

Pupil Premium Strategy Statement 2024-25

Hujjat Primary School

This statement details our school's use of pupil 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 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	298
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	
Date on which it will be reviewed	July 2025
Statement authorised by	D Syed Headteacher
Pupil premium leader	S Saad (DDSL) Acting HT
Governor / Trustee lead	S Virji

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,060
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,060

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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	Parents struggling to bring children to school on time daily (punctuality)
2	Children (including parents) who are both disadvantaged and on the school's SEN register
3	Families and pupils who are EAL
4	Mathematics, Writing and Reading fluency for pupils in EYFS, KS1 and KS2 who are unable to meet National Expectations
5	Pupils who have additional SEMH-MHW needs
6	Pupils who have lack of enrichment opportunities outside school
7	Families struggling due to cost of living increases
8	Parenting support for struggling families

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.Improving punctuality Supporting parents with bringing in children to school on time	Disadvantaged pupils have access to subsidised breakfast club or breakfast/booster club
2.Inclusion for pupils Supporting pupils who are disadvantaged and on the school's SEN register (doubly disadvantaged). Extending support to parents of this group of pupils as well	Small group interventions for reading (and phonics), writing and mathematics Training for all staff from school's Educational Psychologist Parent Workshops from Harrow Early Support
3.Supporting pupils who are EAL Additional support is in place for pupils who have English as an additional language and are disadvantaged	Phonics Catchup sessions by <i>Little Wandle</i> trained staff Provision for dual language books through (Harrow Library Services) Curriculum Workshops for parents and additional time set aside to understand pupils' attainment expectations and ways to support them
4.Narrowing the gap Disadvantaged pupils' attainment is broadly in line with their peers	Through <i>quality first teaching</i> , and booster classes improvement in the attainment for pupils in: GLD in EYFS National Expectations in Year 1 phonics National Expectations or GDS in Year 2 phonics retake National Expectations and GDS (End of KS1 Assessments) National Expectations and GDS (End of KS2 Assessments) 1:1 and small group interventions for reading (and phonics), writing and mathematics 75% disadvantaged children in all year Key stage 1 and Key Stage 2 Year Groups to attain ARE

	75% disadvantaged children in Reception to attain ARE
5. Pupil Wellbeing Supporting disadvantaged pupils' mental health and wellbeing	Providing disadvantaged pupils with wellbeing catch-up sessions by the School's Learning Mentor Senior Leaders have mental health and wellbeing training to support pupils' SEHM needs Pastoral days
6. Pupil enrichment Disadvantaged pupils have enrichment opportunities which are similar to their peers and promote being happy and positive	Disadvantaged pupils have access to a variety of subsidised extra-curricular clubs Educational trips and visits are subsidised, so pupils can consolidate their learning through real-life experiences Disadvantaged pupils have access writing to booster clubs
7. Cost of living increases Providing some reprieve to families who are currently struggling	Staff awareness and sensitivity towards understanding the needs of parents whose children are disadvantaged and providing them with enrichment opportunities and wraparound care subsidies' updates Community projects to support our families
8. Parenting Support	Providing <i>parenting support</i> through Harrow Early Support Curriculum Information mornings and exemplification information on learning strategies

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 (Quality First Teaching and Learning and Adaptation)

Budgeted cost: £13,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching by teacher training and CPD	Quality First Teaching Effective Professional Development	2,3,4
Little Wandle Training for all staff	Phonics Fluency	2,3,4
Teaching and Learning strategies and CPD to promote adaptation	Adaptation and Interventions	2,3,4
Unfunded 1:1 support for a disadvantaged child with significant need	Adaptation and Interventions	2,3,4

Targeted academic support (One-to-one support; Structured interventions)

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions groups led by trained staff	Phonics and Early Reading	2,3,4
Precision mathematics interventions led by trained staff	Mathematics Interventions Group Interventions	2,3,4 2,3,4

Recruitment of HLTA to deliver impact interventions	<u>After-school clubs help poorer primary pupils get ahead</u> Nuffield Foundation	2,3,4
20 hours of writing booster clubs outside of school hours, including access to a breakfast		

Wider strategies (Promoting Mental Health and Wellbeing; Parenting Support; Punctuality; Enrichment)

Budgeted cost: £ 13,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Support, including attendance and enrichment	<u>Parental Engagement</u>	1, 3, 4, 7, 8
Raising staff awareness and training on Social Emotional and Mental Health Learning Mentor and MHW Leaders' training	<u>Personal, Social and Emotional Development</u> <u>SEHM in the Classrooms</u>	2, 6, 7, 8
Clubs to enhance curriculum , internal and external		2,3,4,6

Total budgeted cost: £ 51,060

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 2023 to 2024 academic year.

	Attainment Autumn Term (PP)	Attainment Autumn Term (Non PP)	Attainment Summer Term (PP)	Attainment Summer Term (Non PP)	Overall HPS Attainment
EYFS GLD	0%	2%	50%	87%	83%
Year 1 Phonics	38%	48%	91%	78%	85%
Year 2 Reading	50%	76%	70%	82%	78%
Year 2 Writing	30%	66%	70%	86%	83%
Year 2 Mathematics	40%	76%	70%	90%	80%
Year 3 Reading	63%	82%	73%	92%	83%
Year 3 Writing	64%	84%	73%	92%	83%
Year 3 Mathematics	63%	85%	73%	90%	82%

Attendance Autumn Term (PP)	Autumn Term (Non PP)	Attendance Summer Term (PP)	Attendance Summer Term (Non PP)	Overall HPS Attendance 2023-2024
93.2%	95.5%	93.2%	93.3%	92.4%

EYFS:

- Phonics catch up sessions.
- Additional allocated adult led time during skills time.
- Enrichment Opportunities

- Drawing Club to support writing

Year 1:

- Phonics Catch Up and Keep Up sessions.
- Mathematics Interventions.
- Pre teach interventions for writing.
- Enrichment Opportunities
- Sessions with Learning Mentor
- Breakfast Club to improve attendance.

Year 2 and 3:

- Phonics Catch Up and Keep Up sessions (Year 2 Phonics Retake support)
- Pre teach interventions for mathematics and writing.
- Enrichment Opportunities
- Sessions with Learning Mentor
- Breakfast Club to improve attendance.

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.

Programme	Provider
SEMH Training	Place2Be
Mental Health and Wellbeing Training for Senior Leaders	Department for Education
SEMH and SEND Awareness Programmes	TES Institute