

# Hurley Primary School

## Pupil Premium Strategy Statement 2024-25

### 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.

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 of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. We will carefully identify the challenges and barriers to learning of our pupil premium children and make sure that our strategy helps to reduce these barriers.

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 are 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

1. Summary information					
School		Hurley Primary School			
Academic Year	2024/25	Total PP budget	£100,170	Date of most recent PP Review	n/a
Total number of pupils	192	Number of pupils eligible for PP	62	Date for next internal review of this strategy	Sep 2025
Current attainment					
		Pupils eligible for PP (national average)		Pupils not eligible for PP (national average)	
% achieving in reading, writing and maths		60% (55.7%)		65% (67.6%)	
% achieving the standard in reading		60% (62.7%)		85% (80%)	
% achieving the standard in writing		80% (58.8%)		80% (77.9%)	
% achieving the standard in maths		70% (59.3%)		75% (79.6%)	
% making progress in reading		83%		78%	
% making progress in writing		55%		74%	
% making progress in maths		82%		78%	

## Intended Outcomes

	Barriers to future attainment (for pupils eligible for PP, including high ability)	Desired Outcomes	Success Criteria
1	Pupils readiness for learning, including pupil attitude to learning, well-being, the importance of regular routines, attendance and access to space and equipment for homework.	Pupils will demonstrate a love of learning and will have access to resources and effective support, both academic and nurturing in and around school, as well as support for attendance.	Pupils will access appropriate nurture opportunities, interventions and resources in order to make good or better progress in their learning. Attendance of PP pupils will be in line with or better than National Average for Non-PP children.
2	Gaps in prior learning, including skills needed to retain knowledge taught.	Gaps are identified early and teachers put in specific deliberate practice and timely interventions in order to close gaps. Children will be equipped with skills and strategies through interventions and a whole school approach to ensure they can learn and access the curriculum.	Data analysis of termly assessments will show good or better progress over time and that gaps are closing.
3	Limited speech and language skills which impact on learning	Pupils have a good grasp of the English language and can communicate effectively using speech and language skills that are reflective of their stage of development.	All stakeholders correctly use, model and insist upon standard English. Speech and language interventions and support will be put into place for anyone whose skills are not at an age appropriate level.
4	Parental engagement, including aspirations, role models and academic support at home.	Parents take a keen interest in school life, are involved and engaged with workshops and events and feel empowered to support children at home. Pupils aim high and have high aspirations for their future.	Attendance at parents evening is very high. Children will participate in a wealth of experiences and opportunities (including links with local secondary schools and careers) to raise aspirations.
5	Limited life experiences outside of the family home, few enrichment opportunities.	Pupils are provided with regular opportunities to partake in enrichment activities. PP children and families are provided with support for educational visits, as well as support for music lessons.	Pupils attend various social, cultural, sporting and educational visits that they may not usually be exposed to. PP children and families are given support financially with the cost of educational visits etc.
6	Attainment in English and Mathematics.	Attainment of pupils with PP is in line with non-PP in English and Mathematics.	End of Key Stage assessments, phonic screening checks and multiplication checks show that attainment of PP children at ARE is in line with or better than those who are non-PP.

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Ark Curriculum Mathematics Mastery in all year groups. Provide release time for maths lead to plan CPD for staff and staff time in INSET days and staff meetings. Follow up observations, pupil discussion and impact reviews to monitor implementation and impact.</p> <p>In addition to supporting maths fluency and problem solving, this programme is designed to develop oracy around maths and developing pupils' higher function verbal skills.</p>	<p>EEF subsidised program - the independent evaluation found that pupils in schools adopting Ark Mathematics Mastery made, on average, two months' progress compared to other pupils in comparison schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary</a></p>	1,2,3,6
<p>Develop the strength of moderation within school and across other schools, improving all teachers understanding of standards of writing from across all year groups.</p> <p>Staff to attend trialing meetings for their year group to help ensure their writing judgements are as accurate as can be and to inform future learning.</p>	<p><i>One of the most powerful research-based strategies for linking assessment to improved instructional practice is teacher moderation. This process involves educators in a collaborative discussion of student work based on predetermined assessment criteria.</i></p> <p><a href="https://www.onted.ca/monographs/capacity-building-series/teacher-moderation">https://www.onted.ca/monographs/capacity-building-series/teacher-moderation</a></p>	6
<p>Teachers to deliver a curriculum to support pupils mental health, well-being and skills in regulating their emotions. Further CPD to be provided for staff for this.</p> <p>Additional time with teachers to be given to PP pupils to support this process</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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 6
<p>Raise standards in writing</p> <p>On-going development of Mighty Writer as a resource for EYFS and KS1, including CPD sessions, to promote children's early independent writing.</p> <p>Continue to use drama and roleplay to enthuse children and develop vocabulary for writing.</p> <p>Bring in an author to enthuse the children about their writing.</p>	<p>Mighty Writer breaks the process down into manageable chunks, enabling the <a href="#">development of key literacy skills</a>, so children of all abilities can begin to write with confidence.</p> <p><a href="https://www.mightywriter.co.uk/testimonials.html">https://www.mightywriter.co.uk/testimonials.html</a></p> <p>Roleplay is part of the process of developing children's understanding of what they are going to write.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice">https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice</a></p>	1,2,3,6
<p>Raise standards in reading</p> <p>Continue to use the Little Wandle reading scheme and support PP children with targeted small reading groups taught by trained teaching assistants and teacher.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2,3,4,5,6

