reward scheme to encourage a love of reading £200</p> <p>Continue reading project with Aston Villa £ 1000</p> <p>Whole school trip to the Christmas Pantomime -£1000</p> <p>Invite to school a visiting Author/Poet. £1000</p> <p>Movie and developing our School library</p> <p>Buy into Warwickshire reading service to ensure relevant topic books and resources £1000</p>	<p>Government Reading Framework Guidance</p> <p><a href="#"><u>Reading-Comprehension-Strategies EEF research</u></a></p>	5
<p><b>Develop Maths Mastery</b></p> <p>Develop good Mastery Maths teaching across the school</p> <p>To ensure a larger proportion of children are enabled to deepen their learning to achieve Greater Depth</p> <p>Give children plenty of opportunity to use and apply their maths to solve problems</p> <p>Ensure all abilities are fully challenged and engaged</p> <p>Monitor and supporting the maths teaching and learning in school</p> <p>Provide Monitoring, Support, and training- from maths Lead with maths Hub support</p>	<p>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:</p> <p><a href="#"><u>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</u></a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#"><u>Improving Mathematics in Key Stages 2 and 3</u></a></p>	6
<p><b>Continue to promote the quality of social and emotional learning. and promote pupil wellbeing.</b></p> <p>Continue to ensure the effective implementation of our PSHES and RSHE curriculum</p> <p>Ensure effective implementation of the on - line digital Jigsaw resources</p> <p>Continue to monitor , support, and develop the well- being curriculum</p> <p>Continue to implement the Whole school Wellbeing Plan</p> <p>SEE WIDER STRATEGIES SECTION BELOW</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#"><u>EEF_Social_and_Emotiona_Learning.pdf(educationendowmentfoundation.org.uk)</u></a></p> <p>Promoting children and young people's mental health and wellbeing</p> <p>A whole school or college approach</p>	8

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

Budgeted cost:

**2022-24**

**2022-23 £82000**

**2021-22 £123,000**

Activities FOR 2022-23	Evidence that supports this approach	Challenge number(s)
<p><b><u>TO ORGANISE, MONITOR AND SUPPORT</u></b></p> <p><b><u>WE ARE EMPLOYING RELEVANT SEN STRATEGIES AND INTERVENTIONS</u></b></p> <p><b><u>Purchase Additional SST support.</u></b></p> <p>£9000</p> <p><b>Time for SEND and Pupil Premium Champion £2000</b></p> <p>Continue to Provide CPD and support to develop TA's. £1000</p>		2 - 6
<p><b><u>Continue to Fund additional adults to ensure early interventions and good inclusion support.</u></b></p> <p><b><u>Such as precision teaching</u></b></p> <p><b><u>Accelerated reading</u></b></p> <p>AND</p> <p><b>To further Develop the role of the TA to enhance and support children's learning at all stages of a lesson</b></p> <p><b>Cost of TA time £60,000</b></p>	<p><b><u>TA's provide intervention and inclusion support for the following:-</u></b></p> <p><b><u>Teaching-assistant-interventions - EEF research 4</u></b></p> <p><b><u>Phonics - EEF research 5 weeks</u></b></p> <p><b><u>Behaviour-interventions - - EEF research 4</u></b></p> <p><b><u>Reading-Comprehension-Strategies EEF research 6</u></b></p> <p><b><u>Oral-language-interventions - EEF Research 6</u></b></p> <p><b><u>Feedback - EEF research 6</u></b></p> <p><b><u>Collaborative-learning-approaches - EEF research 5</u></b></p>	1 - 8
<p><b><u>Utilise the school's learning area</u></b></p>		1 - 8
<p><b><u>Continue to use Neli Programme</u></b></p> <p>to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><b><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></b></p> <ul style="list-style-type: none"><li>encouraging pupils to read aloud and then have conversations about book content</li></ul>	1, 4

	<ul style="list-style-type: none"> <li>with teachers and peers</li> <li>modelling inference through the use of structured questioning</li> <li>group or paired work that allow pupils to share thought processes</li> </ul> <p>extension activities linked to the wider curriculum (e.g., using oral language activities to model technical language in science).</p>	
<b><u>Continue to provide Additional phonics sessions.</u></b>  targeted at disadvantaged pupils who require further phonics support.  See cost of TA's above And cost of SMT , <u>providing</u> training and support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Continue with  <b><u>Year 6 Booster Classes and Catchup Tuition</u></b>  for Maths and For English for all pupils in £4000  Provide Relevant Catchup interventions for those who need further support	Small group tuition:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4 ,5 ,6
<b><u>National Tutoring Pro-gramme</u></b>  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.  Employ an additional teacher for two terms to release experienced teachers to deliver tutoring And Create additional teaching time for Senior Manager to plan, deliver and coordinate tutoring  £25, 000	<b><u>Continue to use the National Tutoring Pro-gramme</u></b>  Employ 0.5 additional teacher for two terms to release experienced teachers to deliver tutoring And Create additional teaching time for Senior Manager to plan, deliver and coordinate tutoring  £15000	2 ,3 ,4 ,5 ,6

