

# Pupil premium strategy statement 2024-2027 (Autumn 2024 update)

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	Husbands Bosworth CE Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Alan Eathorne
Pupil premium lead	Alan Eathorne
Governor / Trustee lead	D. Rimmer , L .Paris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£12520
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12520

# Part A: Pupil premium strategy plan

## Statement of intent

Our school vision sets out that we want all our pupils to be knowledgeable, well-rounded and confident and we do this by providing an engaging and purposeful curriculum. Our core purpose is learning, and we identify that it is the children and the adults who are all learning. We know that when children are taught on a day-to-day basis by highly effective teachers all children do better, and particularly disadvantaged children. Our strategy encompasses providing high-quality professional development opportunities for our staff which in turn leads to better teaching and outcomes for children. We also understand that targeted support, such as providing Emotional Literacy support, can overcome a barrier to some children being the best they can be.

## Challenges

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

Challenge number	Detail of challenge
1	Motivating children to engage in a range of curriculum areas particularly writing and reading but also across all curriculum areas.
2	We know that where children have difficulties self-regulating and that this can impact on their academic and developmental progress. We also know that parental engagement with children's learning helps build aspiration and academic progress. Education Endowment Foundation (2018),
3	Parental understanding of specialist areas such as the teaching of phonics and how to support their child.

## 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
A clear and challenging curriculum will provide progression for all children across the school	A coherent curriculum for all subjects is evident in planning and through outcomes from children

	<p>Children will be able to talk knowledgably about a range of topics and to make links between these.</p> <p>Where expert teachers are deployed this will see high quality outcomes and increased motivation of children to enjoy and progress (e.g. French, PE and Ukulele teachers)</p> <p>Teachers will use a range of formative and summative assessment tools to support precise evaluation of progress and plan to address the findings.</p>
Teachers will have a deeper understanding of the process of teaching writing for purpose	<p>Teachers able to explain and demonstrate through their planning and outcomes children's progression in writing</p> <p>Outcomes for children will begin to include purposeful work with links to our school community.</p> <p>Children will be more motivated to write and edit for a variety of purposes</p>
Children will have an increased awareness of their emotional state	<p>Children who have had support will be able to talk about their thoughts and feelings openly</p> <p>ELSA baseline and evaluations will show a change in understanding of emotions</p>
LSAs will have an enhanced understanding of their role in the reading and writing curriculum	<p>LSA able to explain the elements of reading and how they support these areas through one-to-one or group work.</p> <p>LSA will have completed the schools training on reading and writing.</p> <p>Parents will be even more engaged with their children's reading journey – Go Read will help staff to be more focussed on who need additional support.</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: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Collaboration time for teachers to undertake whole school curriculum planning and SEND, receive subject knowledge CPD, partake in Lesson Study cycles</p> <p>This is in conjunction with children having expert teachers for specialist subjects e.g. PE and music.</p>	<p>Ensure all staff participate in professional development to support their expertise in all curriculum areas (using specialist teachers where necessary to provide a high-quality curriculum) in order to develop subject knowledge and review pedagogy. (Sutton Trust 2011, Quigley 2018, Beck et al 2013)</p> <p>Evidence that experienced teachers continue to progress in their effectiveness in environments where professional development culture is prevalent (Kraft and Papay, 2014)</p>	1
<p>Professional Development opportunities for LSA – supporting the teaching of reading and writing.</p>	<p>Making the Best Use of Teaching Assistants (EEF, 2018) – developing our LSAs to clear on their role, subject knowledge and specific impact. Training is effective in allowing them to provide individual and group instruction.</p> <p>Coaching opportunities provided from in school coaches and subject experts</p>	1
<p>Using standardised assessment resources to aid precision planning.</p>	<p>Creating The School Our Children Need (William, 2018) – One element identified is the careful use of assessment to support planning and evaluation.</p> <p>Making Good Progress? (Christodoulou, 2016) – considers why outsourcing summative assessment to standardised testing resources and using comparative judgment instead of rubric based assessment are more beneficial.</p>	1

