

# Pupil Premium Strategy Statement

## Hujjat Primary School

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   | Hujjat Primary School              |
| Number of pupils in school  | 177                                |
| Proportion (%) of pupil premium eligible pupils   | 14%                                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2025                          |
| Date this statement was published   | December 2022                      |
| Date on which it will be reviewed   | July 2023                          |
| Statement authorised by   |                                    |
| Pupil premium leaders   | F Aissaiou (DSL)/<br>S Saad (DDSL) |
| Governor / Trustee lead   | Z Ali                              |

### Funding overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year   | £23,545.00 |
| Recovery premium funding allocation this academic year  | £2,465.00  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0         |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £26,010    |

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other 'disadvantaged families' and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years (Ever6) or has been continuously looked after for at least 6 months (LAC) they are considered 'disadvantaged' and the school receives an amount per head within their budget. A smaller provision is also made for children who have a parent in the armed services.

The aim of the funding is to target the attainment gap between pupils from deprived backgrounds and their more affluent peers. This gap persists through all stages of education, including entry into higher education.

Research shows that:

- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven.
- The gap widens further during secondary education and persists into higher education.
- The likelihood of a pupil eligible for Free School Meals achieving five or more GCSEs at A\*-C (4-9) including English and mathematics is less than one third of a non-Free School Meals pupil.
- A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

This funding is spent strategically by the school to meet its aim of ensuring maximum progress and access to provision for all groups of children and to close any gaps.

Hujjat Primary School has adopted a policy explaining our approach to spending and managing pupil premium funds. Parents were consulted in the process of developing this policy and it is available on our school website. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximize progress.

- To promote high levels of wellbeing and involvement for disadvantaged children throughout their school life at Hujjat Primary.
- To ensure our most vulnerable children and their families have access to therapeutic services to secure their basic needs of safety, love/belonging and esteem are met where needed.
- to ensure that our disadvantaged children have good levels of attendance (95%+)
- To ensure that all children who require catchup from lost learning during national lockdown achieve their individualised and personalised targets in Reading, writing and Maths.
- To ensure staff are using whole class evidence-based teaching strategies to ensure they are supported in providing good or better provision consistently.
- To provide additional 1:1 and small group support with a focus on diminishing

literacy and numeracy gaps for identified pupils.

- To widen their life experiences; encouraging memorable and applied learning experiences and broadening language experience therefore giving motivation to communicate.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Pressure on families due to working hours and younger siblings in the family  |
| 2                | Difficulties experienced with other siblings in the family  |
| 3                | Not having access to equipment at home, such as home devices.   |
| 4                | A number of pupil premium students come from households where English is not spoken or used infrequently/ in an adapted form so that the only experience the students have of English as a means of communication and study is in school. Whilst this could be a strength long term as they will be bilingual adults, it is currently a barrier to their learning the primary curriculum at the same pace as their peers.   |
| 5                | Fluency of reading for students who were unable to meet National Expectations in phonics in Year 1  |
| 6                | Students are not always 'ready to learn' in school because of factors beyond the school. This can mean that pupils are not in a secure place mentally/emotionally or that they demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. Some students have experienced traumatic events in their prior life history which they need support to process and are having an impact on their relationships and engagement in school.                                   |
| 7                | The impact of school closures in the last two academic years has been significant for this group of students. The youngest students have delayed development of skills due to loss of experience and the oldest have gaps in their learning due to the variations in the ways in which they studied aspects of the curriculum over time.<br>Brought students into school based provision during the period of school closures, they have bigger gaps in their learning than the average for their peer group. |

|   |   |
|---|---|
| 8 | There are also a group of pupils within this cohort with multiple challenges upon whom the impact of school closures has been more significant. |
|---|---|

