



Hanbury's Farm Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 | 79/180 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 – 2025 2025 – 2026 2026 - 2027 |
| Date this statement was published | 31.12.2024 |
| Date on which it will be reviewed | 15.7.2025 |
| Statement authorised by | Nicola Gripton |
| Pupil premium lead | Nicole Price |
| Governor / Trustee lead | Peter Hollis |

Funding overview

| Detail | Amount |
|---|-------------------|
| Pupil premium funding allocation for the financial year 2024 – 2025 | £118,400 |
| 7/12 th September 2024 to March 2025 | £69,066.67 |
| Pupil premium funding allocation for the financial year 2025 – 2026 | £122,840 |
| 5/12 th April 2025 to August 2026 | £51,183.33 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for academic year 2024 - 2025 | £120,250 |

Part A: Pupil premium strategy plan

Statement of intent

Our main objectives are:

- *To narrow the gap between disadvantaged learners and non-disadvantaged pupils in reading, writing and maths.*
- *To improve the attendance of disadvantaged pupils and the gap between disadvantaged and their peers is reduced.*
- *To improve the oral language and vocabulary of all disadvantaged pupils from Early years up,*
- *That 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.*
- *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 | <i>Children enter with low on entry speech and language levels with a high number of pupils having speech and language plans.</i> |
| 2 | <i>The proportion of pupil premium children achieving expected levels in reading and writing at key assessment points e.g. ELG, Y1 phonic scores, key stage 2 assessments is below national expected levels. 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> |
| 3 | <i>The proportion of pupil premium children achieving national expected levels in maths at the end of key stage 2 is below national expectation.</i> |
| 4 | <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> |
| 5 | <i>Attendance remains a priority in order to maintain levels in line with national.</i> |

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 |
|--|--|
| Develop oral and language skills and vocabulary for all pupils, especially disadvantaged pupils. | Voice 21 project is well implemented raising oral language amongst all pupils including disadvantaged pupils. |
| Raise reading attainment and progress for disadvantaged pupils. | KS2 reading outcomes in 2024/2025 show that more than 50% of disadvantaged pupils meet the expected standard. |
| Raise writing attainment and progress for disadvantaged pupils. | KS2 writing outcomes in 2024/2025 show that more than 50% of disadvantaged pupils meet the expected standard. |
| Raise maths attainment and progress for disadvantaged pupils. | KS2 maths outcomes in 2024/2025 show that more than 50% of disadvantaged pupils meet the expected standard. |
| Improve progress for all SEND pupils. | Sustained progress on b-squared for all SEND pupils registered on platform. <ul style="list-style-type: none"> - Progress data shows positive increase from personal starting point/ - PINS project training completed across school with effective strategies in place to support progress of all children, especially SEND pupils. |
| To continue focusing on improved attendance for all pupils particularly disadvantage pupils. | Sustain high attendance for all pupils by Summer 2025: <ul style="list-style-type: none"> - The unauthorised rate for all pupils is below 25% - The attendance gap between disadvantaged and non-disadvantaged is reduced to 5 or lower% - The persistent absence % is below 20% |

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: £8050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Continued subscription of DfE validated systematic RWi phonics programme.</p> <p>We will fund coaching and mentoring of staff delivering programme.</p> | <p>Consistent phonic teaching and approach have a strong evidence base that indicates a positive impact upon word reading.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> | <p>2</p> |
| <p>Purchase of learning by questions website to support home learning in Maths and reading.</p> <p>Training for staff to ensure platform utilised effectively.</p> | <p>Online platform which uses continuous formative assessment and pupil feedback to maximise the impact of learning in core skills of reading comprehension and Maths.</p> | <p>2,3</p> |
| <p>Implementation of Concept Cat trial</p> | <p>Trial to test the impact of Concept Cat, a whole class teaching methodology for early verbal concepts</p> | <p>1</p> |

| | | |
|---|---|----------|
| <p>focusing on whole class verbal concepts.</p> <p>We will fund cover to support ongoing staff training and release time.</p> | <p>Concept Cat - trial EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Implementation and engagement in the NHS Partnerships for Inclusion of Neurodiversity in Schools Programme (PINS) project in collaboration with Staffordshire and Stoke on Trent Care Board.</p> <p>We will fund cover to release senior leaders, SENCOs and teachers to attend training and embed key features of project.</p> | <p>A systematic review exploring approaches to effectively including children with SEND in mainstream classrooms found that teachers with positive attitudes towards the inclusion of children with SEND had better quality interactions with pupils. These teachers saw themselves as responsible for the learning of all pupils and had longer interactions with pupils with SEND, using this time to ensure they fully participated in the class</p> <p>2. Build a culture of community and belonging for pupils EEF (educationendowmentfoundation.org.uk)</p> | <p>4</p> |

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

Budgeted cost: £86,362

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils on a one to one basis.</p> <p>Additional comprehension groups targeted at disadvantaged pupils.</p> <p>Additional catch up support for year 6 pupils in core subjects.</p> | <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> | 2 |
| <p>Subscription and Implementation of an oracy program – Voice 21 – to improve listening and oral language skills for all pupils. We will fund cover for teaching staff to attend training and observe practice.</p> | <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 |

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

Budgeted cost: £25,971

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding the main principles of good practice as sent out in the DfE guidance on Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p> <p>We will fund staff to attend training and for release time for staff to develop and embed new procedures in line with new guidance.</p> | <p>Attendance impacts pupils academically and socially. By closely monitoring attendance of all pupils, any patterns or concerning data can be targeted promptly.</p> <p>Weekly attendance rewards, assembly, weekly reports to governors.</p> <p>Employment of family support worker to support families with wider issues, complete referrals and engage well with schools will support increased attendance.</p> <p>Further service level agreement with local authority EWW will also support high focus on attendance and punctuality.</p> | 5 |
| <p>Social emotional – Emotional Literacy Support Assistant (ELSA) – 2 x trained members of staff.</p> <p>Additional support from external creative therapist.</p> | <p>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.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> | 2,3,5 |
| <p>Contingency fund to support other activities such as fruit provision for all, access to enrichment and educational visits.</p> | <p>Providing pupils with enrichment opportunities to extend their life experiences, and raise aspirations from an early age.</p> | 4,5 |

Total budgeted cost: £120,383