

Pupil premium strategy statement 2023-24

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

Detail	Data
School name	Hunningley Primary Academy
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	199
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Catherine Horton-Hale
Pupil premium lead	Andrew Webb
Governor / Trustee lead	Paul Graham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,009
Recovery premium funding allocation this academic year (indicative)	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	£269,009

Part A: Pupil premium strategy plan

Statement of intent

At Hunningley Primary Academy we believe all pupils should have the same experience and expectation to achieve and be the best they can be, regardless of their background.

We strongly believe that all pupils deserve at the very best teaching to enable them to reach their full potential and become their best selves.

Hunningley provides all children with a mastery curriculum and scaffolds are provided to enable children of all abilities to access learning regardless of background or social disadvantage.

Pupil Premium funding is allocated through careful planning to ensure that the relevant interventions/support is in place.

For this to happen we need to also put in place support for families whose attendance is not as good as it should be which impacts on the progress of pupils – Pupil Premium attendance is significantly lower than other pupils in school.

Our pupil premium funding is used to accelerate the progress of our pupil premium children.

Challenges

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

Challenge number	Detail of Challenge
1	Persistent absences, particularly unauthorised absences are high amongst Pupil premium children
2	Poor attendance slowing progress, attendance levels of PP children is below national.
3	Attainment of PP premium pupils across reading/writing and Maths
4	PP children home circumstances. Housing, parenting skills, mental health, access to internet and on-line learning/resources.

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
Bring PP PIRA results to within 5 points of NPP	All pupil to achieve accelerated progress in PIRA in line with National
Bring PP PUMA results to within 5 points of NPP results in each year group	All pupil to achieve accelerated progress in PIRA in line with National
Bring PP unauthorised absences to 50% of 2022-23 levels.	Reduced % of pupils with persistent absence -support from Pastoral tea and SLT
Bring PP lates to 50% of 2022-23 levels	Children to arrive on time – walk to school programme
PP pupils have access to a wide range of enrichment activities throughout the school year.	School to ensure pupils from all backgrounds have enrichment experiences throughout their time at Hunningley.
Attendance improved for PP children in line with the school expected attendance targets.	Daily calls, walk to school all in place to increase % attendance
Provision of resources to use from home	Books and IT etc provided to pupils to use from home

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Quality first teaching with particular focus on the gaps of PP children and associated CPD, instructional coaching and data analysis.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:	3
Forensic analysis of formative assessments, pre unit assessments and post unit assessments with allied catch up and keep up strategies	When gaps in learning are clearly defined then teaching can be focused on them and learning and attainment increases	3

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

Budgeted cost:195,000

Activity	Evidence that supports this approach	Challenge Number addresses
One to One support for targeted pupils	Targeted approach for pupils with one to one in areas they are below national levels	3
Progress in reading. • Interventions • Groups • Precision teaching targeted at lower attaining pupils	Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	3
Progress in Maths • Interventions • Groups • Small group interventions	teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average	3
Forensic analysis of formative assessments, pre unit assessments and post unit assessments with allied catch up and keep up strategies.	When gaps in learning are clearly defined then teaching can be focused on them and learning and attainment increases	3

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

Budgeted cost: £64,065.00

Activity	Evidence that supports this approach	Challenge numbers addressed
Participate in the United Learning Attendance Pilot Revise Attendance Policy Continue to implement attendance strategies including. • Early wake up calls • Picking children up. • Supporting families to time manage • Fining • Attendance as a daily class focus • Attendance as a weekly celebration focus	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	1/2
Investigate reasons why attendance is low for PP children, work with families to improve attendance and engage with home learning activities.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can improve actionable for schools.	1/2
Conscious discipline training for all staff	Developing a positive school approach to pupils' discipline and engagement of learning.	3
Develop a plan of enrichment for all pupils – all pupils to have experience of external learning, trips, visits by the time they leave for secondary school	Trips and experiences improve pupils learning and has a positive impact on their learning.	4

Total budgeted cost: £ 274,065.00

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.

Pira and Puma results are within 10 points in all Year groups. We will continue to work towards PP attainment being in line with NPP.

NPP unauthorised absences increased from 2.8% to 3.2% despite all strategies implemented.

Targets to meet.

- PP attendance is in line with national.
- Family engagement continues to improve.
- Support for targeted PP families.
- PP attainment – gaps are identified and interventions/support put in place.

Programme	Provider
SALT	BMBC
VI	BMBC

