

Pupil premium strategy statement – Hurst Green Primary School

School overview

Detail	Data
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	19%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kellie Wilson
Pupil Premium Lead	Natalie Webb
Pupil Premium Governor	Grace Smyth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,360
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121,360

Part A: Pupil premium strategy plan

Statement of intent

At Hurst Green Primary School, we are committed to ensuring that every pupil, regardless of their background, can achieve their full potential. Our Pupil Premium Strategy is designed to address the barriers faced by our disadvantaged pupils, including those eligible for free school meals (FSM), previously looked-after children (PLAC), and other vulnerable groups.

Vision

Our vision aligns with our school's core values of Respect, Equity, Aspiration, Collaboration, Responsibility, and Compassion. We believe that all pupils deserve a high-quality education that equips them with the skills and knowledge necessary for lifelong success.

Objectives

The primary objectives of our Pupil Premium Strategy are as follows:

- **Raise Educational Attainment:** We aim to close the achievement gap between disadvantaged pupils and their peers by providing targeted academic support and high-quality teaching.
- **Enhance Wellbeing and Personal Development:** We recognise that emotional and social wellbeing are critical to academic success. Our strategy includes initiatives to support the mental health and resilience of our pupils, fostering a positive school culture.
- **Increase Parental Engagement:** We will actively involve parents and guardians in their children's education, ensuring they are informed and engaged in the learning process.
- **Develop Tailored Learning Experiences:** Our SEND provision will be fully established to support pupils with complex needs, ensuring that all pupils receive a tailored learning experience that meets their individual requirements.
- **Foster Leadership and Responsibility:** We will empower our pupils to take on leadership roles within the school, promoting autonomy, aspiration, and responsibility.

Implementation and Monitoring

Our strategy will be implemented through a collaborative approach, involving staff, governors, and external partners. We will regularly monitor the impact of our initiatives, using data to inform our decisions and adjust our strategies as necessary.

Success Indicators

Success will be measured through:

- Improved academic outcomes for disadvantaged pupils, evidenced by assessment data.
- Increased engagement in school activities and parental involvement.
- Positive feedback from pupils, parents, and staff regarding wellbeing initiatives.
- Enhanced leadership opportunities for pupils.

By focusing on these key areas, we aim to create an inclusive and supportive environment that enables all pupils to thrive, ensuring that our Pupil Premium funding has a meaningful and lasting impact on the lives of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils in KS1 are less likely to meet age-related expectations in line with both LA and National figures.
2	Our most able disadvantaged pupils are not reaching their full potential in their KS2 assessments. 11% are achieving a High score in Reading and 5% Writing at the end of KS2, compared to 18% and 15% respectively for non-disadvantaged.
3	Pupil Premium pupils had an overall absence of 8.3%. This is 3.9% higher than the national non-disadvantaged, which is 4.4%.
4	PP pupils are more likely to struggle with their mental health and wellbeing.
5	Parental engagement is lower for disadvantaged pupils, especially in terms of support with reading for pleasure at home and attendance at school events such as parents' evenings.
6	Behaviour problems, particularly suspensions, are more likely to occur for PP children. Low level behaviour issues, as well as poor mental health, self-regulation strategies impact on all children, but particularly those who are disadvantaged.

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
An increased proportion of disadvantaged pupils will meet the age-related expectations in Reading by the end of Key Stage 1.	Quality delivery of phonics teaching into guided reading. Above average achievement in the phonics screening check (including Y2 recheck). End of KS1 Reading assessments evidence that disadvantaged pupils have reached age-related expectations in reading in line with non-disadvantaged pupils.
Improvement in attainment for more able disadvantaged pupils at the end of Year 6 in Reading and Writing.	Assessments, book scrutiny and observations show an improvement in writing skills. KS2 English outcomes in 2024-25 show that disadvantaged children met the high score/greater depth standard in line with their non-disadvantaged peers.

Attendance is in line with non-disadvantaged peers, in particular persistent absenteeism (currently 33.8% of PP pupils are PA).	Improved attendance for our disadvantaged children brings them in line with our non-disadvantaged children by 2025.
To achieve and sustain the mental health and wellbeing of all pupils.	Parents of pupil premium children engage with school in the same way as non-pupil premium parents. Monitored improved attendance at parents' evenings etc. Targeted parent voice surveys to PP parents.
To develop a culture of Reading for Pleasure and engagement in reading for disadvantaged pupils.	Observations, pupil voice and parent voice will demonstrate a higher level of engagement and a higher reported level of enjoyment of reading.

