

Pupil Premium Strategy Statement

Hucknall National C of E Primary

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	Hucknall National C of E Primary
Number of pupils in school (November 2021)	409
Proportion (%) of pupil premium eligible pupils	22% (90)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	12/21
Date on which it will be reviewed	12/22
Statement authorised by	Sarah Barratt (Head Teacher)
Pupil premium lead	Helen Brown (Deputy Head Teacher)
Governor / Trustee lead	Julie Breedon (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220
LAC funding for this academic year	£4,690
Service Pupil Premium for this academic year	£903
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119,585
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 are able to 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.</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 impacts their development as readers.</p> <p>In Summer 2021, 77% of disadvantaged pupils achieved a Phonics Screen Pass compared with 93% of their Non-Disadvantaged Peers. This is a 16% gap. During Summer 2020, the gap was 40%.</p>
3	<p>Writing</p> <p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>In Y6 in Summer 2021 69% of PP children achieved ARE compared with 88% of Non PP children. Showing a gap of 19%.</p> <p>Across all other year groups in Summer 2021, internal data suggests the gap between PP and Non-PP children in Writing was on average 32%</p>
4	<p>Well-being</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies.</p>

	This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.
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>Our attendance data during 2020-21 indicates that attendance among disadvantaged pupils has been between 3-5% lower than for non-disadvantaged pupils.</p> <p>During 2020-21, 20% of all disadvantaged pupils were 'persistently absent', compared to only 2% of all non-disadvantaged pupils during that period. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.</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.
Improve reading attainment among disadvantaged pupils	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

	<p>demonstrate that pupils engage and are developing a love of reading.</p> <p>Outcomes for Year 1 phonics screening test is above national average in 2024/25.</p> <p>KS2 reading outcomes in 2024/25 show that more than 78% (2019 National) of disadvantaged pupils met the expected standard.</p>
<p>Improve writing attainment for disadvantaged pupils</p>	<p>EYFS literacy outcomes for good level of development are above the national average in 2024/25. 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 achieving the expected standard in communication and language and physical development.</p> <p>Key Stage 2 writing outcomes in 2024/25 show that more than 83% (2019 National Average) of disadvantaged pupils met the expected standard.</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 2024/25 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 <p>Impact of training for the mental health lead in school through additional interventions and support provided.</p>
<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"> • 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 3%

	<p>The percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</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: £65,000

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 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 all staff EYFS – Y2.</p> <p>Fresh Start training for Y3 and Y4.</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>£25,000</p>	<p>1, 2 and 4</p>

<p>Enhancement of our curriculum provision in 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 observe good practice.</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>£4000</p>	<p>1, 4 and 5</p>
<p>Enhancement of our writing curriculum through whole staff training, sharing good practice and moderation.</p> <p>We will fund staff training in writing and fund staff release time to work with other schools to improve outcomes in writing across our academy trust.</p>	<p>Staff need training to further enhance their provision of The Write Stuff approach, which is a programme based upon cognitive research. It teaches pupils strategies for planning and monitoring their writing and facilitates writing composition strategies through modelling and supported practice. This is further embedded through extensive practice.</p> <p>Education Endowment Fund improving literacy KS2</p> <p>Education Endowment Fund improving literacy KS1</p> <p>£10000</p>	<p>1 and 3</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>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>£6000</p>	<p>5</p>

We will fund wellbeing training for DSL's and cascade this to staff as part of a whole school strategy to support mental health.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase 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>£2000 staffing costs</p>	1, 2 and 3
<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>	1, 2 and 3
<p>Deploy additional specialist trained staff to support with interventions in reading and language development.</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</p>	1, 2 and 3

<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>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>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 pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Tuition will take place across KS2.</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>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>1, 2 and 3</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</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>1, 2 and 3</p>

information will be monitored and reviewed by a member of SLT. All disadvantaged pupils will receive interventions.	£5000 release time	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

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 will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers 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>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>£10,000</p>	5 and 6
<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</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>	4 and 5

development and training for staff.	Education Endowment Fund social and emotional learning#	
	£10,000	

Total budgeted cost: £130,000

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.

Teacher Assessments for outcomes at Key Stage 2 during 2020-21 suggest that the performance of disadvantaged pupils was higher than in the previous two years in Reading, Writing and Maths. In all three subjects in 2021, 69% of Pupil Premium children achieved the expected standard compared to 53% in all subjects in 2020. This is also an improvement from 2019. The gap has closed in all subjects for 3 years in a row, as follows:

	Summer 2021			Summer 2020			Summer 2019		
% achieving expected standard	PP children	Non-PP children	Gap	PP children	Non-PP children	Gap	PP children	Non-PP children	Gap
Reading	69%	93%	-24%	53%	90%	-37%	20%	64%	-44%
Writing	69%	88%	-19%	53%	85%	-32%	40%	83%	-43%
Maths	69%	86%	-17%	53%	93%	-40%	40%	83%	-43%

Key Stage 1 data shows the gap between Pupil Premium and non-Pupil Premium children was closed in Reading and Writing but stayed the same in Maths. In Reading the gap closed from 57% in 2020 to 40% in 2021. In Writing it closed from 60% to 31% and in Maths it stayed at 43%. Although the outcomes for Pupil Premium children are still not in line with National, the gap has still closed and more than double the number of Pupil Premium achieved the expected standard in Reading and Writing than in the previous year.

In 2020-21 the gap also closed in early Reading with 85% of all pupils achieving the expected standard in the Phonics Screen in Year 2. 69% of Pupil Premium (89% of non-Pupil Premium) passed the screen showing a gap of 20%. The National average

for Pupil Premium children passing the screen in 2019 was 71% showing we are in line with National for the first time. During 2019-20 only 40% of Pupil Premium children achieved the expected standard and the gap was 44%.

These outcomes have been achieved despite the fact we haven't fully realised the strategy for 2020-21.

Our assessment of the reasons for our previous strategy not being fully implemented was primarily due to the Covid Pandemic. This disrupted all of our subject areas. School closure was mostly detrimental to our disadvantaged pupils as they were not able to fully benefit from our Pupil Premium funded improvements. Teaching and targeted interventions were not fully implemented to the degree intended. However, the impact was mitigated by our focussed resolution to maintain a high quality curriculum even during periods of partial closure.

During the Pandemic when most children were learning remotely, on average 85-90% of Pupil Premium accessed the education we provided. On average 26% of Pupil Premium children were taught in school during the National lockdowns. All Pupil Premium children who were not able to access learning online were provided with the resources and support necessary to be able to continue their education at home.

Our curriculum was personalised, specifically to meet the needs of disadvantage pupils, and built upon the relationships with our families.

In 2019-20 Pupil Premium children's attendance was 87%. This rose by 6% to 93% in 2020-21. The gap between Pupil Premium children's attendance and non-Pupil Premium children's attendance has also closed from 5% to 4%. Persistent absence and the attendance of Pupil Premium children in general is still an issue and will be part of our plan in 2021-22.

Our assessment and observations indicate that pupil behaviour and mental health were not significantly impacted last year primarily due to the 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.

Externally provided programmes

Programme	Provider
National Tutoring Programme	Connex Education/ Teaching Personnel
Take 5 – Breathing Strategy	Take Five
L’explore – Reading Intervention Strategy	L’explore

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Scrap Book for Parent away on Service 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

