

Pupil premium strategy statement 2022-23



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

Detail	Data
School name	Hunloke Park Primary School
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jennifer Murphy, Headteacher
Pupil premium lead	Jennifer Murphy, Headteacher
Governor lead	Andrew Lamb, COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,550
Recovery premium funding allocation this academic year	£6235
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	£85,785

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 their full potential 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring 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.

Challenge number	Detail of challenge
1	SEND: 40% of children in receipt of PP are also on the SEN register, 32% of these children are also in receipt of GRIP funding or have an EHCP.
2	15% of the pupils in receipt of PP have either previously been in care (PLAC) or are currently in care (LAC)
3	Internal and external (where available) assessments indicate that attainment in reading and writing among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, Baseline assessments have shown an attainment gap between 20% and 30% in reading, writing and communication compared to all other pupils. This gap remains steady to the end of KS2.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 85% of referrals to our Pastoral Officer and Early Help are for families in receipt of pupil premium. Over the past 2 years, 50% of referrals to the school Counsellor have been for pupils in receipt of pupil premium.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 4% lower than for non-disadvantaged pupils. 25.6% of disadvantaged pupils have been 'persistently absent' compared to 12.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant increase in the use of restorative practice to support behaviour management.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 12.9% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£42,528.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk4 Writing and Talk 4 reading introduced and embedded consistently to ensure that all pupils are subjected to high quality discussion and age expected language and vocabulary. Tier 2 and 3 vocabulary shared with pupils and parents for all core and foundation subjects through Curriculum overviews on our website and 'Knowledge organizers' to support the pupils in class.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3
Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils – Monster phonics	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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) The EEF guidance is based on a range of the best available evidence:	1

	Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning with the use of Zones of Regulation in every class and by introducing restorative circles (including training package).	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2,4

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

Budgeted cost: **£27,562.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of NELI to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Use of Lexia to support lower attaining pupils with literacy skills including spelling and sentence structure (with purchase of program)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
Use of school based tutor to work 1:1 and in small groups with PP pupils who have gaps in learning.	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:	1,2,3

	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
The purchase of Doodle – maths online intervention to support pupils who have gaps in maths. Mastering Number intervention used in KS1 and Reception to support the development of number. This is used in conjunction with our working with the MathsHub EMW.	https://doodlelearning.com/for-schools an online system that develops personal programmes to support pupils. This programme focuses on the key knowledge and understanding needed in Reception classes, and progression through KS1. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	1

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

Budgeted cost: **£18,715.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches (restorative Practice/ Circles) with the aim of developing our school ethos and improving behaviour across school. Sanctions procedure written, approved by governors and shared with pupils.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
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 including half termly attendance reviews and attendance panels with the chair of governors.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Wave 2 intervention for pupils who needs extra support with social, emotional and mental health and wellbeing, to include: ELSA Forest Schools Positive Play Lego Therapy	We have chosen well known and researched interventions for our pupils to access to support their mental health, wellbeing and social communication. https://www.elsanetwork.org/are_a_contact/derbyshire/ https://www.derbyshire.gov.uk/education/schools/attendance-behaviour-welfare/support/positive-play/positive-play-support-programme.aspx	1,2,4
Wave 3 support for pupils and families with social, emotional and mental health needs, to include: Purchase of P4YP pastoral support package. Counselling	More specialist support for young people and their families with qualified practitioners delivering services.	4
Contingency fund for acute issues.	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.	All

Total budgeted cost: £88,805.20

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in their non PP peers in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees and due to having a higher than national average percentage of pupils that are both Pupil Premium and SEND. 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, which was aided by use of online resources.

Although overall attendance in 2020/21 was lower than in the preceding years at 95.02%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 2% higher.

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.

Externally provided programmes

Programme	Provider
Pastoral Officer	P4YP – Sarah Wilson
Counsellor	Elaine Wright