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

Budgeted cost: £3700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Support Assistant (ELSA) – Providing a programme of emotional literacy support for targeted children (and those who come from service families) .</p>	<p>EEF Toolkit - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This area has limited evidence so we will make sure we evaluate our work with our children to measure the impact.</p> <p>Where there is a transition to other schools this is important to consider.</p>	2
<p>Additional precision sessions for those disadvantaged children who need further support.</p> <p>Hughes, J. C., Beverley, M., &amp; Whitehead, J. (2007). Using Precision Teaching to increase the fluency of word reading with problem readers.</p>	<p>The Precision Teaching intervention focus on developing fluency in reading, spelling and maths facts. This supports their learning in class through reduced cognitive load. This data-driven approach allows for individualized instruction, targeting specific skills and tracking progress over time. The use of frequent, short practice sessions and immediate feedback helps to maximize student engagement and retention. The evidence consistently shows significant improvements in academic achievement, including gains in reading fluency, math skills, and overall academic performance.</p>	

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

Budgeted cost: £ 360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and reading workshops to support parental engagement</p>	<p>EEF toolkit suggests parental engagement can have a +4 month effect on children. EEF Parent Engagement Guidance Report (2018)</p>	3

**Total budgeted cost: £ 12580**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2023-2024 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Analysis of our whole school data suggests that:

In reading that 70% of disadvantaged children are at the expected standard compared to 82% of non-disadvantaged children.

In writing that 50% of disadvantaged children are at the expected standard compared to 72% of non-disadvantaged children.

In maths that 50% of disadvantaged children are at the expected standard compared to 84% of non-disadvantaged children.

We use standardised test material to support our teacher assessments. Due to the small sample size cohort data can be easily skewed and so we look at specific children rather than relying solely on cohort data.

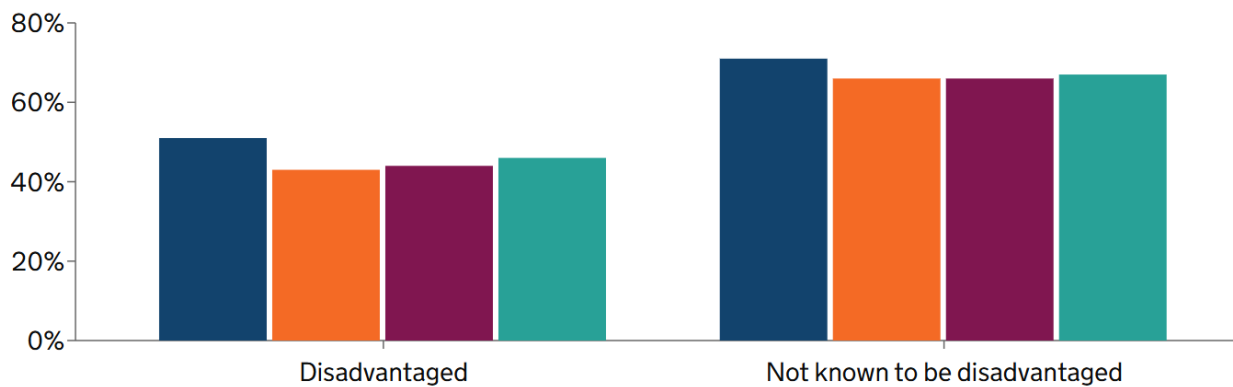


## Maths

2023/24					
Autumn		Spring		Summer	
Test	TA	Test	TA	Test	TA
		90		80	
123		119		118	
92		96			
105		95		88	
109		120			
		96			
		102			
0		75			
105		100			
88		81		85	
				73	
				81	
94		99			

The data shows that our main objectives such as ensuring early reading is continuing to be successful (even where some of the children are also categorised as SEND). The data analysis and progress meetings allow us to focus on needs. The gap between disadvantaged and non-disadvantaged is most in writing. Our curriculum, what teachers are learning about supporting early writing through CPD is helping, as to is our CPD on interventions and training staff appropriately.

**Percentage of pupils at the end of key stage 2 meeting the expected standard in reading, writing and maths (combined) by disadvantage status, 2019, 2022, 2023 and 2024 (England, state-funded schools)**



- 2018/19
- 2021/22
- 2022/23
- 2023/24

The data shows the impact of that our strategy has had over time. These data also shows the impact of some of our catch-up work. We have identified writing as an area of development and so our interventions and focus for our school development work this year has been focussed on accelerating progress in writing across the school through our programme for improving teaching and our targeted interventions. We would also like to point out that whilst interventions are evaluated individually, these outcomes are as a result of the strategy as a whole.

## 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
N/A	

## Service pupil premium funding (optional)

*No funding received for the 2023/2024 academic year. 2024/2025 the school will be in receipt of some funding.*

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

**Further information (optional)**

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