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: £58,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Quality First Teaching</u></p> <ul style="list-style-type: none"> - Subject leadership development/CPD time to ensure quality teaching and learning in all subjects. - SEND training for all staff on adaptive teaching and precise target setting. - Purchase and implementation of B Squared curriculum to support PP/SEND with precise assessment/next steps. - Recruitment x 2 additional support staff to lead intervention sessions to close gaps in learning. - Training for Staff using National College. - Purchase and implementation of Blue Sky Appraisal and CPD 	<p>Firmly embedded on the principle of quality first teaching.</p> <p>EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>The B Squared curriculum provides a comprehensive framework that supports the learning of pupils with SEND through personalised pathways, clear assessment, and a focus on functional skills.</p> <p>References</p>	1,2,3

<p>tool (including staff training) to develop meaningful approach performance management and CPD (including better accountability).</p>	<p>B Squared. (2023). B Squared Curriculum Overview. B Squared Website.</p> <p>Staff have positive views on using a more flexible approach to CPD using National College. Staff find it useful to choose webinars/training to suit the needs of the children they teach and their own skillset.</p> <p>National College has won over 14 major awards for its training.</p>	
<p><u>Reading for Pleasure</u></p> <ul style="list-style-type: none"> - To develop a culture of reading for pleasure through a whole school focus on reading: - Gifting all PP children with their own book twice per year. - Implementation of Reading Buddies (adults) to read with PP children. - Staff CPD on RfP and promoting a love of reading. - Appointment of RfP Lead - Parent workshops/reading cafes etc - Reading spine purchased for each class. - Links with local library. - Development of a new school library. 	<p>The reading framework, published in July 2023 by the DfE, advised that "Wide recreational reading expands pupils' knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary...Further, pupils who read regularly report heightened levels of social and emotional wellbeing."</p> <p>Department for Education (DfE). (2023). The Reading Framework.</p> <p>OFSTED. (2023). Research Review Series: English.</p> <p>This approach not only improves literacy skills but also fosters a love for reading, builds confidence, and enhances overall academic performance.</p> <p>The ownership of books has been shown to significantly enhance pupils' engagement in reading. Research indicates that when pupils have access to their own books, it positively influences their reading habits, motivation, and overall literacy development.</p> <ul style="list-style-type: none"> - National Literacy Trust. (2022). Children and Young People's Reading in 2022. - Organisation for Economic Co-operation and Development (OECD). (2021). Reading for Change: Performance and Engagement Across Countries. <p>Department for Education (DfE). (2023). The Reading Framework.</p>	<p>1, 2, 5</p>
<p><u>Early Reading</u></p> <ul style="list-style-type: none"> - Purchase of further phonics home resources (Phonic book bag books) and class teaching resources. - CPD for new staff and regular refreshers for current staff. - Use of Little Wandle Tracking Tool (subscription) to use precise assessments. 	<p>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.</p> <p>EEF Teaching & Learning Toolkit – Phonics (2021)</p>	<p>1</p>

<p><u>Greater Depth in Reading and Writing at KS2</u></p> <ul style="list-style-type: none"> - Staff to work with other schools to moderate/share practice. - Developing culture of aspiration through school vision and values. - Use of tracking systems and pupil regular progress meetings to address barriers to attainment. 	<p>Studies have shown that setting high expectations and aspirations for all pupils, especially those from disadvantaged backgrounds, can lead to improved academic outcomes. When pupils believe they can achieve at higher levels, they are more likely to engage with their learning and strive for excellence.</p> <p>The Education Endowment Foundation (EEF) highlights that interventions aimed at raising aspirations can lead to significant improvements in educational attainment, particularly for disadvantaged pupils (EEF, 2021).</p>	2
<p><u>Mental Health and Wellbeing</u></p> <ul style="list-style-type: none"> - Purchase and implementation of My Happy Mind, whole school curriculum/mental health programme. - CPD on delivery of MHM - Appointment of MHM lead - Parent App engagement - Senior Mental Health Lead appointed and completed training. - HLTA for pastoral support appointed. - Behaviour system purchased and CPD delivered to staff on improving behaviour. - Whole school training on mindset (FLIP IT Thinking) to build strategies for mental resilience for all. 	<p>The evidence overwhelmingly supports the idea that mental health and emotional well-being are closely linked to academic attainment in children. Promoting mental health through school-based programs, social-emotional learning, mindfulness, and parent support not only helps children manage their emotions and behaviours but also improves cognitive functions, focus, and engagement, which in turn enhances academic performance. This highlights the importance of integrated approaches that address both academic and mental health needs for the holistic development of children.</p> <p>Mental Health as a Predictor of Academic Success: A study published in The Lancet Psychiatry (2019).</p> <p>Early Mental Health Support and Academic Performance (Institute of Education, University College London, 2017)</p> <p>Social-Emotional Learning (SEL) and Academic Performance in the UK (EEF, 2019).</p>	4

