

Pupil premium strategy statement - Hatton Park Primary School

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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	415
Proportion (%) of pupil premium eligible pupils	11.56% (48 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 24
Date on which it will be reviewed	July 25
Statement authorised by	John Canavan
Pupil premium lead	Frances Marshall
Governor / Trustee lead	Debbie Lienau

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£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>	£62,160

Part A: Pupil premium strategy plan

Statement of intent

At Hatton Park Primary School (HIPPS) our intention is to ensure that we have high aspirations for all children so that they make at least good progress across all subject areas. We consider the challenges that many of our vulnerable/disadvantaged children experience and ensure high quality teaching is central to our approach to enable our staff to understand how to best support every individual.

Our objectives for disadvantaged children:

- For our children to be confident, articulate and self-motivated learners, engaging positively in all aspects of learning and wider school life.
- For our children to be physically and mentally healthy and to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.
- To achieve well across the curriculum, particularly in phonics, reading, writing and maths and to meet at least national standards.
- To meet at least national standards in Phonics, Reading, Writing and Maths and achieving well across the whole curriculum.
- To increase the number of disadvantaged pupils who achieve at least the expected standard at the end of KS2 across reading, writing, maths.
- To continue to ensure that the attendance of pupils in receipt of PPG is above 96% (95.4% 2023 - 24)

To ensure our approach is effective and our pupil premium strategy plan works we:

- Invest in training for staff.
- Use evidence informed practice, rooted in robust diagnostic assessment.
- Ensure all disadvantaged children are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Ensure Pupil Premium leads/HTs/SENDCos work together across the Trust.
- Effectively utilise additional TA support.
- Plan personalised interventions.
- Provide counselling and other non-academic supportive offers in school where appropriate.
- Seek strong parental engagement.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the previous 3 years indicates that attendance among disadvantaged children is below non-disadvantaged children, resulting in missed learning time.</p> <p>2021-2022 – 94.05%</p> <p>2022-23 - 95.7%</p> <p>2023-24 – 95.4%</p> <p>Our year-to-date attendance for PP is currently 91.7% and for non-PP is 96.7%.</p>
2	<p>Social Emotional issues</p> <p>Our assessments, observations and discussions with children and families indicate a variety of challenges, such as:</p> <ul style="list-style-type: none"> • often due to fewer economic resources, home environments may be less enriching and stimulating. • Approx. 30% are accessing Early Help at any given time. • School refusal • Engagement with Learning • Disrupting learning environment
3	<p>Impact from School Closures</p> <p>Assessments and observations, which in turn are supported by national studies, indicate that children from disadvantaged families have been negatively impacted during periods of school's closure and lockdown in previous years. This has had an impact on learning and social skills/learning behaviours.</p>
4	<p>Language</p> <p>Assessments, observations and discussions with children indicate exposure to language and vocabulary gaps are more limited among disadvantaged children than their peers.</p>
5	<p>Writing</p> <p>Writing data shows disadvantaged children are performing below non disadvantaged children. We have identified that due to school closures that writing needs greater focus.</p>

	SEND As of Dec 2024, 37% of pupils in receipt of Pupil Premium funding are also on the SEND register. This has a significant impact on the attainment data.
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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
Improved attendance	<ul style="list-style-type: none"> Sustained high attendance for all children Reduced attendance gap between disadvantaged and non-disadvantaged children
Improved oracy and language skills	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language Engagement in lessons
Children to meet national standards in GLD, Phonics, Reading, Writing and Maths	<ul style="list-style-type: none"> Standardised assessments - outcomes demonstrate attainment. Phonics outcomes to be at least in line with national. End of KS2 outcomes to show that at least 63% of disadvantaged children meet the expected standard in Reading, Writing and Maths. An increase in the number of disadvantaged pupils who achieve greater depth at the end of KS2. 2 pupils scored GD in Reading , 1 pupils scored GD in Maths and none scored GD in Writing. (2023)
Improved health and well-being	<ul style="list-style-type: none"> Qualitative data from pupil voice, parent questionnaires and teacher observations. Increase in enrichment activities participation for disadvantaged children. Positive outcomes from Play therapy, Appropriate Provision (reducing exclusion and emotional based school avoidance). Positive results for pupils in Year 5 and 6 taking the Health Related Behaviour Survey.

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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for teachers and support staff to ensure that Little Wandle is delivered with fidelity and to a high standard.	<p>Our Early Years Reading Lead is working hard, alongside our Meridian Trust to ensure standards are raised in reading through Early Years, KS1 and KS2.</p> <p>Releasing staff as part of the Trust and English Hub support will ensure that staff receive bespoke and targeted CPD to develop their practice in delivering phonics. Upskilling them to provide monitoring and coaching for staff within the school will enable self-sustaining improvement. Purchasing training materials for a DfE validated Systematic Synthetic Phonics programme will secure stronger phonics teaching for all pupils and ensure that the programme is taught with consistency and fidelity across the school, building on previous teaching and prior learning. This will be continued into Years 3 and 4 so that children who are not secure in their Phonics development at the beginning of Key Stage Two will be taught in a rigorous and structured way to continue to make progress</p>	
Engagement in the Faster Reading Project for Year 4 children.	<p>Our work with the research-informed Faster Reading Project is designed to support the engagement of Year 4 children, especially those who are disadvantaged, supporting them to make accelerated progress in fluency and reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,4
All ECTs accessing the ECF two year induction programme delivered by Education Development Trust and Cambridgeshire & Peterborough Teaching School Hub	<p>ECF Framework and guidance</p> <p>Early career framework reforms: overview DfE</p>	1,2,3,4,5
Engagement in the H4L reading fluency intervention for Year 5 and 6 children	<p>Our work with the research-informed H4L reading fluency intervention is designed to increase both the fluency and comprehension of readers in Year 6 who need further support to reach ARE.</p> <p>Reading comprehension strategies EEF</p>	1

