

Pupil Premium Strategy Statement

Hucknall National C of E Primary

This statement details our school's use of pupil premium 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	Hucknall National C of E Primary
Number of pupils in school (December 2023)	417
Proportion (%) of pupil premium eligible pupils	21% (87)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	12/24
Date on which it will be reviewed	12/25
Statement authorised by	Sarah Barratt (Executive Head Teacher)
Pupil premium lead	Helen Brown (Head of School)
Governor / Trustee lead	Julie Breedon (Chair of Governors)

Funding overview

Detail	Amount (April 2023)
Pupil premium funding allocation this academic year (£1,480 per pupil)	£128,760
Post LAC funding for this academic year	£5,140 (2 pupils)
Service Pupil Premium for this academic year	£1360 (4 pupils)
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	£135,760

Part A: Pupil premium strategy plan

Statement of intent

At Hucknall National C of E, we continue to be driven to close the gaps for our disadvantaged pupils, so that they can progress and reach their potential, regardless of their starting point. We recognise that early intervention to support our children with the challenges they face is critical in our aim to ensure this is realised.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral Language Skills</p> <p>Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2. In general, they are more prevalent among our disadvantaged pupils than their peers, especially since the Covid Pandemic.</p> <p>Internal monitoring in Autumn 2022 demonstrated that 100% of EYFS Pupil Premium children came into school with either their language, communication or Phonics below the level expected for their age. Only 27% of Non-Pupil Premium EYFS children came in below expected. Whilst starting points for language seem to be improving, we continue to focus on this to ensure language gaps are closed early.</p>
2	<p>Phonics</p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively affects their development as readers.</p> <p>In Summer 2023, 40% of disadvantage pupils achieved a Phonics Screen Pass, compared to 66% of non-disadvantaged children. This is a gap of 26%.</p> <p>In Summer 2024, 50% of disadvantaged pupils achieved a Phonics Screen Pass, compared to 87.5% of non-disadvantaged children. This is a gap of 37.5% but the number of pupils in both groups who passed the screen has increased over time.</p>
3	<p>Writing</p> <p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Y6 Summer 2023 59% of PP children achieved ARE compared to 95% of Non-Pupil Premium – showing a gap of 36%.</p> <p>Y6 Summer 2024 58.3% of PP children achieved ARE compared to 81.3% of Non-Pupil Premium – a reducing gap to 23%. This year was moderated.</p> <p>Internal data in Summer 2023 showed the gap in Writing between PP and Non-PP children across the school was on average 30%. This average gap has begun to close as it was a gap of 32% in 2021. Increasing the number of PP children achieving Age Related Expectations continues to be a priority.</p>

4	<p>Well-being</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils was impacted by partial closures during the Covid Pandemic. This impact was to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.</p>
5	<p>Enrichment Opportunities</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to restricted socialisation and a lack of enrichment opportunities during school and nursery closures. These challenges particularly affect disadvantaged pupils, including their ability to access the curriculum and their attainment.</p>
6	<p>Attendance</p> <p>During 2021-22, attendance for Pupil Premium children was 89% compared to 95% for non-Pupil Premium – a 6% gap.</p> <p>During 2022-23 attendance for Pupil Premium children was 91% compared to 95% for non-Pupil Premium children – a 4% gap.</p> <p>During 2023-4 attendance for Pupil Premium children was 93.3% compared to 95.7% for non-Pupil Premium children – a 2.4% gap.</p> <p>Close monitoring of attendance has resulted in closing of the gap between PP and non-PP children. ‘Persistent absence’ of some disadvantaged pupils is still of concern.</p> <p>In 2021-2 of all the Pupil Premium children 38% (attendance below 90%) compared to 11% of all non-disadvantaged pupils during that period (17% gap)</p> <p>In 2022-3 of all the Pupil Premium children 26% were ‘persistently absent’, compared to 10% of non-disadvantaged pupils during that period (16% gap).</p> <p>In 2023-4 of all the Pupil Premium children 18% were ‘persistently absent’ compared to 8% of all non-disadvantage pupils during that period (10% gap).</p> <p>Whilst our monitoring and intervention has reduced the percentage of pupils who are absent, we are still committed to improving this further in order that the progress of these pupils is not hampered by not attending school.</p>

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 and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. The impact of interventions (such as NELI), a play-based curriculum (continuous provision) and reading initiatives (hooked on books) will show impact through assessments and observations. This is evident when triangulated with other sources of evidence, including lesson observations, work sampling, pupil voice and ongoing formative assessment.

