

Pupil premium strategy statement Hovingham 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	719
Proportion (%) of pupil premium eligible pupils	267 Children 38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kellie Halliday
Pupil premium lead	Victoria Thompson
Governor / Trustee lead	Dr Rai

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£369,795
Recovery premium funding allocation this academic year	£36,468
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention, at Hovingham Primary is that all pupils, irrespective of their background or the challenges they face, make rapid progress, from their starting points. This is pertinent to Hovingham because over 40% of our children start their primary education at different points.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve through focusing on :

- Develop reading for pleasure
- Whole school CPD – curriculum QFT
- Specialist provision for SEND across school – set up facility
- Targeted interventions for vocabulary and fluency
- Continue to challenge attendance and lateness
- Continue the focus on reading fluency and English/Maths achievement
- Continue with talent development within PE.
- Greater access to swimming opportunities so that more pupils meet expectations at the end of KS2.
- Targeted experiences to support personal development and cultural capital

We will always consider the challenges faced by our vulnerable children, such as those who are New to country, EAL, have a social worker and young carers. The activities and interventions we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our response to the challenges to accessing learning are varied and are met within tiered approaches: **Universal, targeted and specialist**. For some pupils, barriers are minimal but for many, there are many facets of their experience which does have an impact on their capacity to optimise learning opportunities in school.

Universal

We know that quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school, for many of our learners, 95%, have EAL and are living within poverty.

Targeted

Our strategy is intended to provide targeted support through 1:1 tuition, increasing learning support and systems and processes for earlier intervention.

Specialist

Our approach will be responsive to individual needs, rooted in robust diagnostic assessment and we acknowledge that there will be a need for a personalised curriculum to support children's outcomes.

The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we have created our catch and pupil premium offer, which is aligned to our values of Respect, Tolerance, Creativity and Perseverance and overarching curriculum intent statements, which permeates through our curriculum.

- **A sense of belonging and connection**
- **To be represented and equal**
- **To be confident and competent communicators in English**
- **To read to learn**
- **To know how to navigate through modern Britain**

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils aligned with our overarching curriculum intent.

Challenge number	
1.	Pupils arrive at various points within a year, with missed learning and limited school experiences, this is a barrier because children's starting points and school readiness are often varied and significant.
2.	For newly settled families, it takes time to build knowledge and understanding of a new place, culture, values and rules. This is a barrier because in order for children to make rapid progress from their starting points, they need to feel a sense of identity and belonging.
3.	Many families culturally refuse to send their youngest children to school, therefore many children have limited access to regular early years provision and wider professionals, this is a barrier because many children do not have an early start to their education and early intervention around language development and specific need.
4.	A significant barrier is persistent and severe attendance and persistent lateness because many families having just arrived are not familiar with the statutory expectations of education and take some time to 'norm'.
5.	For many of our families English is an additional Language, with many families not speaking English at home, so that children can make rapid progress and feel a sense of belonging within school through a common language, rapid acquisition of English is essential.
6.	Families often do not have the resources to enable children access to reading resources at home so that favourite texts can be revisited, often time to build a culture of reading is often set aside due to busy households and reading routines, reading for enjoyment and time to read are often not a priority.

7.	Pupils often do not have the language skills to describe what they have read or seen on a page; therefore unable to share their ideas and thoughts, this is often limited by cultural capital and real life experiences to connect to.
8.	Children are vulnerable to social, emotional and mental health difficulties as a result of life experiences and growing up in poverty, this presents a barrier to their personal development.
9.	Children are often growing up in limited spaces, frequently overcrowded with very limited access to safe, green spaces, this presents a barrier to physical development and nurturing sporting talents.

Universal, targeted and specialist offer

This details the approaches within our strategy

Challenge		Universal offer	Targeted offer	Specialist offer
1.	Pupils arrive at various points within a year, with missed learning and limited school experiences, this is a barrier because children's starting points and school readiness are often varied and significant.	Ensure quality first teaching is refined and precise so that teachers can effectively assess starting points and plan so that children catch up rapidly.	Small group interventions for academic catch up and personal development catch up.	Specialist parent engagement around readiness for school, routines, etc. 1:1 specialist SEND, SEMH support, through Jigsaw, NEAIP, cluster

Challenge		Universal offer	Targeted offer	Specialist offer
2.	For newly settled families, it takes time to build knowledge and understanding of a new place, culture, values and rules. This is a barrier because in order for children to make rapid progress from their starting points, they need to feel a sense of identity and belonging.	Personal Development offer permeates through every aspect of quality first teaching, with relationships and restorative approaches being central to all of which we do.	Small group interventions for SEMH, behaviour support.	Specialist parent engagement around readiness for school, routines, rules, expectations, etc. 1:1 specialist SEND, SEMH support, through Jigsaw, NEAIP, cluster