Subscription to the School Library Service to ensure high quality texts remain up-to-date within the school and encourage more children to read for pleasure, especially our PP children.	<a href="https://educationendowmentfoundation.org.uk/news/education-endowment-foundation-eef-comment-falling-number-of-children-reading-in-spare-time">https://educationendowmentfoundation.org.uk/news/education-endowment-foundation-eef-comment-falling-number-of-children-reading-in-spare-time</a>	
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#### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support pupils in the Early Years with the NELI program	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics 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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Phonics   Teaching and Learning Toolkit   EEF</a>	2, 3, 6
Interventions to support pupils with gaps in prior learning in reading, writing and maths across all year groups.  EPATT, Mighty Writer, Ark Maths, Fine motor and other interventions implemented by trained teaching assistants.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2, 6
Additional STS support which is linked to many of our PP children. This allows us to more quickly assess specific needs and identify appropriate interventions. A higher proportion of our PP access this service	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2, 6
Booster Sessions, twice weekly, to support the needs of Y6 class with 55% PP	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 6

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

Budgeted cost: £31,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Enrichment Opportunities  -heavily subsidized after school clubs attended by 66% of PP pupils	A broad and balanced curriculum is vital to developing the whole child.	1, 4, 5

<ul style="list-style-type: none"> <li>- free music lessons offered for all PP children</li> <li>-whole class music lessons in Cornet and Ukelele,</li> <li>- free trips linked to the curriculum and also for pantomimes</li> <li>-£120 residential subsidy for PP children</li> <li>- playtime support form specialist</li> </ul>	<p>Ogier, Susan - <b>Broad and Balanced Curriculum in Primary Schools : Educating the whole child</b></p>	
<p>Assistant Head and two TA's providing family support work to a proportion of our PP families to support with attendance, anxieties and home issues which impact on children's attainment.</p>	<p>Mental health and education are closely linked.</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</a></p> <p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p> <p><a href="https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1">https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1</a></p>	4
<p>Working with CSAWs to encourage good attendance which is a growing issue with PP children.</p>	<p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p>	4
<p>Information sharing and support meetings with parents</p> <p>Phonics meeting, family learning sessions on phonics and healthy eating</p>	<p>Engaging parents with their children's learning and supporting them to support their children.</p>	4, 6

**Total budgeted cost: £106,320**

#### **Review of Last Year - Outcomes for disadvantaged pupils**

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that PP children in KS2 were working above the national average for PP children in all areas but reading, significantly so in writing and maths. They were also working broadly in line with their non-PP peers with the exception of reading. 75% of EYFS PP children reached a good level of development, above the national average. However, it is worth noting that some pupil premium children may not have been identified as yet. From our internal data, in most year groups, PP children are attaining as well or better than as their PP peers nationally, with the exception of writing and maths in Year 3. On average, progress from the previous key stage is around 90% average for most year groups.

The data demonstrates that our pupil premium strategy is having significant impact on the outcomes, progress and general well-being of our pupil premium children. Attendance for PP children in 23/24 was 90.9%. This was 1.6% lower than national average for disadvantaged children and 4.7% below the national figure for attendance. However this figure was an improvement of 1.2% from the previous year.