

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	Hunslet Moor Primary School
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022- 2023, 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Simon Crawford & Hannah Darley
Pupil premium lead	Rachel Chandler
Governor / Trustee lead	Emma Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,990
Recovery premium funding allocation this academic year	£25,230
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	£266,220

Part A: Pupil premium strategy plan

Statement of intent

At Hunslet Moor we believe that all children should be given the opportunity to achieve their full potential, taking into account the importance of meeting the needs of each individual child's learning, and their social and emotional needs. We have high expectations for all pupils in our school, and believe that with good quality teaching and learning, access to a broad balanced curriculum and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

The Pupil Premium funding that our school receives will be used effectively to implement the necessary provision to support identified 'disadvantaged' pupils to facilitate access to education; access to a rich and varied curriculum, including enriching experiences and specific interventions that are outlined within this Pupil Premium Strategy Plan. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Recovery funding. This has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs. Our strategies target the individualised needs of our children identified as 'disadvantaged', with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium funding.

Staff at Hunslet Moor Primary School are committed to ensuring that High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We are committed to ensuring that disadvantaged pupils, including those who are SEND, receive targeted support through effective teaching and learning and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent, targeted intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables our school to plan appropriate interventions and support programmes year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating Pupil Premium Funding, a thorough analysis of data has been conducted and a range of research, such as the Education Endowment Foundation and The Sutton Trust has been considered. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Closing the gap in learning due to COVID- 19 Our assessments, discussions and observations demonstrated lower levels of attainment and slower progress rates for Disadvantaged pupils. Upon returning to school, after a number of closures, pupils displayed significant gaps in Reading, Writing and Maths and found it difficult to retain or recall prior learning. The impact of COVID-19 has further increased the gap in learning for a number of pupils.
2	Pupil SEMH need and supporting vulnerable families Pupils emotional well-being, social and behavioural needs are affecting children being in a position to be 'ready' to learn and make progress in line with their peers. Some

	pupils display a weakness in learning behaviours. These pupils physically and emotionally lack self- belief, resilience and readiness to learn. The lack of self-motivation and independence in disadvantaged pupils has impacted upon attainment levels of these pupils across school from EYFS to KS2.
3	Communication and language skills and the development of Early Reading. There are a significant number of pupils who join the school that have little or no English. Our reports show an increase in speech and language difficulties and limited vocabulary skills from EYFS to KS2. This is a barrier to pupils reaching the standards expected of their age. Typically, more pupils than average are from minority ethnic groups and the proportion of pupils who speak English as an additional language is well above average. Our assessments and reports demonstrate that pupils are below the national average in phonics and reading. Read write inc on entry assessments show that there are currently 56 children accessing phonics in KS2 (Autumn 2022)
4	All children have access to a broad balanced curriculum Our reports and discussions identify that historically low attainment levels upon entry into EYFS, mobility of pupils and the impact of a reduced curriculum (due to COVID-19) have reduced the opportunities to access a broad balanced curriculum for the majority of our disadvantaged pupils.
5	Enriching experiences Our observations and discussions with children and families show that some disadvantaged pupils lack opportunities to engage in activities beyond their home or the local community.

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
Good quality teaching and learning for all pupils-To ensure that all disadvantaged pupils are accessing a curriculum that meets their needs and enables them to make progress in line with their peers.	Gap analysis, moderation of assessments and use of pupil tracking grids by class teachers and subject leaders are used to identify pupils who have fallen behind their peers. Assessment of pupils demonstrates a reduction in attainment gap between disadvantaged and their peers in R,W,M. Robust assessment, data analysis and evaluation supports planning for targeted intervention. The use of Covid catch up programmes and interventions are proven effective.
Staff to ensure that the emotional well-being of vulnerable children and their families are met in an inclusive and nurturing way. This is also to ensure that attendance increases-especially those who are classified as persistently absent.	Senior Inclusion Support workers are proactive in their role of supporting pupils to be 'ready' to learn. Family support workers support the most vulnerable families with appropriate services including; counselling services, school uniform and offering core therapeutics to meet the SEMH need of pupils. Attendance support officer ensures that attendance of whole school meets national average 95%. Breakfast club supervisor supports to deliver a healthy whole school breakfast- offering breakfast to all pupils daily. All pupils feel safe and happy in school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.

