

# 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 our disadvantaged pupils.

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	Hookstone Chase Primary School
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Ann Wheatcroft, Interim Headteacher
Pupil premium lead	Simon Hayes, Deputy Headteacher
Governor / Trustee lead	Craig Goold

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81186
Recovery premium funding allocation this academic year	£15990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97176

# Part A: Pupil premium strategy plan

## Statement of intent

Our pupil premium strategy follows a tiered approach, focusing spending on ensuring high-quality teaching for all children, targeted academic support for those at risk of falling behind, and addressing non-academic challenges to success e.g. poor attendance. Our disadvantaged children sit at the heart of our academy development plan and we aim to nurture all children who face additional challenges, eliminating gaps between them and their peers and ensure excellent achievement for all. We are committed to ensuring that all of our disadvantaged pupils, including those who are gifted and talented, receive quality first teaching in every lesson. Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas.

### **High Quality Teaching:**

- Our investment in high-quality teaching includes dedicated time for subject leaders to develop and oversee their curriculum areas of responsibility, additional teaching capacity to maintain our curriculum structure through changing cohort sizes and a focus on training and support for teachers and teaching assistants.

### **Targeted Academic Support:**

- Supporting children through structured small-group and one-to-one interventions which complement the classroom curriculum, helping children catch-up with their peers;
- Making use of the recovery premium and school-led tuition funding to offer targeted academic support to individuals and small groups.

### **Non-Academic Challenges;**

- Employing a Pastoral Lead to support families who are facing hardship, working closely with other agencies to ensure that all children are safe and thriving.
- Engaging families and children with poor attendance or who are persistently absent and ensuring their regular attendance at school

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in mathematics and early reading.</p>
2	Phonics outcomes for disadvantaged pupils are significantly below those of non-disadvantaged pupils. This negatively impacts their development as readers.
3	<p>Observations and discussions with pupils and families have identified significant financial challenges that particularly affect disadvantaged pupils.</p> <p>Some disadvantaged children have unsettled or challenging home environments that negatively impacts upon their academic progress.</p>
4	<p>Pupil and parental voice has identified a significant deficit in pupil premium pupil's cultural capital, which has been exacerbated by COVID related closures.</p> <p>Lack of cultural capital amongst our pupil premium pupils has negatively impacted their ability to access core subjects, particularly reading.</p>
5	Some pupils have complex home backgrounds and some parents require support with parenting: e.g. boundary setting, behaviour management and routines. As a result, pupils have experienced interruptions in their social and emotional development.
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 13.65% lower than for non-disadvantaged pupils.</p> <p>60% of disadvantaged pupils have been 'persistently absent' compared to 11% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard – a greater percentage than other pupils achieved in the last

	externally reported data set. Disadvantaged pupils reading VA to be greater than that of other pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard - a greater percentage than other pupils achieved in the last externally reported data set. Disadvantaged pupil's mathematics VA to be greater than that of other pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• high levels of participation in enrichment activities among disadvantaged pupils</li> <li>• Growing up in North Yorkshire Survey indicates improved wellbeing outcomes</li> </ul>
To improve pupils behaviours, including behaviours for learning.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A 50% reduction in all 'higher level behaviours' seen for disadvantaged pupils</li> <li>• FTE reduced and show year on year reduction</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no greater than 5%</li> <li>• the percentage of all pupils who are persistently absent being below 8%</li> <li>• the percentage of disadvantaged pupils who are persistently absent being below 10%</li> </ul>

## 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: **£40000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Subject leadership time and CPD</p>	<p>The quality of the curriculum is driven by middle leaders who have dedicated and protected leadership time</p> <p>SEN – 1.5 days per week</p> <p>Core subjects - 1 day per half-term</p> <p>Foundation subjects – 1 day every term</p>	1, 2, 4
<p>Purchase fully decodable phonics books to support teaching of early reading at home</p>	<p>Systematic Synthetic Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	1, 2

We will fund teacher release time to embed key elements of guidance in school and to access maths resources and CPD (including Teaching for Mastery training).	<a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2, 5, 6

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

Budgeted cost: **27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Delivered by additional teaching staff.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4

those who are high attainers.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£30000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and the nurture approach to behaviour management with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Broad and engaging outdoor curriculum that capitalises on outdoor learning opportunities in all year groups.	The use of outdoor spaces can be supportive of those pupils with challenging behaviours.	4, 5
Breakfast club with Pastoral Leaders for targeted individuals	Children report that they feel safe and have secure outlets of support if they have concerns that need addressing. <a href="#">Improving school attendance</a>	5, 6
Family intervention to support as appropriate a link to personalised support with behaviour and attendance.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3, 4, 5, 6
Nurture group for KS2 – staff training and resources for the nurture rooms.	Children struggling with social, emotional and behavioural difficulties have their needs met in order to remove barriers for learning.	5

**Total budgeted cost: £97,000**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which heavily disrupted teaching and learning throughout the year. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. The impact was mitigated by offering a school place to disadvantaged pupils in need of a school place, alongside children of key workers, and by maintaining a high quality curriculum, including during periods of partial closure. Safeguarding and additional welfare checks were made with those pupils in need of them (a high proportion of which are pupil premium).

Attendance continues to be a focus of our pupil premium plan as gaps between disadvantaged and non-disadvantaged pupils widened during 2019/20 and 2020/21.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

### Externally provided programmes

Programme	Provider