# Pupil premium strategy statement This statement details our 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

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| Detail | Data |
| School name | Archbishop Hutton’s VC Primary School |
| Number of pupils in school | 98 |
| Proportion (%) of pupil premium eligible pupils | 23 children – 23.9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Stuart Pugh |
| Pupil premium lead | Stuart Pugh |
| Governor / Trustee lead | Mary Jackson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 33,640 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £ 33,640 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| All children should have the opportunity to thrive in school and achieve their potential. For some children from disadvantaged backgrounds, additional care and support in school will be necessary to allow this to happen. Through a combination of enhanced support, access to wider and extra-curricular activities, family engagement and targeted learning support we aim to give disadvantaged pupils the best chance to thrive and succeed in our school, and be prepared for the transition to secondary.  We will endeavour to identify any barrier to learning for any child, including those most disadvantaged, and support them accordingly. We know that for some children, these barriers are due to emotional, behavioural or social difficulties and we meet these needs through personalised programmes.  Our strategy for developing the whole child includes offering a range of opportunities to develop skills for life. By teaching through a creative curriculum and using visitors and visits, we ensure all children develop the skills and knowledge they need to be successful. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | To continue to improve Quality First Teaching in all classrooms |
| 2 | To ensure relevant children receive effective and timely intervention |
| 3 | To ensure all children have opportunity to experience the wider cultural capital on offer |
| 4 | To support those children with social and emotional issues to access the full curriculum |

## 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.

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| Intended outcome | Success criteria |
| Increase attainment of PP children in Reading, Writing and Maths | PP children achieve as well as non PP children.  PP children make at least expected progress, from their starting points, in Reading, Writing and Maths. |
| All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics. | Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics. CPD for teachers and TAs is relevant to the needs of the children and the support that they require. |
| All pupils eligible for the pupil premium without SEND will make at least expected progress in reading, writing and mathematics. Those in need of post lockdown catch up are provided with appropriate intervention. | Additional teaching assistant interventions, and one to one support in reading, writing and mathematics.  CPD for teachers and TAs is relevant to the needs of the children and the support that they require. |
| All pupils are able to access enrichment and wider curriculum opportunities | Any additional enrichment activities are made available through reduction in payments eg for school visits and residential visits with links to the National Curriculum.  Provide children with enriched opportunities to extend their understanding of the curriculum: eg – Access to musician, artist, author led activites. |
| To ensure the well-being needs of all pupils in receipt of PP funding are met to ensure they are ready for learning | Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and interventions |

**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: £ 6000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Relevant CPD to support improvement of Quality First Teaching | Evidence shows that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. | 1 |
| Relevant CPD to support improvement of interventions offered within school | Evidence shows that teachers and teaching assistants providing targeted academic support, including linking structured one-to-one or small group intervention to classroom teaching impacts positively on progress | 2 |

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

Budgeted cost: £22,000 TA Support £800 for intervention programmes and licences

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA support for 1:1 and small group interventions | Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement | 1 2 |
| Intervention programmes and subscriptions | 2 |
| Continue with the use of IDL as a support for pupils in need of additional input | See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching and individualised learning pupil passports. | 2 |

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

Budgeted cost: £4,840

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide financial support to ensure all pupils can access curriculum enrichment and extra-curricular opportunities | Evidence shows there is much benefit academically, for attendance and in levels of participation when children have access to curriculum enrichment. | 3 |
| 2 x per year outdoor pursuits day at Borwick Hall focussed on teambuilding and collaboration.  Paid for by PP and Sports Funding  Build up confidence and resilience following recent Covid19 lockdown periods | Outdoor activity is particularly beneficial during times of anxiety, stress, and adversity: it provides a sense of control and independence; it helps children make sense of things they find hard to understand; it supports their coping and resilience.  <https://schoolsweek.co.uk/outdoor-play-is-key-to-reopening-and-recovery/>  <https://childmind.org/article/why-kids-need-to-spend-time-in-nature/> | 4 |

**Total budgeted cost: £ 36,640**

# 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 2022 to 2023 academic year.

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| Our assessments showed that although Reading remained strong throughout school, writing was an area for development across school and maths was for our disadvantaged children.  We had 25 disadvantaged children.  64% working at expected level for maths 68% working at expected level for reading 48% working at expected level for writing  We needed to spend the majority of our PPG on TAs to ensure each class had the appropriate support moving forward. This allowed us to close the gaps in learning which is evident from the % at ARE in Maths and Reading.  This deployment has also helped us to start the process towards closing the gaps in writing (which was a very difficult subject to teach effectively during the lockdowns and we are seeing the fallout from this in the early years and KS1)  All PP children have benefited greatly from visits to the theatre, outdoor learning days at Borwick Hall, visits from Yoga teachers to teach meditation (aiding mental health) and other curriculum enhancements. |