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

Budgeted cost: £33981

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Individual and small group tuition</u>	Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2

<ul style="list-style-type: none"> - Intensive intervention in reading and writing for UKS2 children. - Intensive intervention for phonics (Rapid Catch Up phonics) for those at risk of not passing the Y1 PSC and Y2 recheck, and those in KS2 who did not meet the expectation). 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p><u>Mental Health and Well-Being</u></p> <ul style="list-style-type: none"> - Training for therapeutic support (for HLTA) e.g. Drawing and Talking Therapy, Mental Health First Aid, and Mental Health Practitioner. - Individual therapeutic support (external providers) to support three children). - Behaviour support practitioner appointed (HLTA) for five hours per week to provide targeted behaviour support, including PP children. - Two play therapists appointed to support children on 1-to-1 basis. 	<p>The evidence overwhelmingly supports the idea that mental health and emotional well-being are closely linked to academic attainment in children. Promoting mental health through school-based programs, social-emotional learning, mindfulness, and parent support not only helps children manage their emotions and behaviours but also improves cognitive functions, focus, and engagement, which in turn enhances academic performance. This highlights the importance of integrated approaches that address both academic and mental health needs for the holistic development of children.</p> <p>Mental Health as a Predictor of Academic Success: A study published in The Lancet Psychiatry (2019).</p> <p>Early Mental Health Support and Academic Performance (Institute of Education, University College London, 2017)</p> <p>Social-Emotional Learning (SEL) and Academic Performance in the UK (EEF, 2019).</p>	3, 4, 6

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

Budgeted cost: £30,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Develop a culture of 'Inclusive Attendance' in school</u></p>	<p>Inclusive Attendance training delivered by Wayne Harris, an experienced expert in improving attendance in challenging circumstances.</p>	3, 4, 6

<ul style="list-style-type: none"> - PP & Attendance lead CPD on Inclusive attendance - Whole staff and governor CPD - Termly meetings with NPOC. - Liaison with local network to share good practice and resources. - Attendance Lead to use targeted meetings and communications to improve attendance of PP children. - Home visits to take place, where necessary - Tracking attendance on CPOMs - Training for Attendance lead on DfE Attendance Data Tool 	<p>The evidence clearly indicates that disadvantaged pupils face numerous challenges that contribute to lower attendance rates. Addressing these disparities requires targeted interventions and support systems that consider the unique barriers faced by these pupils.</p> <p>Department for Education (DfE). (2023). School Attendance in England.</p> <p>Education Endowment Foundation (EEF). (2021). The Impact of Absence on Educational Outcomes.</p> <p>Implementing an inclusive attendance approach can significantly improve attendance rates among disadvantaged pupils by addressing their unique needs and barriers. By fostering a supportive environment, engaging families, and providing targeted interventions, schools can create a culture of attendance that benefits all pupils.</p> <p>References</p> <p>Department for Education (DfE). (2023). Working Together to Improve Attendance. www.inclusive-attendance.co.uk</p>	
<p><u>Improve Parental Engagement</u></p> <ul style="list-style-type: none"> - School to create a three-year strategy to promote parental engagement and communication, including a new website and social media channels. - Parents invited into school more frequently in order to improve their engagement in their children’s learning. 	<p>Increased parental engagement has a profound impact on pupils' learning and overall educational outcomes. Research consistently demonstrates that when parents are actively involved in their children's education, it leads to a range of positive effects.</p> <ul style="list-style-type: none"> - Improved academic performance (DFE 2023) - Better attendance rates (DFE 2023) - Support for learning at home. (EEF 2023) <p>Department for Education (DfE). (2023). Factors Influencing Primary School Pupils’ Educational Outcomes.</p> <p>Education Endowment Foundation (EEF). (2023). Working with Parents to Support Children's Learning.</p>	3, 5
<p><u>Other financial Support/Access to Enrichment</u></p> <p><u>Financial Support</u></p>	<p>Parents have commented that they are very grateful for contributions towards school uniform, trips and holiday clubs which they would otherwise be unable to afford.</p>	4, 5, 6

<ul style="list-style-type: none">- Subsidised trips/residentials- Uniform- Holiday clubs- Music tuition- Extra-curricular clubs.		
---	--	--

Total budgeted cost: £ 121,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had in 2023-2024

EYFS Outcomes

Disadvantaged Pupils 4 pupils 50% SEND	Non-disadvantaged Pupils 56 pupils 8.9% SEND
0% of disadvantaged pupils achieved GLD	66.1% of non-disadvantaged pupils achieved GLD
46.9% of disadvantaged pupils in Dudley achieved GLD	66.9% of non-disadvantaged pupils in Dudley achieved GLD

