

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding (for the 2022 to 2023 academic year) 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	Huntington Primary Academy
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jenny Holton
Pupil premium lead	Charlotte Brett
Governor / Trustee lead	Steve Botham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,495
Recovery premium funding allocation this academic year	£ 4,350
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	£48,845

Part A: Pupil premium strategy plan

Statement of intent

We aim to narrow the 'disadvantage gap' by using the pupil premium funding to raise the attainment of these identified groups of pupils through targeted identification of need and appropriate support, resulting in:

- Improved attainment and progress
- Closer attainment gaps relative to school averages
- Full access to the curriculum
- Access to extra-curricular activities

As a school, we do this by:

- Ensuring that teaching and learning experiences meet the needs of all pupils;
- Providing a range of group and individual interventions designed to support those with identified needs;
- Offering a rich and varied curriculum designed to engage and motivate pupils, raising their aspirations and creating a positive view of life and learning.

Challenges

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

Challenge number	Detail of challenge
1	Progress of pupils in receipt of PP funding in reading, writing and maths in KS1.
2	Progress of pupils in receipt of PP funding in reading, writing and maths in KS2.
3	Progress of pupils with SEND in receipt of PP funding in reading, writing and math.
4	SEMH wellbeing for pupils in receipt of PP funding.
5	Access to extracurricular learning opportunities for pupils in receipt of PP funding

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
1 Higher rates of progress across KS1 for pupils in receipt of PP funding working in lower attainment bands.	Pupils working within lower attainment bands receive targeted support and provision in KS1. Tracking and monitoring ensures pupils make accelerated progress. Increased percentage attaining EXS in KS1.
2 Higher rates of progress across KS2 for pupils in receipt of PP funding working in lower attainment bands.	Pupils working within lower attainment bands receive targeted support and provision in KS2. Tracking and monitoring ensures pupils make accelerated progress. Increased percentage attaining EXS in KS1.
3 Progress is monitored and tracked effectively for pupils with SEND in order to ensure this group make the progress they are capable of. Interventions are appropriately matched to the needs of pupils with SEND.	Pupils with SEND make the progress they are capable of. Evidence-based interventions maximise the progress of pupils with SEND in receipt of PP funding.
4 Emotional well-being support enables pupils identified with additional needs to access the curriculum successfully and make good progress.	Pupils in receipt of PP funding with SEMH needs receive targeted support that impacts on the progress being made in lessons. Provision is made at lunchtimes for the most vulnerable pupils so that they can continue to access the afternoon's learning.
5 Pupils eligible for PP funding will have equal access to the extended school curriculum and learning opportunities.	Pupils who are eligible for PP take-up of extra-curricular activities increases.

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: £11,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve teaching and fund a further increase in teacher time.	To enable pupils to learn in smaller teaching groups or to access small group interventions for literacy and numeracy. Evidence suggests that pupil progress is maximised by quality first teaching.	1, 2, 3, 5
Improve teaching quality through training.	To ensure all pupils have access to high quality teaching, teachers undertake regular CPD.	1, 2, 3, 5

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

Budgeted cost: £25,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund additional TA time.	In class support and interventions for pupils in receipt of pupil premium. Evidence suggests that timely, evidence-based interventions are most effective in making accelerated progress.	1, 2, 3, 4
Fund resources.	Address the range of learning needs of pupils in receipt of pupil premium across the academy.	1, 2, 3, 5

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

Budgeted cost: £12,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund ELSA time and resources.	To help address the social, emotional and mental health (SEMH) needs of pupils in receipt of pupil premium across the academy. Evidence suggests improved pupil wellbeing is linked to improvement in learning behaviour and attainment.	4

Total budgeted cost: £48,845

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 2021 to 2022 academic year.

<i>Pupils achieved well in core subjects. Where attainment was below ARE, expected progress or more than expected progress was made.</i>			
<i>Pupils accessed every area of the curriculum</i>			
<i>Pupils demonstrated increased resilience when faced with challenge. Pupils were able to spend more time in class accessing quality first teaching. Pupils were able to use taught strategies in class to self-regulate.</i>			
<i>Teacher Assessments</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Achieving a greater depth at KS2</i>	50%		
<i>Meeting the expected standard at KS2</i>	25%	75%	87.5%
<i>Working towards the expected standard at KS2</i>	25%	25%	12.5%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia Core 5 Reading	Lexia
IDL Literacy	IDL
Nessy Dyslexia Quest	Nessy