



Hanbury's Farm Pupil Premium Strategy Statement

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 pupils in receipt of pupil premium.

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	Hanbury's Farm Primary School
Number of pupils in school	83/181
Proportion (%) of pupil premium eligible pupils	83 – 46% (October 2023)
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	31.12.2023
Date on which it will be reviewed	15.7.2024
Statement authorised by	Nicola Gripton
Pupil premium lead	Emma Stinton
Governor / Trustee lead	Peter Hollis

Funding overview

Detail	Amount
Pupil premium funding allocation for the financial year 2023 – 2024 October census number: 83 7/12 th September 2023 to March 2024	£116,400
Pupil premium funding allocation for the financial year 2024 – 2025 5/12 th April 2024 – August 2024	
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£128,435

Part A: Pupil premium strategy plan

Statement of intent

Our main objectives are:

- ***That pupil premium pupils meet and exceed national expectations in progress and attainment in reading, writing and maths.***
- ***To narrow the gap between disadvantaged learners and non-disadvantaged pupils in reading, writing and maths.***
- ***That all pupil premium pupils are socially, emotionally ready to learn.***
- *Improve attendance for all of these pupils to be at or above 97%*
- *All disadvantaged pupils are motivated and engaged in life- long learning*
- *All staff contribute and implement strategies to ensure positive outcomes for all pupils.*

We aim to achieve this through:

- *Teaching and learning meets the needs of all pupils in the classroom*
- *Provision and monitoring of all groups of learners is regular to ensure that provision needs are addressed for all vulnerable groups of pupils.*
- *Funding allocation will be a result of termly/ annual evaluations and therefore not all pupils will be in receipt of pupil premium intervention at the same time in school.*

To achieve these objectives, the provision in place to support all pupils will include:

- *Ensure that teaching and learning is good or better in all classes.*
- *Employ a dedicated teaching assistant to each key stage to support focused small group work*
- *Additional funding to ensure the provision in all classrooms is of high quality to inspire and engage pupils.*
- *Additional funding may be used for educational visits and increase first hand experiences for this group of pupils.*

Challenges

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

Challenge number	Detail of challenge
1	<p><i>The proportion of pupil premium children achieving expected levels in reading at key assessment points e.g. ELG, Y1 phonic scores, key stage 1 assessments and Year 6 assessments is below national expected levels.</i></p> <p><i>Children's on entry levels are low which can be additionally impacted by limited adult support at home, limited resources and opportunities to develop a love of reading.</i></p>
2	<p><i>The proportion of pupil premium children achieving national expected levels in writing at key assessment points e.g. ELG, key stage 1 assessments and Year 6 assessments is below national expectation.</i></p>
3	<p><i>The attainment and progress of pupil premium children who are also on the SEN register is below national expectation and there is also a high percentage of pupil premium children who are on the SEN in each cohort.</i></p>
4	<p><i>Children enter with low on entry PSED scores, which impacts the academic and social/ emotional development of these pupils throughout school. The impact of the pandemic has also impacted up pupils social and emotional needs and hence upon their ability to learn in the classroom or at the same rate as their non-pupil premium pupils.</i></p>
5	<p><i>Children enter with low on entry speech and language levels with a high number of pupils having speech and language plans.</i></p>
6	<p><i>Attendance remains a priority in order to maintain levels in line with national.</i></p>

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
Progress in reading	% of pupil premium children achieving expected standard in reading at the end of the academic year increases and is in line or above national %
Progress in writing	% of pupil premium children achieving expected standard in writing at the end of the academic year increases and is in line or above national %
Progress in maths	% of pupil premium children achieving expected standard in maths at the end of the academic year increases and is in line or above national %
Progress of SEN children	Progress of pupils on b-squared is evident.
Speech and Language	On entry scores in Reception are higher, with fewer pupils requiring speech and language referrals or interventions.
Improved ability/ readiness to learn	ELSA provision is in place, PSHE curriculum provision meets the needs of all pupils. Children who access provision improve attitude to learning.
Attendance	Attendance for these pupil premium pupils is in line with their peers.

