



Pupil premium strategy statement 2022-25

Hutchinson Memorial CE First School

Learning together for life.

'Love one another. As I have loved you.' (John 13.34)

At Hutchinson Memorial, our Christian foundations are at the heart of everything we do. We strive for every child to be resilient, adaptable and to flourish in an ever-changing world through an inspiring, enriched curriculum. Our vision is to provide a happy, loving, nurturing school where we can ignite a passion for learning and an ambition for everyone to fulfil their hopes and dreams.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Victoria Bennett, Chair of Governors
Pupil premium lead	Paula Snee, Headteacher
Governor / Trustee lead	Pat Redfern, Link Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP x 3 £4,035 Post adopted from care £4,690
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£10,725

Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped reading and writing skills among some disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils indicate that maths attainment among some disadvantaged pupils is below that of their peers.
4	Our assessments, observations and discussions with pupils indicate that the education and wellbeing of some of our disadvantaged pupils was affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in some knowledge gaps contributing to a minority of pupils attaining below age-related expectations, especially in writing and reading.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils due to previous adverse life experiences. These challenges particularly affect disadvantaged pupils.
6	Access to enrichment activities, including Educational Visits and Peripatetic Music Lessons, in order to broaden opportunities and experiences.

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
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Improved maths, reading and writing outcomes for children across the school, particularly children who are disadvantaged.	Assessments and observations indicate significantly improved reading, writing and maths skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
Improved participation and access to enrichment activities, including educational visits, residential visits and peripatetic music lessons.	<ul style="list-style-type: none"> All children to access educational visits and residential visits where applicable. Children to show greater confidence and engagement in wider opportunities across the whole school experience, for example, engaging in peripatetic music lessons to improve confidence and social skills.

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)

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional learning. This will be supported by professional development and training for staff through the Trust.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Additional reading, writing and maths sessions targeted at disadvantaged pupils who require further support.	Support 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3,4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved participation and access to enrichment activities & educational visits.	Evidence shows that broadening the opportunities children are given to develop additional skills and confidence has a positive impact on the outcomes achieved. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5, 6
Contingency fund for acute issues.	To respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £12,800