End Y1 Phonics screening

Disadvantaged Pupils 10 pupils 10% SEND (1 pupil)	Non-disadvantaged Pupils 48 pupils 13% SEND (6 pupils)
<ul style="list-style-type: none"> 80% of disadvantaged pupils achieved the expected standard in phonics in Year 1 (8 pupils) 	<ul style="list-style-type: none"> 89.6% of non-disadvantaged pupils achieved the expected standard in phonics in Y1
<ul style="list-style-type: none"> The LA equivalent for disadvantaged pupils was 64.9% 	<ul style="list-style-type: none"> The LA equivalent for non-disadvantaged pupils was 81.8%
<ul style="list-style-type: none"> NCER National equivalent for disadvantaged pupils was 68.1% 	<ul style="list-style-type: none"> NCER National equivalent for non-disadvantaged pupils was 84.3%
<ul style="list-style-type: none"> Dfe West Midlands Region equivalent was 70.7% 	<ul style="list-style-type: none"> Dfe West Midlands Region equivalent was 83.9%

End of Key Stage Phonics Screening

Only 4 pupils apply so no data analysis can be done on such small numbers.

End KS1 Outcomes

Disadvantaged Pupils End KS1 10 pupils 70% SEND	Non-Disadvantaged Pupils End KS1 52 pupils 17.3% SEND
Hurst Green Outcomes	Hurst Green Outcomes

<p>20% of disadvantaged pupils achieved Exp in reading (0% greater depth)</p> <p>10% of disadvantaged pupils achieved Exp or more in writing (0% greater depth)</p> <p>40% of disadvantaged pupils achieved Exp or more in maths (0% greater depth)</p>	<p>75% of non-disadvantaged pupils achieved Exp in reading (26.9% greater depth)</p> <p>69.2% of non-disadvantaged pupils achieved Exp or more in writing (9.6% greater depth)</p> <p>71.2% of non-disadvantaged pupils achieved Exp or more in maths (17.3% greater depth)</p>
<p>The LA equivalent for disadvantaged pupils was 43.1% reading, 34.4% writing, 43.3% maths</p>	<p>The LA equivalent for non-disadvantaged pupils was 69.8% reading, 60.5% writing, 67.6% maths</p>

KS2 outcomes in summer 2022 were as follows:

RWM Combined

Disadvantaged Pupils RWM	Non-disadvantaged pupils RWM
<p>18 pupils 11.1% SEND</p>	<p>44 Pupils 15.9% SEND</p>
<p>Hurst Green = 61.1%</p>	<p>Hurst Green = 56.8%</p>
<p>NCER National = 45.7%</p>	<p>NCER National = 67.1%</p>
<p>DfE Regional = 47.4%</p>	<p>DfE Regional = 65.8%</p>
<p>Local Authority = 43%</p>	<p>Local Authority – 63.0%</p>

Reading End KS2

Disadvantaged Pupils Reading	Non-disadvantaged pupils Reading
<p>18 pupils 11.1% SEND</p>	<p>44 Pupils 15.9% SEND</p>
<p>Hurst Green = 77.8%</p>	<p>Hurst Green =70.5 %</p>
<p>NCER National = 62.6%</p>	<p>NCER National =79.6%</p>

DfE Regional = 63.4%	DfE Regional = 78.2%
Local Authority = 58.4%	Local Authority – 76%

Writing End KS2

Disadvantaged Pupils Writing	Non-disadvantaged pupils Writing
18 pupils 11.1% SEND	44 Pupils 15.9% SEND
Hurst Green = 72.2%	Hurst Green = 77.3%
NCER National = 58.7%	NCER National = 77.5%
DfE Regional = 61.1%	DfE Regional = 76.9%
Local Authority = 58.7%	Local Authority =76%

Maths End KS2

Disadvantaged Pupils Maths End KS2	Non-disadvantaged pupils Maths End KS2
18 pupils 11.1% SEND	44 Pupils 15.9% SEND
Hurst Green = 88.9%	Hurst Green = 75%
NCER National = 59.3%	NCER National = 79.2%
DfE Regional = 60.7%	DfE Regional = 78.1%
Local Authority = 56.8%	Local Authority – 75.6%

Attendance

Attendance overall for Aut/Spring 23/24 was 95%, compared to the national average of 93.1%. This is also higher than the previous year (94.4%)

For disadvantaged pupils, overall attendance was 90.5%, compared to the national average of 10.4%. The rate of persistent absence for Hurst Green was 34.4%, compared to 32.2% for national. This is largely due to two families of 3 pupils who have absence rates between 20-30% each and one child who was subject to a managed move.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils