

## Pupil premium strategy statement

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	Hudson Road Primary
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs C Westgate Headteacher
Pupil premium lead	Mr A Trewick Deputy Headteacher
Governor lead	Mrs J Kirby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£154,290</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Hudson Road we want all pupils, irrespective of their circumstances or any challenges that they might face, to make good progress and achieve their best possible attainment across all subject areas. The focus of our pupil premium strategy is to support those identified disadvantaged pupils to achieve that goal.

We will consider the challenges faced by all of our most vulnerable pupils (including those who have a social worker, who have special educational or medical needs and those pupils who are newly arrived in the UK). 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. It is our intention that non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

Our approach takes account of identified whole school areas for development as well as individual needs. We use an evidence based approach including robust diagnostic assessment.

To ensure they are effective we will:

- Continue to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that all pupils are taught from a structured programme of study that leads to measurable improvement in their work
- act early to intervene at the point need is identified
- develop confidence and skills that support effective learning.

## 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	On entry assessments and observations indicate underdeveloped speech and language skills and vocabulary gaps among many disadvantaged pupils. These are most evident on entry into Nursery and Reception and can impact on readiness to learn.
2	Where there are under developed speech and language skills then those children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	On entry assessment and observations indicate that many children, particularly those who are disadvantaged, have additional needs that have not been identified by pre school partners.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and reading fluency in KS2.
5	Our observations and discussions/focus groups with pupils and families have identified a lack of enrichment opportunities that means that many disadvantaged pupils have gaps in their experiences and skills that impact on learning including their attainment.
6	Teacher referrals for support for pupils' social and emotional needs have markedly increased during the pandemic. In 2022 41 pupils (22 of whom are disadvantaged) required additional support with social and emotional needs. This negatively impacts on their attitudes and ability to learn.
7	Of our persistent absentees in 2021-2 (attendance under 90%) a significant majority are identified as disadvantaged pupils. Our assessments and observations indicate that poor attendance is negatively impacting on some disadvantaged pupils' progress.

## 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. Improve on entry to Reception speech and language skills and vocabulary among disadvantaged pupils.	Large majority of disadvantaged Reception children achieve in line with age related expectations and achieve a good level of development.
2. Y1 and Y2 pupils have completed the age appropriate phases in phonics and achievement in reading is in line	The % of Year 1 pupils (including those identified as disadvantaged) achieving the expected phonics standard is at least in line with national

with age appropriate expectations	average. End of KS1 attainment in reading is at least in line with national average.
3. Early identification of needs and effective support ensures age appropriate development.	All pupils with identified SEND have an agreed support plan including timely access to appropriate partner services to ensure they can achieve their best.
4. Improved reading and writing attainment among disadvantaged pupils across KS2.	KS2 reading and writing outcomes in 2024/25 show that the % of disadvantaged pupils that met the expected standard is at least in line with overall national averages.
5. Access to enrichment opportunities that support the full school curriculum and address gaps in the experiences of disadvantaged pupils.	Because of the rich curriculum experiences that disadvantaged pupils receive, their achievement at end of KS2 is at least in line with national averages Records show a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
6. Support for all pupils to access school and learning successfully and to have effective attitudes in learning.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent forums and feedback and staff observations Achievement at end of KS2 at least in line with national averages
7. Improve the attendance of disadvantaged pupils identified as persistent absentees from 2020 and 2021 data.	% of persistent absentees (including disadvantaged pupils) is in line with or lower than local averages.

## 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: £49,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured online programme that develops pupils reading fluency/speed/understanding. Subscription to Reading Plus to support the development of reading fluency in KS2.</p>	<p>Strong evidence base to indicate that reading fluency underpins success in reading at KS2.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a> See section 3</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p>	4
<p>Subscription to Little Wandle a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Additional resources needed to ensure pupils are able to complete any missed phases because of Covid 19 interruptions including updated reading books that match scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Ensure that disadvantaged pupils are working within age appropriate expectations in reading, writing and maths through small class sizes across KS2 and a targeted Y3/4 nurture/intervention class to ensure full participation, work specific to individual needs taught by qualified teacher.</p>	<p>Teaching in smaller class sizes targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4 6

<p>Embedding speech and language rich activities across the Early Years curriculum. These can support pupils to develop their speech, consolidate understanding and extend vocabulary.</p> <p>Training for staff on Talk Boost Approach.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 77,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group approach to phonics teaching across Reception and KS1 to ensure full participation with additional individual “keep up” interventions by experienced staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Small group support for targeted disadvantaged pupils in key transitions (Nursery/Reception, Y2/3 and Y4/5) including modelling of appropriate behaviours as well as lunchtime/playtime support as needed.</p>	<p>Teaching 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:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

Specific support for Looked after pupils and disadvantaged KS2 pupils with SEND around social and emotional difficulties including individual therapeutic interventions – in 6 week block with specialist counsellor and support from experienced SEN TA.	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): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	6
Provision of additional experienced staff at HLTA level to lead interventions and individual keep up/ catch up programmes in Reception and KS2.	Teaching 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: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 4

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

Budgeted cost: £ 27,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for identified families from dedicated Early Help Worker able to complete home visits, phone calls and meetings.  All absences by identified pupils followed up with personal phone call, referral for support, advice by office staff.	Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Additional support for most vulnerable 2/3 year olds in need of intensive intervention. Use Bright Stars (our outstanding daycare) for provision that meets the developmental needs of young children including assessment of each child including additional top up hours above 15 hour placement and use of qualified staff with experience of SEND/EAL support for 0-5s.	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): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1 3

<p>Access to enrichment opportunities that support the full school curriculum and address gaps in the experiences of disadvantaged pupils including transport for residential visits, holiday booster and fitness schemes for target year groups and educational visits that to support the Hudson Road curriculum.</p>	<p>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):  <a href="http://www.eef.org.uk/educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  Impact of residential experience on academic achievement.  <a href="https://www.researchgate.net/project/Residential-Outdoor-Experiences-for-Young-People">https://www.researchgate.net/project/Residential-Outdoor-Experiences-for-Young-People</a>  Loynes, Dudman and Hedges.</p>	<p>5 6</p>
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**Total budgeted cost: £154,290**

## 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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils in Y6 at the end of KS2 was considerably higher than in the previous formal SATs tests in 2019 because of a significant number of additional measures to ensure that they were well prepared for secondary school.

Outcomes at the end of Y6 in 2022 were significantly improved and higher than national and local average in most areas because of the successful mitigations outlined in this strategy.

The impact of Covid lockdowns and interruptions to education in previous academic years was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted primarily due to COVID-19-related issues including access to appropriate assessment and support via health services.. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Outcomes from 2020-21

Please see Pupil premium Strategy 2020-24

### 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
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Reading Plus	
Little Wandle phonics	

## Further information

### Additional funding from

- ✓ Mental Health Lead grant- for training costs for Hudson Road Mental Health Lead to complete the DfE accredited training.
- ✓ Community Fund-additional funding so we can offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- ✓ Sir Tom Cowie Trust-funding for enrichment visits