

# Pupil premium strategy statement

# Hob Moor Community Primary Academy

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	281
Proportion (%) of pupil premium eligible pupils	44.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Debbie Cousins and Nina Hagen
Pupil premium lead	Scott Donkin
Governor / Trustee lead	Stephanie Windsor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 165,868
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ <u>15,990</u>
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£181,818

# Part A: Pupil premium strategy plan

## Statement of intent

### **Context**

Hob Moor Community Primary Academy serves a local community with increasing social deprivation, including a high proportion of families accessing multi-agency support including children's services.

Common barriers to learning for our disadvantaged children include: less support at home, poor language and communication skills, social emotional and mental health problems, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

### ***What are your ultimate objectives for your disadvantaged pupils?***

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make progress that is in line with, or exceeds that of their peers, in order to reach or exceed Age Related Expectations.

### ***How does your current pupil premium strategy plan work towards achieving those objectives?***

To ensure our disadvantaged children learn effectively, we will:

- ensure children are challenged on a daily basis in the work that they are set across the curriculum
- to put early intervention in place when barriers to learning are identified
- adopt a whole school approach in which all staff take responsibility for the progress and attainment of disadvantaged children.
- ensure that all staff have high expectations of what our children are able to achieve

### ***What are the key principles of your strategy plan?***

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserved the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially advantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Language Development</b> - high numbers of pupils with Speech, Language and Communication Needs and delayed language development and gaps in their vocabulary. This is more prevalent amongst disadvantaged children and is evident across all age ranges, from Reception to Y6.
2	<b>Phonics and Reading</b> - observations of teaching and learning and discussions between colleagues indicate disadvantaged children are more prone to difficulties with Phonics than their non-disadvantaged peers. This can lead to a negative impact on their reading, comprehension and writing development and restrict access to a broad and varied curriculum.
3	<b>Pupil Wellbeing</b> - low self-esteem, resilience and aspirations for some pupils has led to lower engagement when in class and the possibility of falling behind. Teachers observe many social and emotional challenges for many of our disadvantaged children which can act as a significant barrier to their learning. High mobility is also a challenging factor in our school.
4	<b>Attendance</b> - There is an ongoing concern that lack of regular attendance is a significant factor that is negatively impacting progress and attainment for disadvantaged children. Low levels of attendance and punctuality can amount to missed learning opportunities in school. High levels of persistent absentees.

## 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
<b>Language Development</b> Speech and language skills and use of vocabulary across all ranges by disadvantaged children.	Pupil assessments will indicate significantly improved oral language among disadvantaged pupils, evident through pupil engagement in lessons, book looks and ongoing formative assessment.
<b>Phonics and Reading</b> PPG pupils will have closed the gap with reading, make good progress and achieve expected outcomes, especially in Early Reading and the Phonics screening check. PPG pupils will be in line with non PPG for phonic and reading outcomes in Y6.	Increasing number of pupils achieve the national average in the Phonics screening check (79%) and Y6 SATs (59%), including PPG pupils. Progress of PPG pupils is closely monitored and early intervention put in place when needed.
<b>Pupil Wellbeing</b> Increase in positive responses to pupil voice surveys with regard to social and emotional wellbeing.	Increasing numbers of pupils know how to respond to social-emotional challenges. Increasing numbers of pupils are able to articulate their feelings and regulate their actions so that they can access their learning and feel safe and happy in school.
<b>Attendance</b>	There will consistently follow up persistent absentees with parents. Attendances plans will be put into place for PPG pupils that need

For PPG pupils to attend school regularly and on time with a target of 96% or above attendance.	support in achieving the target of 96%. Attendance and punctuality of targeted pupils will improve to be in line with all pupils at 96%. New attendance initiatives will have a significant impact.
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## 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.

### Wave 1 Teaching

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of synthetic phonics programme to ensure high quality phonics teaching for all EY and KS1 children and identified children in KS2.	Systematic program validated by the DFE. EEF stated that a systematic phonic program can have a positive impact (+5 months) as an important component in the development of early reading. Working with Literacy Specialists from the English Hub has enhanced the impact of the past year and will continue over the next academic year.	2
Full time teacher currently employed to deliver small group and 1:1 targeted interventions for reading in KS1 and Y6.	As above	2
Whole school SDP aimed at improving whole school outcomes, with a focus on Y6 and attendance.	Research shows that short term goals that are more achievable and regularly reviewed are more likely to have impact.	2

### Targeted academic support

Budgeted cost: £49,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics Keep Up sessions for identified children in EY, KS1 and	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit	2

KS2. Subject Lead to continue to train staff in the implementation of the Little Wandle programme. Staff release time for observations, monitoring training and team teaching. 1x teacher employed to deliver daily interventions in KS1.	from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided (EEF).	
KS2 Reading Interventions  Subscription to PiXL and related reading therapies for Y6 target group of children, delivered every afternoon by dedicated intervention teacher.	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 and in small groups (EEF).	2
Embedding of Speech and Language Intervention	WellComm Speech and Language Toolkit designed by Speech and Language Therapist implemented in EYFS.	1

## Wider strategies

Budgeted cost: £90,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in ELSA for emotional literacy intervention	Social and emotional learning interventions can add up to 4 months of progress in academic outcomes over the course of a year when implemented regularly.	1
Embedding principles of consistent and regular attendance and punctuality, through more attendance initiatives and teachers having regular conversations	Embedding good practice set out in DfE document Improving School Attendance – an evidence based document produced in partnership with schools where attendance has significantly been improved.	4
Draw and Talk Interventions	EEF Social and emotional learning Behaviour interventions and universal approaches have positive overall effects, on average +4 months. EEF Behaviour interventions Metacognition and self-regulation approaches, as supported by the pastoral team, has a high potential impact, on average +7 months. EEF Metacognition and self-regulation	3
Barriers to Learning Pilot group	Identifying barriers to learning early can help us forward plan to improve outcomes for all children.	1,2,3,4