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: £28,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued implementation and delivery of phonics through the RWI scheme.</i></p> <p><i>This includes development days with phonic leads and access to the virtual classroom for weekly training of all staff.</i></p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	1
<p><i>Whole class guided reading – half termly staff meeting and coaching for all teachers in the teaching of reading strategies in guided reading strategies.</i></p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and</p>	1, 2

<p><i>Access to reading plus software and ongoing monitoring of use and impact of reading plus platform.</i></p> <p><i>Use of Vocabulary Ninja website and resources</i></p>	<p>drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p>	<p>1, 2</p>
<p><i>Writing – key stage focus on sentence structure and implementation of Mighty Writer programme.</i></p>	<p>Whole class teaching of sentence structure formation across Years 1 – 3 using Mighty Writer system, which is a tactile teaching and learning resource.</p> <p>Small group interventions to further support individuals with sentence composition.</p>	<p>2</p>
<p>Internal and external termly writing moderation opportunities to ensure accurate assessment and knowledge of next steps to improve progress. Implementation of sentence structure writing program, Mighty Writer, to consolidate core skills in key stage 1.</p>	<p>Increased moderation and focus on writing is impacting on teacher confidence in assessing children's writing, this will improve the quality and expectations of pupil work. Including external moderation to supplement internal moderation.</p>	

<p><i>Maths – implementation of the Mastering Number Scheme in Reception, Year 1 and Year 2</i></p>	<p>Whole class program to develop number sense to leave KS1 with fluency in calculations and a confidence and flexibility with number. NCETM</p>	<p>2</p>
<p><i>To monitor and drive progress of pupil premium and SEN children through the use of b-squared program. To identify clear individualised targets for pupils to work on with teaching assistants in all cohorts.</i></p>	<p>One to one intervention led by teaching assistants where teaching is linked to individual target areas.</p> <p>Completion of b-squared data to track progress – time allocated to support teaching assistants and SENCO in monitoring and reporting on this data.</p>	<p>3</p>
<p><i>CPD opportunities for all staff to encompass metacognition and self-regulation into teaching and learning provision in each class.</i></p>	<p>As identified on the EEF research ; the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £72,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional teaching assistants in Reception, 1,2 and 6 for small group support and 1:1 interventions.</i></p> <ul style="list-style-type: none"> • <i>RWI 1:1 tutoring</i> • <i>Freshstart Reading</i> • <i>WELLcomm intervention in Reception</i> 	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,5</p>
<p><i>Support the delivery of school led tutoring provision.</i></p>	<p>As above – a % of the recovery funding will be used to top up the school led tutoring budget in order to provide small group tuition to all pupils.</p>	<p>1,2,3</p>

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

Budgeted cost: £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement in reading for pleasure</i>	Purchase of new free reading books to enhance all reading corners	1
<i>Social emotional – Emotional Literacy Support Assistant (ELSA) – 1 trained member of staff and 1 member completing training this academic year to offer 5 hours of support a week.</i>	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	4
<i>Forest School Provision for Key stage 1 pupils.</i>	Positive effects of education in forests and forest pedagogy on human health – Forestpedagogics	4
<i>Purchase of Fruit for all pupils daily.</i>	Healthy lifestyles form long lasting habits.	4
<i>Attendance monitored weekly and concerns actioned promptly. Monitoring and improved punctuality for all pupil premium pupils. Supporting pupils to attend extended hours provision to support attendance where required.</i>	Attendance impacts pupils academically and socially. By closely monitoring attendance of all pupils, any patterns or concerning data can be targeted promptly. Weekly attendance rewards, assembly, weekly reports to governors. Employment of family support worker to support families with wider issues, complete referrals and engage well with schools will support increased attendance. Further service level agreement with local authority EWW will also support high focus on attendance and punctuality.	6
<i>Educational visits – supplementing costs of educational visits/ camps to make affordable.</i>	Providing pupils with enrichment opportunities to extend their life experiences, and raise aspirations from an early age.	Enrichment activities.

Total budgeted cost: £ 110,000.00

Part B: Review of outcomes in the previous academic year – Year 1

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

<i>Intended Outcome</i>	Success Criteria	Evaluation
<i>1. Increased progress and attainment in reading</i>	Achieve national average progress scores in reading	<p>The RWi scheme is embedded and practice is consistent. Progress data is positive with increasing % of pupils being at expected phonics book levels for age. Year 1 phonics pass rate was 77% in Summer 2022.</p> <p>Teaching of reading – confirmation of long term plan to include range of texts in guided reading and English has increased the reading provision and experience for all pupils.</p> <p>Use of reading plus supported end of year attainment for Year 6 pupils. Year 6 data 4/7 pupils 57% of Year 6 pupil premium achieved end of year expected levels in reading.</p>
<i>2. Increased progress and attainment in writing</i>	Achieve national average progress scores in writing	<p>Mighty Writer has been implemented and supported pupils with sentences construction in Year 1 and Year 2. Year 3 were involved in this to further support their sentence construction too.</p> <p>School led tuition – a tutor worked with pupils from all year groups over academic year focusing on reading and writing. Increased support for Year 6 pupils in small groups also increased both progress and attainment by the end of the Summer term.</p>
<i>3. Increased progress and attainment in mathematics</i>	Achieve national average progress scores in maths	KS2 outcomes were above national expectation with a high % of children achieving higher standard for this year groups. 73% expected, 45% achieving higher standard.
<i>4. Progress of SEN children</i>	Progress of pupils on b-squared is evident.	Bsquared software has supported SENCOs with monitoring progress of SEN pupils with cognitive needs termly. This has then positively impacted upon SEN provision for these pupils and school.
<i>5. Speech and Language</i>	On entry scores in Reception are higher, with fewer pupils	NELI progress was delivered, majority of pupils made progress from their starting points.