Challenge		Universal offer	Targeted offer	Specialist offer
3.	Many families culturally refuse to send their youngest children to school, therefore many children have limited access to regular early years provision and wider professionals, this is a barrier because many children do not have an early start to their education and early intervention around language development and specific need.	Ensure quality first teaching is refined and precise so that teachers can effectively assess starting points and plan so that children catch up rapidly. Language screen assessments from EYFS – Y3.	Small group interventions for academic catch up and personal development catch up. Targeted parent engagement work around value of early education.	Specialist parent engagement around readiness for school, routines, etc. 1:1 specialist SEND, SEMH support, through Jigsaw, NEAIP, cluster. Leaders working multi-disciplinary with children's centres, cluster, GRT,

Challenge		Universal offer	Targeted offer	Specialist offer
4.	A significant barrier is persistent and severe attendance and persistent lateness because many families having just arrived are not familiar with the statutory expectations of education and take some time to 'norm'.	Attendance is safeguarding and everyone's business. A culture of high expectations, where prioritising attendance improvements is across the school and with all staff.	Attendance team to monitor, listen and understand, facilitate and support.	Attendance team to formalise and if necessary, enforce.

Challenge		Universal offer	Targeted offer	Specialist offer
5.	For many of our families English is an additional Language, with many families not speaking English at home, so that children can make rapid progress and feel a sense of belonging within school through a common language, rapid acquisition of English is essential.	Ensure quality first teaching is focused around English acquisition and explicit teaching of vocabulary Language, models and images, language screen assessments from EYFS – Y3.	New to English small group interventions. Phonic catch up groups & immersion groups. HLTAs assigned to each year group for targeted catch up groups. Year 5 and Year 6 1:1 tuition, booster and catch up teacher.	Parent engagement through ESOL classes, regular opportunities to be in school, structured conversations around aspirations for their children.

Challenge		Universal offer	Targeted offer	Specialist offer
6.	Families often do not have the resources to enable children access to reading resources at home so that favourite texts can be revisited, often time to build a culture of reading is often set aside due to busy households and reading routines, reading for enjoyment and time to read are often not a priority.	Ensure that reading pleasure is a key feature of our quality first approach, in every classroom for every child.	Small group reading for pleasure groups, exposure to texts, resources. Catch up for those unable to read at home. Year 5 and Year 6 1:1 tuition, booster and catch up teacher.	Parent engagement around reading for pleasure, trips to libraries and local book shops. Enrichment through holiday clubs and reading resources in community boxes.

Challenge		Universal offer	Targeted offer	Specialist offer
7.	Pupils often do not have the language skills to describe what they have read or seen on a page; therefore unable to share their ideas and thoughts, this is often limited by cultural capital and real life experiences to connect to.	Ensure quality first teaching is focused around specific reading strategies to support and enhance children's cultural capital. Explicit teaching of vocabulary and connected curriculum experiences.	Small group reading for pleasure groups, exposure to texts, resources. Catch up for those unable to read at home.	Parent engagement around reading for pleasure, trips to libraries and local book shops. Enrichment through holiday clubs and reading resources in half termly community boxes.

Challenge		Universal offer	Targeted offer	Specialist offer
8.	Children are vulnerable to social, emotional and mental health difficulties as a result of life experiences and growing up in poverty, this presents a barrier to their personal development.	All children have access to a high quality mental health curriculum, with personal development connected curriculum experiences.	Small group interventions for SEMH, behaviour support.	Mind mate referrals and 1:1 Half termly community boxes, which include resources around mental health.

Challenge		Universal offer	Targeted offer	Specialist offer
9.	Children are often growing up in limited spaces, frequently overcrowded with very limited access to safe, green spaces, this presents a barrier to physical development and nurturing sporting talents.	All children have access to a high quality PE curriculum, lunchtime experiences, along with physical development / sporting connected curriculum experiences.	Sports clubs, wider opportunities to play new sports. Where appropriate support to nurture talent, cricket, football and rugby, through external clubs.	Catch up swimming Holiday clubs Half termly community boxes, which include resources around Physical Health.