School based pastoral team working with all families in the school community.	Pastoral support for areas such as behaviour and emotional support have a strong evidence base of having significant impact.	3
Wider variety of enrichment opportunities across a broad range of curriculum subjects, including Music and Sport.	EEF states that all children deserve a well rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment.	1,3,4
Attendance Team closely monitors attendance and offer incentives for good attendance, sending reminder letters and supporting families.	<p>The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.</p> <p>Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage (DFE blog publication, 2023).</p>	4
Wellbeing Breakfast for children that need support when coming into school in the morning.	<p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> <li>● Improve cognitive function, particularly memory, attention, and executive function</li> <li>● Improve academic performance, including school grades and achievement test scores</li> <li>● Increase on-task behaviour in the class</li> </ul> <p>(Family Action).</p>	3,4

**Total budgeted cost: £181,818**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Attendance and Punctuality

**Intended Outcome:** Attendance improves to at least in-line with national % and % of persistent absence is reduced.

Our overall attendance is not yet at the national target of 96%. This is due to the number of persistent absentees. However, the number of persistent absentees has reduced in the past month from 26% to 24%.

### Phonics

**Intended Outcome:** PPG pupils will be in line with non PPG for phonic outcomes.

For all pupils, the number of children reaching the expected standard in the Phonics Screening Check increased from 55% in 2022 to 82% in 2023.

89% of PPG pupils met the expected standard of the Phonics Screening check (8/9). 79% of Non-PPG pupils met the expected standard of the Phonics Screening check (19/24).

### Progress in Reading

**Intend Outcome:** PPG pupils will have closed the gap with reading, make better progress and achieve expected outcomes, especially for Early Readers.

#### Year 2

For all pupils, the number of children reaching the expected standard in the End of Key Stage 1 Reading Test decreased from 63% in 2022 to 59% in 2023.

75% of PPG pupils met the expected standard in the End of Key Stage 1 Reading Test (9/12). 52% of Non-PPG pupils met the expected standard in the End of Key Stage 1 Reading Test (15/29).

#### Year 6

For all pupils, the number of children reaching the expected standard in the End of Key Stage 2 Reading Test decreased from 58% in 2022 to 56% in 2023.

38% of PPG pupils met the expected standard in the End of Key Stage 2 Reading Test (6/16). 67% of Non-PPG pupils met the expected standard in the End of Key Stage 2 Reading Test (20/30).

### Progress in Writing

**Intended Outcome:** PPG pupils will have closed the gap with writing, making better progress and achieving expected outcomes. PPG pupils will be confident to transfer skills and knowledge when writing across the curriculum.

#### Year 2



For all pupils, the number of children reaching the expected standard in the End of Key Stage 1 Writing TA increased from 55% in 2022 to 56% in 2023.

75% of PPG pupils met the expected standard in the End of Key Stage 1 Writing TA (9/12). 52% of Non-PPG pupils met the expected standard in the End of Key Stage 1 Writing TA (15/29).

### **Year 6**

For all pupils, the number of children reaching the expected standard in the End of Key Stage 2 Writing TA increased from 66% in 2022 to 73% in 2023.

50% of PPG pupils met the expected standard in the End of Key Stage 1 Writing TA (8/16). 86% of Non-PPG pupils met the expected standard in the End of Key Stage 1 Writing TA (26/30).

### **Progress in Mathematics**

**Intended Outcome:** PPG pupils will close the gap in maths and make better progress in order to achieve expected outcomes.

### **Year 2**

For all pupils, the number of children reaching the expected standard in the End of Key Stage 1 Maths Test maintained from 63% in 2022 to 63% in 2023.

75% of PPG pupils met the expected standard in the End of Key Stage 1 Maths Test (9/12). 52% of Non-PPG pupils met the expected standard in the End of Key Stage 1 Maths Test (15/29).

### **Year 6**

For all pupils, the number of children reaching the expected standard in the End of Key Stage 2 Maths Test increased from 55% in 2022 to 64% in 2023.

50% of PPG pupils met the expected standard in the End of Key Stage 2 Maths Test (8/16). 70% of Non-PPG pupils met the expected standard in the End of Key Stage 2 Maths Test (21/30).

### **Pupil Wellbeing**

**Intended Outcome:** Improve pupil wellbeing and increase cultural capital.

CPD has heavily focused on how staff members can quickly identify emotional barriers to learning and put early intervention in place. Pupil voice shows that children feel safe in school and that they have a voice that is heard within school. Recent changes to playtimes and lunchtimes reflect this. The OFSTED report from October 2022 states 'Pupils' behaviour is good. Pupils are clear that bullying does not occur frequently, and they would report it if it did. They trust adults to deal with worries or concerns.'

Pupil voice and lesson drop ins show that children are able to discuss places around the world and people from other cultures in depth.

### **Home – School Engagement**

**Intended Outcome:** Families with difficulties will be supported and engagement with school will increase.

An increased number of families are accessing support through a variety of partnerships, such as the 'Big Futures Foundation' and the School Wellbeing Service.

## 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.*

<b>Programme</b>	<b>Provider</b>
Music lessons and tuition	Sing Education

