



**HACTON**  
**PRIMARY SCHOOL**

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# **Pupil Premium Report**

## Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hacton Primary School
Number of pupils in school	609
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	E Leslie (Headteacher)
Pupil premium lead	V Hornsby (Deputy Head)
Governor / Trustee lead	E Leslie

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,175
Recovery premium funding allocation this academic year	Autumn - £2,921
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	£79,096

# Part A: Pupil premium Strategy Plan

## Statement of Intent

At Hacton Primary School, we have high expectations and aspirations for all our pupils irrespective of their background, disability or circumstances. Our school vision of 'Personal Excellence' is reflected in everything we stand for. We know that high quality teaching will improve the achievement and attainment of most vulnerable pupils and as a school, we invest heavily in this.

There are a range of barriers to educational achievement for children who are eligible for the Pupil Premium, which include:

- Low attendance and punctuality issues.
- A lack of resources to support home learning including a lack of access to devices such as laptops, computers or tablets.
- Social and emotional issues resulting in low confidence and self-esteem.
- Socio-economic disadvantage. For example, poverty.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Language delay or difficulties as identified by a Speech and Language therapist, which can lead to social communication difficulties and issues with reading and writing.
- A narrow range of experiences and opportunities. For example, cultural capital.
- Special educational needs and disabilities.
- Low aspirations for future education/careers.

In order to address these barriers, we have used this Pupil Premium funding to support the teaching, learning, progress and wellbeing of our 'vulnerable pupils'.

Our strategy is also integral to our wider school plans for education recovery which ensures that all entitled pupils are given the necessary support to target gaps in education and additional intervention where appropriate.

## Challenges

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

Challenge number	Detail of challenge
1	Children come from a range of social and economic backgrounds.
2	Children experience barriers to learning as many of our disadvantaged pupils also have SEND needs.
3	Parental support/engagement is often inconsistent which further adds to the significant progress gap that is developing for disadvantaged children when trying to reach age related expectations.

4	Attendance and punctuality are a challenge for a small number of our disadvantaged pupils.
5	A number of our disadvantaged children receive a lack of experiences to support their learning and development outside of those offered in school.

## 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 reduce the effect of the social and economic gap on children's learning.	<ul style="list-style-type: none"> <li>• Opportunities provided for our disadvantaged children.</li> <li>• Progress will be supported through having additional opportunities and support.</li> </ul>
Disadvantaged children who do not have SEND need to reach age related expectations in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Children without SEND needs will make progress against the age-related expectations in reading, writing and maths.</li> <li>• Children with SEND needs will make progress from their initial starting point and in line with their EHCP/ IEP targets.</li> </ul>
Parents and families of disadvantaged children to feel supported by the school and in how they can support their child's learning.	<ul style="list-style-type: none"> <li>• Parents feel supported by the school and attend additional workshops to offer support.</li> <li>• Parental engagement improves.</li> <li>• Digital engagement is increased.</li> </ul>
Attendance and punctuality improves for the small number who have an attendance <95% or who are regularly late to school.	<ul style="list-style-type: none"> <li>• In house EWO to support parents.</li> <li>• School to phone home on the first day of absence.</li> <li>• Attendance and punctuality improves which enhances the children's learning experience.</li> </ul>
Disadvantaged children receive opportunities to enhance their experiences. This prevents further barriers to learning and the cultural capital gap is narrowed.	<ul style="list-style-type: none"> <li>• School to ensure that disadvantaged children are given opportunities to have experiences similar to that of their peers.</li> <li>• Engage with the HAF programme.</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: £34,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued monitoring and intervention provided for Pupil Premium teaching.  £34,200	Regular monitoring (termly) to address barriers to learning. This, in combination with personalised interventions, will help to target children's barriers to learning and areas of misconception.	2, 3, 5