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
Improve the precision of teaching reading fluency and reading for pleasure.	Assessments in reading will improve among disadvantaged pupils
Improve quality first teaching in maths, English, through curriculum and pedagogical development.	More disadvantaged pupils will achieve the ARE in core subjects by 2023 / 2024
Targeted interventions for all early reading and mastery in number across EYFS and KS1.	More disadvantaged pupils will make rapid progress from their starting points towards end of KS1 ARE by 2023 / 2024.
Targeted booster and one to one tuition with KS2. (Year 5 and Year 6)	More disadvantaged pupils will make rapid progress from their starting points towards end of KS2 ARE by 2023 / 2024.
Develop targeted interventions for vocabulary and fluency across EYFS, KS1 & KS2	Assessments and observations in vocabulary acquisition will show improved language and vocabulary development.
Improve attendance and lateness through targeted intervention.	More disadvantaged children will be attending school and be on school on time, by 2023 / 2024
Provide enrichment and targeted talent development within PE	More disadvantaged children will have accessed physical development activities and sporting opportunities.
Greater access to swimming opportunities so that more pupils meet expectations at the end of KS2.	More disadvantaged children will be able to swim and more children will be achieving end of KS2 NC expectations.

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: £ 12,000 (external support) reading budget ?

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving the quality first teaching in classrooms through :</p> <ul style="list-style-type: none"> • Developing subject leaders • Curriculum development • Pedagogical approaches within the classroom to support how children can make rapid progress from their starting points • Improving the quality of teaching of reading and vocabulary through Teacher development. • Improve the quality of diagnostic assessment and devising catch up curriculums so that children make rapid progress towards their end of year expectations. 	<p>Evidence, from EEF, indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Therefore, our approach ensures that we invest and develop our teacher’s knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment and developing coherent and structured curriculums so that teachers know what children are catching up to.</p> <p>In addition, EEF suggest that investment in the professional development of all staff is highly effective in both recruiting and retaining staff.</p>	<p>1, 5, 7, 6</p>

<ul style="list-style-type: none"> Supporting SEND children within classrooms 		
--	--	--

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

Budgeted cost: £ Georgia, Simon, HLTAs, Jigsaw costs (take off top up)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruiting and employing staff so that that there are much higher ratios across EYFS, KS1, KS2 and highly skilled staff.	Evidence from EEF, suggests that intensive individual support, either one to one or as a small group, can support pupil learning and is most likely to be impactful if provided in addition to and explicitly linked with quality first teaching.	3
Provide sporting enrichment opportunities and specialist PE teaching.	Evidence from EEF, suggests and supports that extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Our approach is an integral part of school life, linked to improving attendance, behaviour and attitudes and is connected to the PE curriculum.	9
1:1 Tuition and structured booster classes and Reducing class size in Year 6 (catch up teacher)	Evidence from EEF, suggests and supports intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. We have considered, very carefully, about the implementation of 1:1 tuition, including assessment of learning gaps, careful selection of	1, 5, 7,

	curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. For this to be successful we have recruited our own staff.	
Structured vocabulary and reading fluency interventions	Evidence from EEF, suggests that targeted academic support to assist language development, literacy, or numeracy, is an enabler in ensuring gaps close for most disadvantaged. Careful consideration has been given to ensure that interventions are linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	1, 5, 7,
Structured early SEND intervention (Jigsaw)	Evidence from EEF, suggests disadvantaged pupils with SEND have the greatest need for excellent teaching. Teacher development will focus on specific approaches such as, explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping. In addition to this, specialist SEND support, through Jigsaw will further support this.	1, 5, 7,

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

Budgeted cost: £ attendance team, holiday club costs, staffing clubs and breakfast costs, Julie, Tracey, catch up swimming costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team which is focused on improving attendance and persistent lateness	EEF 2018 ' an evidence informed approach to improving attendance' suggest that supporting the attainment of disadvantaged children articulating success and good practice and establishing good habits.	4
Breakfast and After school clubs	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. This also supports persistent and severely absent children.	8
Extended schools, including out of term time and community boxes	Evidence from EEF, suggests that extended school time encompasses purposeful changes to the school day or the school calendar. At Hovingham, this extends beyond core teaching, and offers targeted after school programmes of tuition, homework, and holiday clubs. Consideration has been given to clear structures, linked to the curriculum and led by well-qualified and well-trained staff.	8
Behaviour and SEMH support	Evidence from EEF, suggests social and emotional skills support effective learning and are linked to positive outcomes later in life. Much consideration has been given to whole-class approaches as well as targeted interventions, monitoring the impact of	8, 2

	these choices carefully and triaging with specialist services such as Mind mate.	
Parent engagement and parent offer such as ESOL, parent classes,	Evidence from EEF, suggests increased and improved parental engagement are consistently associated with improved academic outcomes. At Hovingham our practical approaches, are access to learning English signposting to wider services, engagement with curriculum, tailoring positive communications about learning and school expectations.	8, 1, 3

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.