<p>Improved oral language, vocabulary and an increase in reading attainment for all pupils at Hunslet Moor Primary School.</p>	<p>Read, Write Inc is adopted as a whole school approach and is effective in ensuring that pupils are making progress in phonics and early reading.</p> <p>There are a wide range of books/ resources available to develop the love of reading within school and these are accessed regularly by pupils at home and in school.</p> <p>Staff are confident and competent to deliver an effective phonics lessons and develop early reading strategies.</p> <p>There is an increased percentage of pupils who pass their phonics check from previous years.</p> <p>Impact of phonic intervention show that children have made progress in phonics across the programme.</p> <p>Children meet ARE in Reading at KS1 and KS2.</p>
<p>All children have access to a broad balance curriculum that is tailored to the local school community.</p>	<p>Subject leaders and curriculum leaders work to develop a broad balanced curriculum for pupils in school.</p> <p>Ensuring that there is a clear focus for every subject within the curriculum. There is a subject policy that aligns with the Hunslet Moor curriculum policy. LTPs and MTPs have been reviewed for: NC coverage for each year group; progression year on year; relevance and pitch. Resource audits have been completed and order completed for renewed resources in school.</p> <p>Work scrutiny and conversations with children has taken place for each subject and developments acted upon swiftly.</p> <p>Subject leaders have engaged in at least 1 CPD event and can demonstrate application of this within their subject.</p> <p>Subject leader have provided support for the teaching of the subject eg. Sharing of good practice. Reviewing LTP, modelling a lesson, subject 'drop in' session/ briefing, sharing of resources, subject knowledge.</p> <p>All children are accessing a range of lessons which promote their creative skills and develop their curiosity.</p> <p>All pupils are offered a free PE kit to enable them to access P.E lessons & after school clubs.</p>
<p>All children are exposed to a breath of experiences that enable them to contextualise their learning.</p>	<p>All year groups have a long term plan for enriching experiences.</p> <p>Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning to make it memorable.</p> <p>Holiday clubs are run free of charge of parents and there is a clear uptake of these.</p>

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: £55,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>TRL Reading subject leadership</i> £4,812</p> <p><i>Read, Write Inc tuition, implementation & monitoring</i> (0.4)AHT salary £19,607</p> <p><i>Early reading tutoring</i> £11,950 (3 mornings only)</p>	<p>Government guidance on using recovery premium funding: schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that provide targeted academic support, such as tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching '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>1,3</p> <p>1,3</p> <p>1,3</p>
<p><i>Subject leadership & curriculum budgets</i> <i>English, Maths, Science</i> £7,600</p> <p><i>Middle leader training</i> £1290</p>	<p>To begin to tackle the challenge of the attainment gap requires us first to understand it – both the scale and nature of the gap, as well as the factors most likely to help close it.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF_Attainment_Gap_Report_2018_-_print.pdf</p>	<p>4,1</p> <p>4,3,1</p>
<p><i>Fluency training for reading</i> £200</p> <p><i>Sonar assessment & training for staff</i> £2,900</p>	<p>Resources set aside for CPD needs identified from the school SDP. Our experience tells us this is important to be able to be responsive to the needs presenting.</p>	<p>1,2,3,4</p>
<p><i>Music- SLA Artforms</i> £7,500</p>	<p>Studies find that found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills.</p> <p>https://www.brighthorizons.com/family-resources/music-and-children-rhythm-meets-child-development</p>	<p>4,5</p>

