



Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of disadvantaged pupils. This is part of a three-year strategy.

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	Henhurst Ridge Primary Academy
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2024
Date this statement was published	1 st September 2022
Date on which it will be reviewed	1 st September 2023
Statement authorised by	Yateen Bhoola
Pupil premium lead	Charlotte Hopkins, Head teacher
Governor / Trustee lead	Yashar Turgut

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19580
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22190



Part A: Pupil premium strategy plan

Statement of intent

We will use a tiered approach to Pupil Premium and Recovery Premium spending. This will help ensure we balance approaches to improving teaching, targeted academic support and wider strategies.

By spending funding on improving teaching through professional development, training and support for early career teachers and recruitment and retention, we will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

Through targeted academic support, we will work hard to ensure pupils identified as needing to catch up with their peers get the help they need to make substantial progress.

Raising the achievement of disadvantaged pupils is the responsibility of all staff and our pupil premium strategy is fully aligned with our school development plan.

Our key aims are to:

- Further enhance progress, in all subjects across the school, with a specific focus on core basic skills, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- Determination that every pupil will learn to read, regardless of their background, needs or abilities. Foster a love of reading for all pupils.
- Consistently promote the extensive personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences.
- Continue to provide high-quality pastoral support so that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.
- Accelerate the rates of progress, where there is low prior attainment and gaps in learning due to school closure during pandemic.
- To improve attendance for pupil groups where it is not in line with national average.



Challenges

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

Challenge number	Detail of challenge
1	Longer term impact on pupil achievement created by the disruption caused by COVID-19, national lockdowns and school bubble closures.
2	Poor oral language skills.
3	Children have SALT difficulties, and this impacts on reading/phonics attainment.
4	Increased number of pupils with social, emotional and health needs.
5	Limited access to varied life experiences.



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
Pupils eligible for pupil premium funding will have improved outcomes for GLD, English and Maths.	Differences in attainment with pupils who are not eligible for PP are diminished. Pupil outcomes are in line with national data.
Pupils eligible for pupil premium funding will have improved outcomes in reading and Phonics.	Monitoring and evaluation shows that the teaching of reading is at least good, and Year 1 Phonics Screen results compare favorably with national figures
Highly effective quality first teaching.	Monitoring and evaluation shows that all teaching in school is at least good
Disadvantaged pupils make at least strong progress.	In reading, writing and maths, 100% of disadvantaged pupils make strong progress from previous statutory assessment points. In statutory assessments, pupils eligible for pupil premium perform at least in line with their non-disadvantaged peers nationally.
Increased access to a wide range of curricular and extra-curricular experiences	All disadvantaged pupils participate in curricular experiences. Rates of participation in extra-curricular clubs are high.



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: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk4Writing Development Programme.</p> <p>Teaching of high-quality phonics programme, Read Write Inc – purchase of resources, CPD and support for Early Reading Lead.</p>	<p>This approach develops children’s speaking and listening and language capability. It supports pupils use of strategies for planning and monitoring their writing and promotes fluent written transcription skills. It teaches writing composition strategies through modelling and supported practice. EEF Improving Literacy in KS1 and KS2</p> <p>Important aspects of CPD provided include: teacher feedback, reading comprehension strategies, phonics. All of which the EEF research shows has a positive impact on pupil outcomes.</p>	<p>1,2</p>
<p>The curriculum will be well resourced with investment to enhance provision in the wider curriculum, reading, maths and phonics.</p>	<p>Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding.</p>	<p>2, 3, 4</p>



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

Budgeted cost: £8705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for low prior attaining pupils, further disadvantaged by lockdown, to enable substantial progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	2
Implementation of Read Write Inc Freshstart programme, Ruth Miskin.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3
Small group language intervention and 1:1 support from teaching assistant including WELLCOMM screening and interventions.	EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 4,



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

Budgeted cost: £3,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment	Giving all pupils equal access to extracurricular activities and support cultural capital.	4
Teaching Assistants trained in ELSA	Behaviour and nurture interventions to support emotional wellbeing and readiness to learn thus helping to remove barriers to learning. +4 months (EEF)	3

Total budgeted cost: £22,190



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.

- Outcomes for pupils at the end of Reception demonstrated that pupils made strong progress and pupils reaching a Good Level of Development were 74%.
- Pupils across the school make strong progress from their individual starting points and interventions demonstrate positive impact and accelerated progress.
- School monitoring and evaluation, shows that pupils demonstrate good levels of engagement in learning across the curriculum. Disadvantaged children enjoy varied experiences that they may not otherwise have been able to access.
- Disadvantaged pupils consistently have their SEMH needs met through high quality and robust pastoral care.
- External trips and visits were unable to take place due to restrictions.
- Disadvantaged attendance 2021-2022 94.21% (whole school 94.45%) which has improved from 73.45% in 2019/20 (in 2020/21 disadvantaged attendance was 96.89%).
- Participation in sport through extra-curricular clubs in school to support physical and mental wellbeing.