Ensure provision of high-quality feedback.	High-quality feedback can lead to an average of eight additional months' progress over the course of a year. Assessment and Feedback EEF educationendowmentfoundation.org.uk	2,3,4,5,
Purchase of standardised diagnostic assessments.	Formative assessment can improve children's learning. Formative Assessment EEF educationendowmentfoundation.org.uk For Example: The YORK The YARC The PHAB The Renfrew speech and language assessments The Sandwell Maths Assessment	
Purchase of DfE validated systematic Phonics programme – Little Wandle	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. Phonics EEF educationendowmentfoundation.org.uk	4,5,
Improve the quality of social and emotional learning.	Childhood social and emotional skills link with improved outcomes at school and later life. Social and Emotional Learning EEF	1,2,
Social and emotional learning (SEL) approached to be embedded.	educationendowmentfoundation.org.uk Transition support ensures children are well prepared for the next steps in their school life. School Transitions EEF educationendowmentfoundation.org.uk Trauma based training for all staff. Understanding a pupil's context will inform effective responses to misbehaviour Introduction to Adverse Childhood Experiences Early Trauma Online Learning Improving behaviour in schools EEF educationendowmentfoundation.org.uk	

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 phonics support for children in Reception, Key Stage One and Year 3, delivered with support and training from the school's Phonics team, Meridian Trust	EEF research suggests: "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds." The need for precise, focused support for targeted pupils is well recognised. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Tutoring	<p>One to one tuition is an effective strategy for providing targeted support for children that are identified as having low prior attainment or are struggling in particular areas. One-to-One Tuition EEF educationendowmentfoundation.org.uk</p> <p>Small group tuition is most likely to be effective if it is targeted at children's specific needs. Diagnostic assessment can be used to assess the best way to target support Small Group Tuition EEF educationendowmentfoundation.org.uk</p>	2,3,4,5
Year 6 booster/tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged. This will focus on both reading and maths.	<p>Booster/Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Mental Health Lead Training	<p>Mental Health lead training is part of our whole school approach to recognise the importance of positive mental wellbeing for all.</p> <p>Learning outcomes for senior mental health leads in schools and colleges DfE</p> <p>Promoting children and young people's mental health and wellbeing Children and Young People's Mental Health Coalition</p>	2,3,
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	<p>As stated above, our attendance data for children in receipt of PP is lower than non disadvantaged children</p> <p>DfE's Improving School Attendance Advice</p>	1,2,3,4,5,
Physical activity-sensory skills/Change for Life AM club	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. The benefits of physical activity have a positive impact for core academic attainment particularly literacy and mathematics.</p> <p>Physical Activity EEF</p> <p>educationendowmentfoundation.org.uk</p>	1,2,3,
Play Therapy	<p>Pupils can access Play Therapy once a week on a Thursday to cater to their SEMH needs</p>	2,3,4,5

Total budgeted cost: £63,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

63% of PP Chn reached combined in 2024 End of year SATs
 Attainment was above national in all areas bar writing and GD in writing
 Progress was positive in reading and maths. Writing has been targeted and is part of the current SDP for development.

50% of pupils made GLD in EYFS compared to 33% national (Disadv)

Y1 phonics for disadv was at 66% which is in line with National (Disadv)

Key Stage 2

ATTAINMENT & ASSESSMENTS

Subject	Level	Hatton Park Primary School (2007)	NCER National	
		Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	60.0%	43.3%	+16.7%
	GDS/High Score	0.0%	3.0%	-3.0%
Reading	≥Exp.Std.	80.0%	59.5%	+20.5%
	High Score	30.0%	16.9%	+13.1%
Writing (TA)	≥EXS	60.0%	57.5%	+2.5%
	GDS	0.0%	6.3%	-6.3%
Maths (test)	≥Exp.Std.	70.0%	58.3%	+11.7%
	High Score	10.0%	12.5%	-2.5%

PROGRESS

Subject	Level	Hatton Park Primary School (2007)	NCER National	
		Value	Value	Gap
Reading	Avg. Prog. Score	1.31	-0.89	+2.20
	Conf. Int.	±3.90 -2.59 to +5.21	±0.03 -0.92 to -0.86	n/a
Writing	Avg. Prog. Score	-1.25	-0.71	-0.54
	Conf. Int.	±3.75 -5.00 to +2.50	±0.03 -0.74 to -0.68	n/a
Maths	Avg. Prog. Score	0.47	-1.07	+1.54
	Conf. Int.	±3.66 -3.19 to +4.13	±0.03 -1.10 to -1.04	n/a

Externally provided programmes

Programme	Provider
Little Wandle	HarperCollins
Reading Fluency Project	Herts for Learning
Faster Reading Project	UKLA/NATE
Therapeutic Thinking	Therapeutic Thinking – Beacon Innovation Centre
Mastering Number	NCETM