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

Budgeted cost: £26,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>HLTA deployed to focus on Year 6 breakout (Mornings only)</i> £12,485</p> <p><i>RWI support</i> £2000</p>	<p>Government guidance on using recovery premium funding: schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that provide targeted academic support, such as tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p> <p>1</p>
<p><i>Resources to support phonics/ Early reading & key texts books</i> £3000</p> <p><i>Lexia package & subscription</i> £1,650</p> <p><i>Speech and language support</i> £6060</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,3</p>
<p><i>Maths subscriptions</i> £285</p> <p><i>Testbase subscriptions</i> £1000</p>		

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

Budgeted cost: £ 171,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Senior Inclusion Support Worker (0.5)</i> £16,886</p> <p><i>Inclusion support worker (0.5)</i> £12,485</p> <p><i>Attendance support officer</i> £20,041</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2</p>

<p><i>Family support worker</i> £15,547</p> <p><i>Family support worker</i> £21,359</p> <p><i>Attendance and behaviour budget</i> £2,000</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>EEF Guidance about Wider strategies focusing on SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>2</p> <p>2</p>
<p><i>Behaviour and Well-being</i> <i>Core Therapeutics</i> £10,500</p> <p><i>Team teach training for staff & subscription</i> £550 £1500</p> <p><i>Online safety UK</i> £1,300</p> <p><i>REACH</i> £24,250 <i>Cluster contributions</i> £23,750</p>	<p>Schools need the tools and resources to make effective mental health support a critical plank in education catch-up https://www.eif.org.uk/blog/schools-need-the-tools-and-resources-to-make-effective-mental-health-support-a-critical-plank-in-education-catch-up</p> <p>Mental health and behaviour in schools: Departmental advice for school staff. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf</p> <p>Research and evidence is vital to inform the promotion of a safer online environment for children. https://saferinternet.org.uk/research</p>	<p>2</p>
<p><i>Breakfast club supervisor</i> £2,023</p> <p><i>Healthy school package</i> 3 yearly subscription</p>	<p>A healthy and positive school environment is fundamental to student success and effective learning https://healthyschoolscampaign.org/about/our-vision-what-is-a-healthy-school/ https://www.mentallyhealthyschools.org.uk/The_lives_of_children_and_young_people_behind_the_statistics_Magic_Breakfast</p>	<p>2</p>
<p><i>Cpoms</i> £1000 <i>THRIVE online</i> £990 <i>Thrive training</i> £700 <i>Jigsaw PHSE subscription</i> £840</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>2, 4</p>
<p><i>Widget</i> £500</p> <p><i>Language Line</i> £3000</p> <p><i>School website translation</i> £1000</p>	<p>The school caters for over 400 pupils, whose families speak up to 40+ languages within the community.</p> <p>Resources such as Language Line, Widget online subscription & website translation help to support families of children within the school community break down barriers to communication and language. https://www.bell-foundation.org.uk/app/uploads/2017/05/2014-cambs-Full-Report-FV.pdf</p>	<p>1,2,3</p>
<p><i>Enriching experiences & educational visits</i> <i>EYFS- KS2</i> £1400 x 4 <i>Yr 4 & Yr 6 overnight residential</i> £11,575</p>	<p>Research shows too many young people from disadvantaged backgrounds never get the chance to engage with extra-curricular activities. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	<p>2,5</p>

<i>After school club budget</i> £500	This research highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explore what it is about how these clubs are structured and delivered that helps to engage less affluent families.	2,4,5
<i>PE kits for pupils</i> £5,583	https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf	2,4

Total budgeted cost: £ 265,829

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.

This is the first academic year since 2018/19 where there is a statutory assessment data for Foundation Stage, y1 and y2 phonics, y2 and y6 data.

