



Pupil premium strategy statement – Harry Hotspur CE 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24/25 25/26 26/27
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	Gavin Johnston (Head Teacher)
Pupil premium lead	Gavin Johnston (Head Teacher)
Governor / Trustee lead	Mike Samuels

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£48,840

Part A: Pupil premium strategy plan

Statement of intent

At Harry Hotspur our vision is that all children “achieve and grow together”. Our core values are: Respect – Perseverance - Achievement. We aim for the best outcomes for all our pupils including those who are disadvantaged in an environment where they will flourish and thrive. We will consider the challenges faced by vulnerable pupils including those with a social worker.

- Our ultimate aim is for all children to achieve the best they can. This includes doing everything possible to ensure our disadvantaged pupils make the progress they need to catch up with their peers academically.
- Our pupil premium strategy includes supporting all of our pupils to take part in all school activities. We have a proud tradition of being fully inclusive with no child ever feeling ‘left-behind’. This includes attending trips, playing a musical instrument, engaging in sports clubs and experiencing high quality residential visits.
- Our curriculum is designed to increase the cultural capital of all our learners. We ensure high quality teaching across the whole curriculum with a focus on aspiration and careers to support children in learning skills for their future. Our core values underpin this with children understanding the importance of respect and perseverance resulting in achievement. They understand achievement is key.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of prior attainment – including low on-entry baseline. <i>Sept 2024 Baseline</i></p> <p>2YO % not at age-related expectations on entry: 80%</p> <ul style="list-style-type: none">• Listening 60%• Speaking 80%• Self-regulation 20%• Managing Self 40%• Building relationships 20%• Gross motor-skills 20%

	<ul style="list-style-type: none"> ● Fine motor-skills 0% <p><i>Nursery % not at age-related expectations on entry: 80%</i></p> <ul style="list-style-type: none"> ● Listening 50% ● Speaking 50% ● Self-regulation 50% ● Managing self 50% ● Building relationships 50% ● Gross motor-skills 10% ● Fine motor-skills 10% ● Comprehension 70% ● Word reading 70% ● Writing 80% ● Number 70%
2	Low levels of aspiration
3	<p>Access to cultural capital</p> <ul style="list-style-type: none"> ● Visiting a theatre ● Visiting swimming pool ● Residential visits ● Museum visits ● Performing arts venues ● Sporting experiences
4	Increase in SEND for children who are disadvantaged. This is particularly with relation to SEMH (Social Emotional and Mental Health) issues
5	Lower reading outcomes in KS2 (56%) compared to 71% in maths.

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
Children will make rapid progress in EYFS from low baseline	Increased number of children achieving GLD by the end of Reception
Children will be able to talk about their achievements and understand the future impact e.g. careers	Parents attending curriculum sessions e.g. reading Positive pupil voice
Children will have full access to the curriculum offer inside and outside the classroom.	More disadvantaged pupils will take part in enrichment activities, residential visits and school visits
Children are meeting personalised SEND targets for SEMH	Resources in place to support SEND Staff training in place for SEMH Spaces in school used to facilitate SEMH e.g. sensory circuits Positive pupil voice

Children will achieve ARE at the end of KS2 in reading	Increased number of children achieving ARE Booster support Resources available e.g. AR / Phonics
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [16,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Comprehension strategies</i>	EEF Toolkit +6. Use of programs to provide support to children in developing comprehension skills: Accelerated Reader and Reading Plus. In addition weekly taught VIPERS lessons are focused on high quality teaching of comprehension strategies.	1, 2, 5
<i>Staff Access to high quality CPD</i>	High quality CPD is needed to provide teachers with up to date knowledge in curriculum, learning theory and cognitive science. This will enable teaching to be of the highest quality for all of our children.	1, 2, 4, 5

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

Budgeted cost: £ [19,840]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tuition</i>	EEF Toolkit +5. Using well-trained staff to provide 1:1 tuition to children to support progress in specific English and maths interventions.	1, 2, , 4, 5

<i>Small group tuition</i>	EEF Toolkit +4. Using existing staff to provide small group tuition to children to support progress in specific English and maths interventions.	1, 2, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [13,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the quality of teaching and play-based environment in the Early Years</i>	EEF Toolkit +5. Working alongside colleagues from established Early Years units, we aim to improve the experience for all our children across early years to support play-based learning and engagement to increase progress in preparation for starting year 1.	1, 2
<i>Cultural capital Participation</i>	EEF Toolkit +2. Working with instrumental tutors we give opportunities for all children to learn a musical instrument. This includes whole class tuition in Year 3/4 (currently violin). Subsidising school visits and residential activities	2, 3

Total budgeted cost: £ [48,840]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of disadvantaged pupils in the previous academic year:

- Over the past year our results for disadvantaged pupils were:
 - KS2 50% ARE in reading (Nat. 74%)
 - KS2 83% ARE in writing (Nat. 72%)
 - KS2 83% ARE in maths (Nat. 73%)
 - KS2 50% ARE combined RWM (Nat. 61%)
 - KS2 83% ARE in SPaG (Nat. 72%)
- This shows that our disadvantaged pupils are achieving well (above National) in writing, maths and SPaG but less well in reading. This supports our decision to continue to support reading developments in school.
- Wider school observations including learning walks, book scrutiny and pupil voice back this up.
- 1:1 and small group work has had an impact on writing outcomes particularly, with children achieving well at extended writing linked to topic work.
- Engagement in wider participation in school events including visits, visitors and residential has had a positive impact on well-being and learner engagement. It continues to place our school favourably as being inclusive.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.