## 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   |
|--|--|
| 1. Outcomes of disadvantaged children is no lower than the children with the same baseline   | Improvement in the attainment for Pupils on the register:<br>-GLD in EYFS<br>-National Expectations in Year 1 phonics<br>-National Expectations or GDS in Year 2 phonics retake<br>-National Expectations or GDS in End of Year 2 Assessments  |
| 2. Pupil premium students have the language skills to access the academic and social aspects of school life.   | The attainment gap between pupil premium students with an EAL profile and their peers narrows over time in both teacher assessment and testing outcomes Pupil premium students with an EAL profile are able to meet the Key Performance Indicators for English in their year group           |
| 3. Pupil premium students are able to recover from the impact of school closures in 2020 and 2021 to attain outcomes in line with that of their peer group locally and nationally as well as reach expected outcomes | All pupil premium students attain at least the levels expected based on their prior attainment in teacher assessment and testing<br>Increasing numbers of pupil premium students attain greater depth in end of Key Stage assessments  |
| 4. Attendance and engagement for this group of students improves over time   | Attendance for students in this group on average meets the school target of 95% or better.<br>Students in this group with complex needs are supported to access support beyond school where appropriate e.g., CAMHS<br>Parental support provided to meet the needs of pupils with SEMH needs |
| 5. Students learning is extended and new experiences available in ways that their families cannot facilitate   | Pupil premium students' pupil voice evidence shows students are enjoying their learning<br>Improved access to curriculum enrichment will enable pupils to attain at National Expectations.   |

## 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: £ 8000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Quality first teaching experiences, provision of challenge and feedback to students in classes | <a href="https://my.optimus-education.com/what-quality-first-teaching-and-why-it-important">https://my.optimus-education.com/what-quality-first-teaching-and-why-it-important</a>   | 5,7                           |
| Little Wandle Training for all staff to support Early Reading and the provision for phonics    | <a href="http://educationendowmentfoundation.org.uk/toolkit/approaches/phonics">http://educationendowmentfoundation.org.uk/toolkit/approaches/phonics</a>   | 5, 7                          |
| Recruitment of a SEN LSA to support with of identified pupils in EYFS and KS1                  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> | 4,6                           |

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

Budgeted cost: £ 15,600

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Phonics intervention groups organised by SENCO with the HLTA                   | <a href="http://educationendowmentfoundation.org.uk/toolkit/approaches/phonics">http://educationendowmentfoundation.org.uk/toolkit/approaches/phonics</a><br><br><a href="http://educationendowmentfoundation.org.uk/toolkit/approaches/small-group-tuition">http://educationendowmentfoundation.org.uk/toolkit/approaches/small-group-tuition</a> | 4,5,7                         |
| Early Literacy assessment and pre-teaching of vocabulary across the curriculum | HPS uses Little Wandle scheme which this is part of and the results are an increased reading age of 2 months   | 4,5,7                         |

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

Budgeted cost: £ 2,600

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provision of part or wholefunding for enrichment activities such as: educational trips and visits and clubs  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> | 1, 2                          |
| Higher Level Teaching Assistant (HLTA) and SEN specialist Teaching Assistant, in collaboration with the SENDCo and Curriculum Leader, to support individuals and groups by providing additional support: social skills, SEMH and sensory circuits' skills. | <a href="http://educationendowmentfoundation.org.uk/toolkit/approaches/phonics">http://educationendowmentfoundation.org.uk/toolkit/approaches/phonics</a>   | 2, 6, 8                       |

**Total budgeted cost: £ 26,200**

## 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.

| <b><u>EYFS outcomes: GLD</u></b> |                     |                              |                   |                                  |
|----------------------------------|---------------------|------------------------------|-------------------|----------------------------------|
| <b>Curriculum area</b>           | <b>All students</b> | <b>% Ever 6 students (3)</b> | <b>National %</b> | <b>%Not Ever 6 Students (87)</b> |
| Good Level of Development        | 79%                 | 100%                         | 74%               | 85%                              |
| Mathematics (Number)             | 94%                 | 100%                         | 82%               | 94%                              |
| Reading                          | 82%                 | 87%                          | 79%               | 83%                              |
| Writing                          | 79%                 | 67%                          | 76%               | 79%                              |

### 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>                 |
|----------------------|---------------------------------|
| Counselling sessions | Independent external counsellor |
| Forest School        | Independent external provider   |