Breakdown of Disadvantaged pupils per year group

DISADVANTAGED: NC YEAR BREAKDOWN

NC Year	Girls	Boys	Total
R	7	10	17
1	9	6	15
2	10	15	25
3	18	7	25
4	14	18	32
5	19	9	28
6	16	16	32

174 pupils are classified as disadvantaged, this is up to 42.4% in some cohorts. This is 15.9% higher than the national average of 26.5%.

40.9% (94) of girls are disadvantaged, 14.4% higher than the national of 26.5%.
44.2% (84) of boys are disadvantaged, 17.6% higher than the national of 26.6%.

* Data taken from perspective lite Dec 2022

Foundation Stage Data- Good Level of Development

Group	HMPS 2022	Leeds	National
Overall	52.5%	61%	65.2%
Disadvantaged	58.8%	43.1%	49.4%
Other	50%	65.6%	68.2%

Analysis

58.8% of disadvantaged pupils achieved a good level of development compared to the cohort 52.5% of other pupils. A higher % of disadvantaged pupils achieved GLD than the national average for disadvantaged pupils (49.4%). Overall, 52.5% achieved a good level of development at Hunslet Moor which is 12.7% lower than the National average of 65.2%.

Phonics Screening Y1

Group	2018	2019	2022	Local 2022	National 2022
All	73.3%	68.2%	67.8%	75.2%	75.5%
Disadvantaged	/	/	80%	61.1%	62.4%
Other	/	/	63.6%	79.7%	79.1%

80% of disadvantaged pupils passed the phonics screening compared to 63.6% of other pupils. Hunslet Moor disadvantaged pupils outperformed other pupils by 16.4% and were 0.3% higher than local and 1% higher than national other pupils.

Phonics Screening- End of Y2

Group	2018	2019	2022	Local 2022	National 2022
All	36.4%	57.1%	59.1%	46%	44.2%
Disadvantaged	/	/	77.8%	38.6%	39.1%
Other	/	/	46.2%	50.9%	47.2%

77.8% of disadvantaged pupils at Hunslet Moor had achieved the phonics screening pass mark by the end of Y2. Overall, 59.1% of pupils achieved a pass in 2022. Which is 2% rise since 2019, and a 22.7% points rise since 2018. Considering this, a major focus continues to be on the RWI strategy to support the children who have not passed the phonics Y2 recheck as they move into Y3.

End of Key Stage 1 Data (EXS)

Subject	All		Disadvantaged		Other	
	School	National	School	National	School	National
Reading	44%	67%	44%	52%	44%	72%
Writing	34%	58%	36%	41%	32%	63%
Maths	44%	68%	40%	52%	47%	73%
Combined	27%	53%	28%	37%	27%	58%

In this cohort, disadvantaged pupils are working a little behind disadvantaged pupils nationally and significantly behind other pupils nationally. This cohort's disadvantaged pupils are made up of a high SEND cohort (17%) a high % of FSM (47%) and a high percentage of EAL pupils (70%).

Only 28% of pupils who are considered disadvantaged achieved expected standard in reading, writing and maths compared to 37% nationally. Although there is no significant difference when compared to all pupils within the cohort achieving expected to disadvantaged pupils in R/W/M. There is a priority to identify disadvantaged pupils who have the potential to reach the combined standards by the end of y3 and moving forward to the end of KS2. Which is in line with the school target setting and assessment protocols.

End of Key Stage 2 Data Attainment

Subject	All				Disadvantaged				Other			
	School		National		School		National		School		National	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	60%	8%	75%	28%	49%	6%	63%	17%	74%	11%	79%	32%
Writing	48%	7%	70%	13%	49%	3%	56%	6%	46%	11%	75%	15%
Maths	62%	13%	71%	22%	52%	9%	57%	12%	74%	19%	78%	27%
Grammar	63%	13%	73%	28%	52%	6%	59%	17%	78%	22%	78%	33%
Combined	37%	2%	59%	7%	33%	0%	43%	3%	41%	4%	65%	9%

Non disadvantaged pupils outperformed out performed Disadvantaged pupils in all subjects and nationally between pupils at EXS and GDS. The smallest gap was between disadvantaged and all pupils in writing (1%) which is a school wide focus.