	requiring speech and language referrals or interventions.	
6. Improved ability/ readiness to learn	ELSA provision is in place, PSHE curriculum provision meets the needs of all pupils.	School sanctuary/ HOPE/ ELSA – this provision has supported a number of pupils who had been referred for support for emotional, social and family issues. This supported the pupils in order for them to manage emotions, apply strategies and achieve academically too.
7. improved attendance figures	Attendance for these pupils is above 97%	Whole school attendance 91.82% PP 90.55% The close monitoring of attendance weekly reports to senior leaders and governors has positively impacted upon the number of families who had declining %. Meetings are arrange with families when % of declining.

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
NELI programme	DfE funded, Nuffield
Small group tutoring	Teachers from ZEN Educate.

Part B: Review of outcomes in the previous academic year – Year 2

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

2022 – 2023 National Assessments – data shown below is for pupil premium pupils and no- pupil premium pupils.

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>
<i>Early Years Good Level of Development (10 /12 are SEND and PP)</i>	<i>5/12 42%</i>	<i>9/16 56%</i>
<i>Year 1 Phonics Screening</i>	<i>6/7 86%</i>	<i>13/13 100%</i>
<i>Year 2 Phonic Retake Screening</i>	<i>4/5 80%</i>	<i>4/4 100%</i>
<i>Year 2 reading</i>	<i>10/15 75%</i>	<i>7/11 64%</i>
<i>Year 2 writing</i>	<i>5/15 25%</i>	<i>7/11 64%</i>
<i>Year 2 maths</i>	<i>9/15 60%</i>	<i>7/11 64%</i>
<i>Year 2 Combined</i>	<i>4/15 27%</i>	<i>6/11 55%</i>
<i>Year 4 MTC</i>	<i>5/12 42%</i>	<i>10/15 66%</i>
<i>Year 6 reading</i>	<i>8/13 62%</i>	<i>6/11 55%</i>
<i>Year 6 writing</i>	<i>10/13 77%</i>	<i>6/11 55%</i>
<i>Year 6 maths</i>	<i>11/13 85%</i>	<i>6/11 55%</i>
<i>Year 6 SPAG</i>	<i>11/13 85%</i>	<i>7/11 64%</i>
<i>Year 6 Combined</i>	<i>7/13 54%</i>	<i>4/11 36%</i>

Teacher Assessment Summer 2023

<i>Year 1 8 pupils</i>	<i>Reading 25% Writing 12.5%</i>
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6/8 on SEN register	Mathematics 25%
Year 3 9 pupils 7/9 on SEN register	Reading 44.4% Writing 33.3% Mathematics 33.3%
Year 4 10 pupils 7/10 on SEN register	Reading 44.4% Writing 55.6% Mathematics 66.7%
Year 5 14 pupils 5/14 on SEN register	Reading 69.2% Writing 77% Mathematics 77%

Attendance – disadvantaged %

Autumn 2023	91.88%
Spring 2024	90.81%
Summer 2024	93.29%
Whole year	92.75%

SEND and Pupil premium

29/45 **64%** children on the register are both SEND and Pupil premium.

Behaviour and wellbeing

7/73 **10%** of children referred to ELSA over academic year.

Evaluation of Intended Outcomes

In summary, the assessment data and the provisions in place are having a positive impact upon the attainment and progress of pupil premium children, who from a low on entry point, make very good progress by the end of Year 6, where the end of year data is either in line or broadly in line with national %.

The strategy actions which focus on supporting and enhancing conditions for learning, strong leadership of core subjects, use of assessment data, staff professional development are positively impacting pupil premium children and will remain in place for the coming academic year.

<i>Intended Outcome</i>	Success Criteria	Evaluation
<i>Increased progress and attainment in reading</i>	Achieve national average progress scores in reading	<ul style="list-style-type: none"> - 6/7 children 86% - increased % of pupil premium children passed the Year 1 phonic assessment – - 10/15 75% of Year 2 pupil premium children achieved expected level. 3/15 achieving greater depth. - 8/13 62% of Year 6 pupil premium children achieved expected level. 1/13 achieved greater depth. <p>RWi scheme well implemented, monitored and staff well trained. 1:1 RWI tutoring is also in place for pupils identified from half termly monitoring. Development days ensure leader is supported in close monitoring the provision and data.</p> <p>Whole class guided reading long term planning in place, monitoring by subject lead and senior managers.</p> <p>Reading plus promoted – reduced engagement in online reading this year.</p>
<i>Increased progress and attainment in writing</i>	Achieve national average progress scores in writing	<p>5/15 25% of Year 2 pupils achieved expected level.</p> <p>10/13 77% of Year 6 pupils achieved expected level.</p> <p>Teacher assessment of writing in Year 1 and 3 is significantly lower for pupil premium children, however there is a high % of these children who are also on the SEN register.</p> <p>Teacher assessment of writing in Year 4 and 5 is improving. Increased CPD and external moderation supported teaching and learning, identifying specific areas to improve progress.</p> <p>Mighty writer has supported the teaching of writing, has been observed by leaders, subject leaders have amended provision to support teaching and learning in practice.</p>

<p><i>Increased progress and attainment in mathematics</i></p>	<p>Achieve national average progress scores in maths</p>	<p>9/15 60% of Year 2 pupil premium pupils have achieved expected level in Mathematics, 1/ 15 achieved greater depth.</p> <p>5/12 42% of Year 4 pupil premium pupils achieved a score higher than 20 in MTC test.</p> <p>11/13 83% of Year 6 pupil premium pupils achieved expected level in Mathematics. 1/13 achieved greater depth.</p> <p>Mastering Number scheme is well implemented in Reception to Year 2 and supporting the fluency and recall in all classes.</p> <p>Power Maths scheme of work is in place, subject leads review impact and implementation, supporting good progress from on entry.</p>								
<p><i>Progress of SEN children</i></p>	<p>Progress of pupils on b-squared is evident.</p>	<p>B-squared data shows all pupil on system for cognition are making progress. This is assessed and monitored termly by the school SENCOs, who review progress on starting point levels to end point levels.</p> <p>High % - 64% of pupil premium children are on the register.</p> <p>Additional SEND training has been attended to support teaching and learning completed in all classes and further training for 1:1 assistants.</p>								
<p><i>Speech and Language</i></p>	<p>On entry scores in Reception are higher, with fewer pupils requiring speech and language referrals or interventions.</p>	<p>WELLCOMM Early Years and Primary is having a clear impact upon pupils being at age related expectation for Reception and by the end of Reception academic year..</p> <table border="1" data-bbox="801 943 2128 1066"> <thead> <tr> <th data-bbox="801 943 1216 1026">WELLCOMM</th> <th data-bbox="1216 943 1509 1026">ARE Autumn 2022</th> <th data-bbox="1509 943 1809 1026">ARE Spring 2023</th> <th data-bbox="1809 943 2128 1026">ARE Summer 2023</th> </tr> </thead> <tbody> <tr> <td data-bbox="801 1026 1216 1066">Hanbury's Farm Reception</td> <td data-bbox="1216 1026 1509 1066">5 18%</td> <td data-bbox="1509 1026 1809 1066">12 43%</td> <td data-bbox="1809 1026 2128 1066">60%</td> </tr> </tbody> </table>	WELLCOMM	ARE Autumn 2022	ARE Spring 2023	ARE Summer 2023	Hanbury's Farm Reception	5 18%	12 43%	60%
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Hanbury's Farm Reception	5 18%	12 43%	60%							
<p><i>Improved ability/ readiness to learn</i></p>	<p>ELSA provision is in place, PSHE curriculum provision meets the needs of all pupils.</p>	<p>7/7 pupils who received additional support through ELSA have closed to support and accessing provision well.</p> <p>Ongoing supervisions for ELSA leads, supports practice and effective strategies being implemented.</p> <p>Additional training linked to Drawing and Talking Therapy has also been completed. Forest school provision also supports pupil development and engagement with all Early Year and Key stage 1 classes accessing this provision.</p>								

improved attendance figures	Attendance for these pupils is above 97%	<p>Whole school attendance for pupil premium children 2022 – 2023 92.75% - this is an improvement from 90.55% for the previous academic year. ??% of pupil premium children are at or above 97%.</p> <p>Attendance leads and newly appointed Family support worker work closely to analyse data and identify any families with concerning attendance. Support and referrals are offered and actioned as required. An additional service level agreement is in place with the county Educational Welfare Worker to support and promptly action any concerning dips in attendance.</p>
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Programme	Provider
Small group tutoring	Teachers from ZEN Educate.