<p>Improve reading attainment among disadvantaged pupils</p>	<p>Assessment and observations indicate significantly improved reading skills, through the consistent use of synthetic phonics and a modelled approach to guided reading. Pupil voice will demonstrate that pupils engage and are developing a love of reading. Pupils who do not pass the Y1 Phonics Screen, and those who are in the lowest 20% of readers will be tracked and supported throughout their time at Hucknall National, so they are able to catch up with their peers and attain well.</p> <p>Outcomes for Year 1 phonics screening test is above national average in 2025/26.</p> <p>KS2 reading outcomes in 2025/26 show that more than 78% (2019 National) of disadvantaged pupils met the expected standard (this was 53% in 2020, 69% in 2021, 72% in 2022, 71% in 2023 and 77% in 2024).</p>
<p>Improve writing attainment for disadvantaged pupils</p>	<p>EYFS literacy outcomes for a good level of development are above the national average (64% for non-PP and 17% for PP in 2023 (gap of 47%) in 2025/26. A higher number of disadvantaged pupils will be able to write recognisable letters, spell words by identifying sounds and write simple phrases and sentences that can be read by others. This will be supported by a higher proportion of pupils continuing to achieve the expected standard in communication and language and physical development. (70% of PP children achieved GLD in 2022)</p> <p>Key Stage 2 writing outcomes in 2025/26 show that more than 83% (2019 National Average) of disadvantaged pupils meet the expected standard. (59% of PP children achieved this in 2023)</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, pupils and parent surveys and teacher observations • A reduction in referrals for support • A significant increase in participation in enrichment activities, particularly among disadvantaged students • The impact of training for the mental health lead in school through additional interventions and support provided.
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Average attendance for all pupils to be above 96% • The Gap between Pupil Premium children and non-Pupil Premium children to be less than 3% <p>In 2021-2 the gap was 6%, in 2022-3 the gap was 4%, in 2023-4 it was 2.4%</p>
<p>Improved oral and language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. The impact of interventions (such as NELI), a play-based curriculum (continuous provision) and reading initiatives (hooked on books) will show impact through assessments and observations. This is evident when triangulated with other sources of evidence, including lesson observations, work sampling, pupil voice and ongoing formative assessment.</p>

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: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, consolidate understanding and extend vocabulary.</p> <p>We will continue to purchase resources, intervention programmes and fund ongoing teacher training and release time.</p>	<p>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.</p> <p>Oral Language Interventions EEF</p> <p>£20,000</p>	<p>1, 2 and 3</p>
<p>Continued training using a DfE validated systematic synthetic phonics programme (Read, Write, Inc) to secure stronger phonics teaching for all pupils.</p> <p>Training for new staff across school.</p> <p>Fresh Start Intervention in Y3 and Y4 for children who did not pass the Phonics Screen</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Education Endowment Fund Phonics</p> <p>£20,000</p>	<p>1, 2 and 4</p>
<p>Continued enhancement of our curriculum provision in EYFS and Year 1 through a child-centred, play-based approach.</p> <p>We will fund training and teach release time, including visits to other schools to</p>	<p>A child-centred, play-based pedagogy, based on a secure understanding of child development and delivered by excellent, well-trained staff, will lead to improved outcomes for pupils.</p> <p>Early Excellence and Continuous provision</p> <p>£11,000</p>	<p>1, 4 and 5</p>

