

Pupil premium strategy statement 2024-2025 – Hinguar Primary School

This statement details our school's use of pupil 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	258
Proportion (%) of pupil premium eligible pupils	19% (48) F (22) M (26)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/23
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Waite Headteacher
Pupil premium lead	Mrs Attard SENCO / Deputy head
Governor / Trustee lead	Mrs Hollidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,640
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£71,640

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	There are gaps in attainment in pupils with PP in Reading.
2	Many families face challenges with parenting and looking for support. Families need greater guidance and advice to help them with parenting issues.
3	The percentage of attendance for pupil premium children in Reception, year 3 and year 5 are below 87%. Year 3 also has the highest percentage of lates for the Autumn term.
4	EYFS pupils' baseline shows gaps in the pupils with SEND / PP in communication and language, Personal, social and emotional development and physical development.

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
To decrease the GAP between PP and Non-PP children in Reading.	Booster groups and Interventions are carried out and there is a high expectation set for the pupils. The gap between PP and Non-PP children has diminished.
To develop a support system to help parents to develop their parenting skills.	Evidence of workshops that have been provided. Parent feedback forms evidence where support has been received and has had an impact.
To further develop a strong focus on attendance and punctuality so that all pupils have above average attendance.	Attendance is high for all learners and exceeds our target of 97% in years 3, 5 and Reception. Absence patterns are identified and acted upon. Families are supported accordingly through clear expectations and systems.
To further develop the SEND/PP provision in EYFS, focussing on Communication and language, Personal, Social and Emotional development and Physical development	All PP and SEND children are challenged so the GAP is diminished using the following: Speech and Language interventions using Wellcomm and Verbo. Personal, Social and Emotional development taught through a range of stories. Physical development – Fine motor and Gross motor interventions.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,008.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust tracking of specific groups within school through termly Pupil Progress meetings with the class teacher and SLT, looking specifically at phonics and reading. Including data scrutiny, and action planning around improving attainment and progress for specific pupils and groups of pupils.	Improved data on Children's progress at Key stages, including differences between those from the least and most deprived areas, will allow for planning further interventions to ensure that all children achieve as well as they can (National Improvement Framework, pages 16 & 17) MindTheGapDataAnalysis.doc (live.com)	1
CPD for LSAs for delivery of Wellcomm and Verbo	On average oral language approaches have a high impact on pupil outcomes (6 months additional progress) Oral language intervention – EEF (educationendowmentfoundation.org.uk)	4
Pastoral Team responsible for 'Pupil and Parent' support, given dedicated time to work with pupils and families to provide in school support and signpost to external agencies where appropriate.	Parental engagement has positive impact Mentoring – EEF (educationendowmentfoundation.org.uk) Parental Engagement – EEF (educationendowmentfoundation.org.uk)	2,3

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

Budgeted cost: £ 19,049.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm and Verbo assessment package used in EYFS to assess children's receptive language and then provide targeted small group support where needed.	<p>The Wellcomm and Verbo packages offer diagnostic assessment of a child's receptive language. It then identifies pupils who need support and provides ready-made intervention resources.</p> <p>On average oral language approaches have a high impact on pupil outcomes (6 months additional progress)</p> <p>Oral language intervention – EEF (educationendowmentfoundation.org.uk)</p>	4
Targeted Phonics groups in Rec, Y1 and Y2 every day. Children grouped according to ability and then assessed regularly using Read, Write Inc assessments.	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1
Teachers and LSA's trained and using Giglet in years 5 and 6 as an intervention tool to support reading.	<p>Booster and intervention groups set up and monitored.</p> <p>MindTheGapDataAnalysis.doc (live.com)</p>	1
Targeted group focusing on developing reading.	<p>Focused interventions delivered by TA's have had proven success (4 months' additional progress)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £ 33,582.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison officer providing a range of support and workshops for targeted parents.	Parental engagement has a positive impact (4 months' additional progress) Parental engagement EEF (educationendowmentfoundation.org.uk)	2,3
Worry Box system in place for Y1-6 to give pupils the appropriate avenue for discussing any worries they have.	Social and Emotional Learning has a positive impact on children's wellbeing which in turn impacts their learning (4 months' additional progress) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
DHT/SENCO to organise regular 'Parent Support' coffee mornings.	Parental engagement has a positive impact (4 months' additional progress) Parental engagement EEF (educationendowmentfoundation.org.uk)	2
Subsidise experiences for PP children- bikeability, trips, workshops after school clubs etc.	Arts participation can have a positive impact on academic outcomes in other areas of the curriculum (3 months additional progress) Arts participation EEF (educationendowmentfoundation.org.uk) Small positive impact of physical activity (1 month) on academic attainment, as well as some evidence to show that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical activity EEF (educationendowmentfoundation.org.uk)	3

Counselling service offered for parents and children who need the support.	Parental engagement has a positive impact (4 months' additional progress) Parental engagement EEF (educationendowmentfoundation.org.uk)	2
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Total budgeted cost: £ 71,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

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.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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Bexley Toolkit	Bexley
The Write Stuff	Jane Considine
When the adult changes	Relational training

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.