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

**2022-23 £42,250**

**2021-22 £32,000**

1. Develop confident and successful lifelong learners With good learning habits, positive attitudes, high self-esteem and high aspirations
2. Developing oral language skills and vocabulary
3. Developing phonics knowledge and skills
4. Developing reading attainment
5. Developing writing attainment
6. Developing maths attainment
7. Ensure access to a wide range of curriculum enrichment experiences
8. Promoting wellbeing and supporting mental health
9. Ensure good Attendance & Punctuality

<b>Activities FOR 2023-24</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Curriculum Enrichment Opportunities</b> <ul style="list-style-type: none"> <li>• Free afterschool clubs Disadvantaged pupils will be encouraged and supported to participate.</li> <li>• Free trips &amp; visiting workshops &amp; pantomime &amp; eggs hatching</li> <li>• Whole class coronet</li> <li>• Class Ukulele</li> <li>• Individual peripatetic music lessons</li> <li>• Free trip to pantomime</li> <li>• Year six residential £100 subsidy</li> </ul>	<b>Promoting children and young people's mental health and wellbeing</b>	7
<b>Cost £10,000</b> <b>(A third of total cost of the above activities)</b>		
<b>Continue to implement the Whole school Wellbeing Plan</b>  <b>CONTINUE TO PROMOTE POSITIVE ETHOS</b> Whole staff committed to creating a positive ethos where children feel valued, encouraged, safe and supported.	<b>Promoting children and young people's mental health and wellbeing</b>  Both targeted interventions and universal approaches can have positive overall effects:	8
Promote our School Council Develop links with Connect for Health (School Nurse Team) and Promote Health initiatives through our 'Health Champions'		

<p>Continue to deliver ‘road safety’ initiatives</p> <p>Continue to embed our Positive School Behaviour Policy</p> <p>Provide further whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p><b>Develop our use of Zones of regulation</b></p> <p>Assistant head release time for Hot Chocolate Friday</p>	<p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b>Children &amp; Family support worker</b> to provide early help and nurturing support for both children and families.</p> <p>£15000</p> <p><b>Develop Links with family learning and family support agencies</b></p>	<p><b>Promoting children and young people's mental health and wellbeing</b></p>	8
<p><b>ENHANCE AND DEVELOP POSITIVE PLAY TIMES</b></p> <p><u>Enhance playtimes.</u></p> <p>Sports coach to support dinner times and encourage games /sport.</p> <p>£6000</p> <p>Create a wellbeing station alongside the playground.</p> <p>£1000</p> <p>Continue to promote the Year 6 playground buddy scheme.</p> <p>Singing Playgrounds initiative</p> <p>Make use of our new Cosy cabin</p> <p>Purchase new benches and playground resources £1000</p>	<p>Children enjoy their dinner time breaks more</p> <p>Children have more active breaktimes</p> <p>Children feel safe and are supported with friendships and positive play.</p>	
<p><b>CONTINUE TO IMPROVE ATTENDANCE</b></p> <p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of</p>	9

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	absence and persistent absence.	
CSAWS attendance support £2000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	AI I

**Total budgeted cost: £21,50**

## Part B: Review of outcomes in previous academic years

### Pupil premium strategy outcomes

This details the impact of pupil premium activity on pupils from September 2021 to July 2023

#### End of KS2 Y6 Pupil Premium end of 2023

##### EXPECTED STANDARD

Subject	Hurley	Nat Av
Reading	<b>55%</b>	60%
Writing	<b>55%</b>	58%
Maths	<b>55%</b>	59%
RWM	<b>36%</b>	44%
GPS	<b>82%</b>	59%
Science	<b>73%</b>	N/A

There were 13 children on pupil premium so one child was worth 6%

##### SCALE SCORES

Subject	Hurley	Nat Av
Reading	<b>101</b>	103
Maths	<b>100</b>	101
GPS	<b>103</b>	102

##### Pupil premium attainment at the end of KS2

Pupil Premium – Y6 2021-22	Reading	Writing	Maths
At EXP	55%	55%	55%
Key Stage Progress	64%	73%	64%

## End of KS2 Y6 Pupil Premium end of 2022

The vast majority of pupil premium children made at least average progress..