<p>observe good practice. We will support staff in these year groups to ensure they are training to deliver this curriculum.</p>		
<p>Promote and support the mental health and wellbeing of pupils and make the best use of resources through senior mental health lead training.</p> <p>We will fund senior mental health lead training, provide resources and facilitate staff training to embed this approach.</p> <p>We will fund wellbeing training for DSL's and cascade this to staff as part of a whole school mental health strategy</p>	<p>Research based upon the 8 principles of a whole school or college approach to promoting mental health and wellbeing, which, if applied consistently and comprehensively, will help contribute towards protecting and promoting children and young people's mental health and wellbeing.</p> <p>DFE Promoting mental health and wellbeing</p> <p>£8000</p>	<p>5</p>

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>This will include NELI in EYFS/Y1.</p>	<p>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.</p> <p>Education Endowment Fund Oral language interventions</p> <p>£3000 staffing costs</p>	<p>1, 2 and 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by trained staff and include Fresh Start interventions and L'Explore interventions in Y3, 4 and 5.</p>	<p>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.</p> <p>Education Endowment Fund Phonics Toolkit</p> <p>£5000 training and staff allocation</p>	<p>1, 2 and 3</p>
<p>Deploy additional specialist trained staff to support with interventions in reading and language development.</p> <p>All staff in EYFS and KS1 trained in the use of RWInc. Two staff deployed in EYFS/Y1 trained in NELI. Experienced KS1 teachers, RWInc trained, deployed in Y3. TAs in Y3 and Y4 trained in RWInc and Fresh Start.</p>	<p>The positive impact of interventions can only be fully exploited through the delivery of an explicit and systematic approach to delivery. This can only be achieved through a consistent approach achieved by highly trained staff.</p> <p>Education Endowment Fund Phonics</p> <p>Targeted deployment, where teaching assistants and teachers are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p>Education Endowment Fund teaching assistant interventions</p> <p>£20000</p>	<p>1, 2 and 3</p>
<p>Using school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant</p>	<p>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:</p>	<p>1, 2 and 3</p>

<p>proportion of pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Tuition will take place across KS2.</p>	<p>Education Endowment Fund one to one tuition</p> <p>And in small groups:</p> <p>Education endowment fund small group tuition</p> <p>£10,000</p>	
<p>Targeted academic support to be monitored closely by trained staff in each phase to ensure consistent delivery and impact of interventions, especially for disadvantaged pupils. Staff will oversee interventions and progress in their own phase and this information will be monitored Pupil Premium Lead. All disadvantaged pupils will receive interventions.</p>	<p>Teaching assistants can provide a positive impact on learner outcomes but their deployment needs to be carefully considered and monitored. The impact of interventions that are specialist, focus on progress and are proven to have impact are most effective.</p> <p>Education Endowment Fund teaching assistant interventions</p> <p>£5000 release time</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This time for staff to implement procedures to improve attendance. This will also include strategies to engage families by raising the profile of education and supporting them individually where required.</p> <p>Attendance monitoring procedures in place.</p> <p>Attendance Panels held to improve the attendance of persistent absentees.</p> <p>Attendance will be monitored daily and home visits carried out for any pupils whose absence is not explained by 10.30am each day</p> <p>Fines issued through the LA for unauthorised absence through holiday</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Education Endowment Fund parental engagement</p> <p style="text-align: center;">£12,000</p>	<p>5 and 6</p>

<p>Ensure pupils are ready for the next stage of education. They have the knowledge and skills they need to go onto the next stage of their education</p> <p>Children will take part in an enrichment curriculum including bespoke French and Music lessons, Yoga and an additional sport</p>	<p>Research from the EEF suggests that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. We believe Enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p> <p>Life Skills Aspiration Interventions</p> <p>Arts Participation</p> <p>£12,000</p>	<p>4 and 5</p>
<p>Improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>Education Endowment Fund social and emotional learning</p> <p>£10,000</p>	<p>4 and 5</p>

Total budgeted cost: £136,000

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.