It is important to note that 27% of the cohort is categorised at 'mobile' by the DfE with 27 children who joined school in KS2 (45%) & 7 children joined in Y5 or Y6 (12%). 33 pupils are classified at disadvantaged (55%). 12 children had no previous KS1 data but counted in end of key stage attainment data. Overall 39% were in the lower attainment band at the end of KS1. 65% of pupils have English as an additional language and 12% re on the SEND register.

End of Key Stage 2 Progress Scores

Progress in Reading

Year	2017	2018	2019	2022
Pupils counted	38 pupils	40 pupils	46 pupils	48 pupils
Progress Score	-3.03	-0.08	0.68+	-1.6
Progress Band	Below Average	Average	Average	Unvalidated (likely borderline average/below average)
National	0.00	0.03	0.03	Unvalidated

Progress in Writing

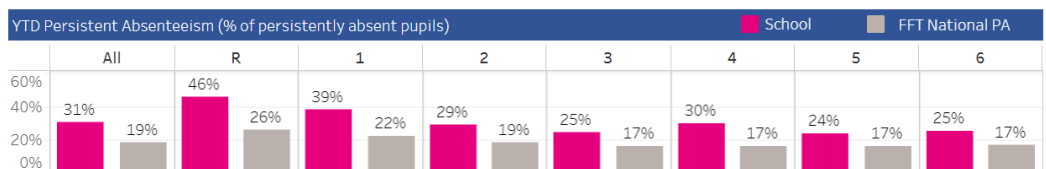
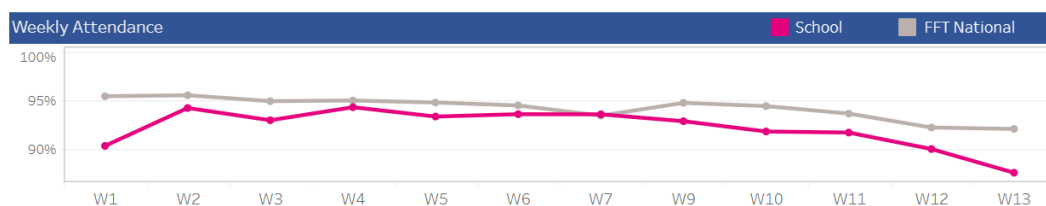
Year	2017	2018	2019	2022
Pupils counted	38 pupils	40 pupils	46 pupils	48 pupils
Progress Score	2.73+	0.51+	1.64+	-1.00
Progress Band	Above Average	Average	Average	Unvalidated (likely average)
National	0.00	0.03	0.03	Unvalidated

Progress in Maths

Year	2017	2018	2019	2022
Pupils counted	38 pupils	40 pupils	46 pupils	48 pupils
Progress Score	-2.24	-2.15	-0.35	0.00
Progress Band	Below Average	Below Average	Average	Unvalidated (likely average)
National	0.00	0.03	0.03	Unvalidated

Attendance Information

Autumn 2022 (Sep- Dec)



Attendance workers continue to ensure that pupils attend school regularly through high expectations, challenge and support, which provides a wealth of support to a large majority of vulnerable families. Although there is a continuing large differential between pupils at Hunslet Moor and nationally in terms of headline attendance rates and also in terms of persistent absenteeism. Progress pre-pandemic has been set back and this continues to be a main priority for the school throughout this academic year.

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
Jigsaw PSHE package	Jigsaw Education Group
Thrive Online Subscription package	Thrive
Read, Write, Inc	Ruth Miskin
Online Safety UK Subscription	Online Safety UK
Extended therapeutic support	Core Therapeutics
White Rose Maths premium resources	White Rose Maths
Lexia	Lexia Learning Systems
Sonar Assessment tracking tool	Juniper Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A