Pupil premium strategy statement – Hummersea Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Moonie
Pupil premium lead	Claire Moonie
Governor / Trustee lead	Jeanne Parncutt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,875
Recovery premium funding allocation this academic year	£18,125

Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£200,000

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all children make good progress and achieve the best that they can. The focus of the pupil premium strategy is to support all children regardless if they are eligible for the additional funding or not. High quality teaching will support all children.

Ultimately, we want all children, who leave Hummersea Primary School, to achieve inline with National expectations. When comparing pupil premium children with 'like 'children, we want pupil premium children to 'over achieve'. Pupil premium funding is not aimed at the lowest ability children.

High quality teaching for all children is at the centre of the plan. All children are taught in classes which have a maximum of 22 children in them (the average number being 18 children). We believe that having a very high teacher to child ratio is the best way to achieve good results. High quality teaching is proven to have the greatest impact on all children.

Targeted support through tutoring has ensured that all children in upper Key Stage 2 receive tutoring to help the fill the gaps left by covid.

We have three key principles in the strategy.
• To provide small class sizes to maximise the high quality teaching that all children can receive.
• To Target specific children for tutoring to make sure they are secondary school ready.
• To provide wider learning opportunities for all children.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations by EYFS staff have shown that children enter the setting well below 'national average'. This is apparent in all learning areas. The low starting points in EYFS mean the children have to 'catch up' their learning.
2	Historically, children have shown that they have struggled to engage with all learning due to lack of strategies for self regulation.
3	Low levels of aspiration, low levels of engagement and learning by pupil premium children hamper children when securing future ambitions eg. Secondary school learning ethos.

4	National studies suggest that all children were effected by school closures during the pandemic. This has resulted in significant gaps in children's learning.
5	Discussions with families living in the deprived ward of Loftus mean that the children are not exposed to wider learning opportunities that other families make available to their children. For example, visits to local farms or Christmas decoration making.

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
To keep the attainment gap between disadvantaged children and non-disadvantaged children as close to national average. This is based on external year 6 tracking.	KS 2 SATs data will show that the school is inline or above national average. KS 2 SATs data for pupil premium children will show that it is above national average. KS 2 progress measure of Reading, Writing and Maths will be above 0.
For at least 75% of disadvantaged children to make or exceed national expected progress. This is based moderated internal data.	Yearly tracking data will show that pupil premium children outcomes in Reading, Writing and Maths will be inline with their peers.
Ensure class sizes are kept under 22.	The teacher to child ratio will be kept high so that 1:22 can be achieved. High quality teaching will be available to all children.
To provide wider social learning opportunities for all children.	For there to be a visible positive culture of wider learning for all children throughout school.

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: £ 180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional teachers to deliver high quality learning to classes smaller than 22 children.	Small class sizes support learning in the younger children - unto year 4. Small class sizes impact learning by allowing higher quality interactions with all children. The increased feedback the pupils receive to further their learning.	1,2,3,4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring programme to provide specific children with high quality tutoring.	Tutoring targeted at specific needs and knowledge gaps.	1,2,3,4

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

To provide additional high quality learning opportunities that impact on their cultural capital development.	Development of children's social emotional learning. Development of resilience, self confidence and motivation to achieve.	1,2,3,4,5

Total budgeted cost: £260,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2022 to 2023.

EYFS - PP = 58%; Non PP = 75%

Year 2 Assessments

Reading PP = 75%; Non PP = 77%;

Writing   PP = 67%; Non PP = 77%;

Maths PP = 83%; Non PP = 985%;

Year 6 SATs -

Reading PP = 82%; Non PP = 85%; National All = 73%

Writing   PP = 77%; Non PP = 95%; National All = 71%

Maths PP = 91%; Non PP = 95%; National All = 73%

SPAG PP = 82%; Non PP = 95%; National All = 72%

RWM Combined PP = 73%; Non PP = 75%; National All = 59%

National Data is from 2022.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.