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

Budgeted cost: £21,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted speech and language therapy sessions provided where necessary.  £2,000	Personalised and targeted speech and language sessions can have a positive impact on children's language skills. Children have access to support programmes for their speech and language development.	2
PP / vulnerable children in Y6 have access to booster and study support sessions to help overcome barriers to learning.  £2,000	Additional booster and study support sessions provide targeted support in specific areas of learning.	1, 2
Additional Teaching Assistant support provided across KS2 to support PP / vulnerable children in accessing learning.  £8,752	Additional TA support can provide more personalised learning in smaller groups for those children who need specific areas of learning addressed.	1, 2
PP / vulnerable children are provided with spelling support through	Gaps in spelling knowledge can be addressed though using a personalised online programme. This is also an	1, 2

using the Nesy intervention programme.  £6,756	engaging and interactive way of supporting children's learning.	
PP / vulnerable children are provided with language support across the EYFS through using the NELI intervention programme.  £1,500	Children's language needs can be addressed through an online programme. This ensures that children have the fundamental foundations needed for good language and social and emotional development as well as later Literacy and Numeracy skills.	1, 2

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

Budgeted cost: £24,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised ELSA sessions to support the emotional wellbeing of our PP/ vulnerable pupils.  £11,476	Increased need following the impact of school closures. PP/ vulnerable children know they have an allocated slot to support their mental health. This support enables children to access learning which leads to increased academic outcomes.	1, 3
External councillor to support the emotional wellbeing of our pupils.  £2,172	Supported pupils know they have an allocated slot to support their mental health. This support enables children to access learning which leads to increased academic outcomes.	1, 3
Access to clubs, activities and trips including a residential trip.  £5,000	PP pupils are able to enjoy the experience of extracurricular clubs, holiday clubs and residential trips. They also have access to experiences such as music tuition which enables them to further develop their areas of interest.	1, 3, 5
Additional support for accessing before and after school provision.	The families of PP/ vulnerable children feel supported by having access to	1, 3, 4

£2,650	breakfast and after school clubs. This can help support day to day tasks.	
Additional financial support in buying school uniform and clothing for school.  £1,000	The families of PP/ vulnerable children feel supported and the children have the correct clothing and uniform to access learning.	1, 3, 4
Provide financial support to the families of PP/ vulnerable children with day to day tasks such as shopping.  £2,000	The families of PP/ vulnerable children feel supported and the children have access to a balanced and healthy diet. This helps them to be fully prepared for a day of learning.	1, 3, 4

**Total budgeted cost: £79,506**

## 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. The following data shows the % of pupils 'on track' for age related expectation within the PP category.

### Reading

Year Group	Autumn Baseline	Autumn 2	Progress	Spring	Progress	Summer	Progress
Reception (6)	40%	100%	+60%	100%	0%		
Year 1 (3)	0%	0%	0%	0%	0%	0%	0%
Year 2 (7)	0%	29%	+29%	29%	0%	43%	+14%
Year 3 (10)	30%	30%	0%	60%	+30%	70%	+10%
Year 4 (13)	38%	38%	0%	38%	0%	38%	0%
Year 5 (10)	50%	50%	0%	50%	0%	50%	0%
Year 6 (10)	50%	60%	+10%	60%	0%	70%	+10%

### Writing

Year Group	Autumn Baseline	Autumn 2	Progress	Spring	Progress	Summer	Progress
Reception (6)	20%	100%	+80%	100%	0%		
Year 1 (3)	0%	0%	0%	0%	0%	0%	0%
Year 2 (7)	0%	0%	0%	14%	+14%	14%	0%
Year 3 (10)	20%	40%	+20%	50%	+10%	50%	0%
Year 4 (13)	31%	31%	0%	38%	+7%	46%	+8%
Year 5 (10)	20%	20%	0%	30%	+10%	50%	+20%
Year 6 (10)	40%	50%	+10%	50%	0%	70%	+20%

### Maths

Year Group	Autumn Baseline	Autumn 2	Progress	Spring	Progress	Summer	Progress
Reception (6)	Number 60%	60%	0%	100%	+40%		
	SSM 20%	100%	+80%	100%	0%		
Year 1 (3)	0%	0%	0%	0%	0%	0%	0%
Year 2 (7)	0%	29%	+29%	29%	0%	29%	0%
Year 3 (10)	70%	40%	-30%	60%	-10%	60%	0%
Year 4 (13)	46%	54%	+8%	46%	-8%	39%	-7%
Year 5 (10)	30%	40%	+10%	40%	0%	40%	0%
Year 6 (10)	30%	40%	+10%	60%	+30%	70%	+10%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
MyMaths	Oxford University Press
TTRS / NumBots	Maths Circle Ltd
Oxford Reading Owl	Oxford University Press
Nessy	Nessy Learning
Spelling Shed	Education Shed Ltd