The proportion of pupil premium children reaching the expected standards or above was above National average and above that of other local schools

The scaled scores for pupil premium in Reading, Maths, and GPS were above those of other local schools

### EXPECTED STANDARD

Subject	Hurley	Nat Av	Consortium local schools	Warks
Reading	<b>70%</b>	62%	60%	60%
Writing	<b>60%</b>	55%	51%	54%
Maths	<b>60%</b>	56%	49%	52%
RWM	<b>50%</b>	43%	35%	40%
GPS	<b>60%</b>		51%	58%
Science	<b>70%</b>		63%	63%

### SCALE SCORES

	Hurley	Consortium local schools	Warks
READING	<b>103</b>	102	102
MATHS	<b>101</b>	99	100
GPS	<b>102</b>	100	102

### Pupil premium attainment at the end of KS2

Pupil Premium – Y6 2021-22	Reading	Writing	Maths
<b>At EXP</b>	70%	60%	60%
<b>Progress</b>	100%	70%	80%

There were 10 PP children in Year 6. They attained slightly lower than their peers in achieving the expected standard. Three PP children who didn't make expected progress have had significant issues during COVID, with attendance and engagement and with their mental health.

### Pupil premium attainment at the end of KS1

Pupil Premium – Y2 2021-22	Reading	Writing	Maths
<b>At EXP</b>	60%	40%	70%
<b>Progress</b>	80%	80%	100%

Most PP made at least expected progress. . The three children who didn't make expected progress have had significant issues during COVID, with attendance and engagement and with their mental health.

There were 10 PP children in Year 2. They performed similarly to the rest of the cohort in reading and did better in maths. They were below the cohort average in writing, however. Only two PP achieved GD in reading

Overall attendance in 2021/22 remained lower than in pre covid years. When all pupils were expected to attend school, absence and persistent absence among disadvantaged pupils was higher than their peers. The gaps were larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicate that pupil wellbeing and mental health remained significantly impacted last year, primarily due to COVID-19-related issues. The impact remains particularly acute for disadvantaged pupils. We have therefore 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.

# Further information

## Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## Costings (see detailed costing spreadsheet)

### ADDITIONAL TEACHER AND SENIOR TEACHER INTERVENTIONS

Two additional teachers were employed to ensure the Senior Managers are available to Support and monitor teaching and learning. Senior teachers were also deployed to provide additional expert teaching for intervention groups in numeracy and literacy.

- Mr Hardman – Assistant Head teacher and Mrs Hardman a part time senior teacher (From Jan - May) were released from Class responsibilities to boost standards across the school and 33% of this time was spent organising, monitoring or providing direct senior teacher support and intervention for pupil premium children.
- TA's provided inclusion (in class support) or intervention (out of class support)
- Provision plans were put in place to show how each teaching assistant was deployed and ensure effective deployment.

### TOTAL COST OF RELEASING SENIOR TEACHERS FOR 2019/20 = £57,350

33% of this senior management time was spent organising, monitoring or providing direct support intervention for pupil premium children.

33 % of 90,000 (£60 000+ £30 000) = £30,000

**£30,000 is invested in Senior Managers supporting pupil premium children**

### TEACHER ASSISTANT SUPPORT

### TOTAL COST OF TA's FOR 2021 = £180 000

50% TA time was spent supporting pupil premium children

**So £60,000 is invested on Teaching Assistant time directly supporting PUPIL PREMIUM CHILDREN**

### ADDITIONAL AFTER SCHOOL LEARNING SUPPORT INTO YEAR 6 BOOSTER CLASSES

- We provided extension and booster classes for all year children in Numeracy and Literacy
- Year 6 Booster sessions ensured very small child focused sessions afterschool targeted at the different abilities

### Staff deployed for Year 6 booster sessions were:

- Assistant Head teacher Mr Hardman and Mrs hardman
- Teacher Mr Wiggin,
- Assistants Jane Neale, Wendy Bowyer

### COST OF FUNDING THE YEAR 6 BOOSTER SESSIONS = £5,000

£ 2000 of this money directly funded pupil premium children as 33% of year 6 pupils receive pupil premium funding

### TO ENSURE A RICH AND BALANCED CURRICULUM ALL CHILDREN WERE PROVIDED WITH

- Access to free clubs
- At least one free educational trip or visiting artists / workshops per term

FUNDING ALLOCATED TO PROMOTE FREE CLUBS = £10,000

FUNDING ALLOCATED TO PROMOTING FREE TRIPS AND VISITING ARTISTS = £20 000

TOTAL FUNDING TO ENHANCE CURRICULUM =£30 000

**So £10 000 is directly spent of funding pupil premium children because 33% of pupils are pupil premium**

### TOTAL EXPENDITURE ON PUPIL PREMIUM CHILDREN

£30,000	To be spent on senior teacher support monitoring and organisation
£60,000	To be spent on TA support and intervention
£20 000	To be spent on additional teacher to enable 1-1 Tution
£450	To be spent on Year 6 Booster Classes for pupil premium children
	To be spent on Booster /catchup Classes from Y3-Y5
£4400	To be spent on enriching and enhancing the curriculum e.g./ clubs and trips