Key Stage 2

Key Stage 2 end of year assessments during 2023-24 suggest that the performance of disadvantaged pupils was higher than the National Average for all children in Reading and Maths. This partly reflects our strong school focus on Reading. Compared to our results for Pupil Premium children in 2020 we have seen a considerable improvement in our Reading scores and a slight increase in our Writing and Maths scores.

	Summer 2024			Summer 2023			Summer 2022			Summer 2021		
% achieving expected standard	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Reading	77%	85%	-8%	71%	100% (National 73%)	-29%	72%	100%	-28%	69%	93%	-24%
Writing	54%	83%	-29%	59%	95% (National 71%)	-36%	61%	95%	-34%	69%	88%	-19%
Maths	77%	89%	-12%	60%	91% (National 73%)	-31%	61%	93%	-32%	69%	86%	-17%

Key Stage 1

	Summer 2023			Summer 2022			Summer 2021		
% achieving expected standard	PP children	Non-PP children	Gap	PP children	Non-PP children	Gap	PP children	Non-PP children	Gap
Reading	44%	76%	-32%	33% (4)	60%	-27%			40%
Writing	33%	45%	-12%	25% (3)	50%	-25%			31%
Maths	33%	84%	-51%	42% (5)	71%	-29%			43%

2022-23 data showed the gap between Pupil Premium and non-Pupil Premium children remained like that in 2021-22 in Reading but that more PP and more non-PP children achieved the expected standard.

In Writing the gap closed and more PP children achieved the expected standard.

In maths the gap widened largely due to the very high percentage of non-PP children achieving the expected standard. Standards at the end of KS1 remain a priority.

Phonics

	Summer 2024			Summer 2023			Summer 2022			Summer 2021		
	PP	Non-	Gap	PP	Non-	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Phonics Pass	50%	88%	38%	40%	66%	26%	44%	84%	40%	69% (National 71%)	89%	20%

In 2024 the gap between Pupil Premium and Non-Pupil Premium children widened from the previous year, but the outcomes for PP and Non-Pupil Premium children have steadily risen since 2022.

Following the pandemic we have experienced increased numbers of children coming into school with lower language and communication and this has had an impact upon our Phonics outcomes in KS1. However, Reading remains a strong focus and we are seeing the impact of this hard work in our Key Stage 2 outcomes.

Attendance

	Summer 2024			Summer 2023			Summer 2022		
	PP children	Non-PP children	Gap	PP children	Non-PP children	Gap	PP children	Non-PP children	Gap
Attendance	93.3%	95.7%	2.4%	91%	95%	4%	89%	95%	6%
Persistent absenteeism (below 90%)	18%	8%	10%	26%	10%	-16%	38%	11%	-27%

During 2023-24 attendance for Pupil Premium children was 93.3% compared to 95.7% for non-Pupil Premium children – a 2.4% gap. This gap has closed from a 6% in 2022 and 4% in 2023. This closing in gap is a result of close monitoring of attendance. However, the 'persistent absence' of some disadvantaged pupils is still of concern and is of high importance.

In 2023-4 of all Pupil Premium children 18% were 'persistently absent', compared to 8% of all non-disadvantaged pupils during that period. Taking swift action to support these families has closed the gap as in 2022 it was -27%, in 2023 -16% and now -10%. This gap still needs to close and acting upon absence remains a priority.

Our assessment and observations indicate that pupil behaviour and mental health were not significantly impacted because of the pandemic due to our whole school strategy and focus on supporting student well-being. The impact was alleviated for disadvantaged pupils due to the work carried out in school and at home in conjunction with our Child and Family Support Worker. We used Pupil Premium funding to provide a targeted approach for all pupils and personalised interventions where required. This is an approach that we will continue and build on after recognising the fundamental impact this strategy has had in 2020-21, 2021-2, 2022-3 and 2023-4.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support from Family Support from our Child and Family Support Worker
What was the impact of that spending on service pupil premium eligible pupils?	Children retained contact with their father Children's mental health and well-being supported Children's family supported

