



Pupil premium strategy statement

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	Huntingtower CP Academy
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	32.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	22nd November 2021
Date on which it will be reviewed	Annually in October
Statement authorised by	Emma Harkins
Pupil premium lead	Emma Harkins
Governor / Trustee lead	Paul Emmett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,640
Recovery premium funding allocation this academic year	£ 19,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 8,500 (£6,000) Catch Up/ £2,500 PP)
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	£ 218,570



Part A: Pupil premium strategy plan

Statement of intent

Academy Intent:

The elements of our approach are mutually supportive and beneficial of each other and to ensure that we are effective, we will:

- Provide a curriculum ensuring that disadvantaged children are challenged in their learning.
- Identify early pupils who require intervention to address need.
- As a whole academy, take collective responsibility for disadvantaged pupils, their progress and achievements.

In Huntingtower Academy, we recognise that whilst all pupils are unique and different, they are all entitled to a curriculum and provision that allows them to 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.

We are aware and support the complex needs of vulnerable pupils, the challenges they face often as a result of additional adverse experiences. Our approach to the academy's provision to support disadvantaged pupils is also intended to support the needs of vulnerable pupils as well.

As well as tailoring of the curriculum to provide the best outcomes for pupils, high quality teaching is integral to our approach. We operate with a constant awareness of the areas where disadvantaged pupils require the most support and this drives the academy's strategic improvement and professional development. It is acknowledged that the focus detailed in this plan is mutually beneficial for non-disadvantaged pupils and their progress will be sustained and improved alongside progress for disadvantaged. Targeted support, the use of a range of interventions including the use of the National Tutoring Programme is used to support pupils who have been the worst affected by the Pandemic.

The academy acknowledges the importance of wider support strategies and this has been a key focus of the strategic support of disadvantaged pupils for many years. This is even more important now in this recovery period as it has been before. The academy is responsive to individual needs as well as more common themes and early identification by informed and trained staff is paramount to this.

Trust Intent:

To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observation and discussions with pupils and professionals identify that pupils often display oral language and vocabulary comprehension gaps and this is more prevalent in disadvantaged students. This is evident throughout the academy and can be more complex with pupils who are disadvantaged and also have either English as an additional language or additional needs. This is evident in both their reading and writing attainment.
2	Assessments, observations and discussions with pupils identify that disadvantaged pupils often have greater difficulty with phonic acquisition than their peers. This correlates with their development as readers.
3	Internal data indicates that maths attainment of disadvantaged pupils is below that of their peers. This is supported by national surveys. Internal data and unit analysis supports the lack of mathematical fluency particularly with higher attainers. The partial closures inhibited the opportunities for pupils to think more deeply in a structured and progressive environment.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils has been affected by the partial closures of the pandemic. This is supported by the findings from our pupils' engagement in national surveys. The lack of structure, routine as well as a provision that is rooted in PSHE/Personal Development has led to many children struggling to self-regulate and process the turbulent times that they have been exposed to. This subsequently impacts upon their progress and attainment.
5	Attendance of pupils who are disadvantaged has been a long term focus of the academy. Monitoring and support of families who struggle to ensure that their child attends regularly has indicated that disadvantaged pupils' attendance remains below that of their peers. The percentage of disadvantage pupils who are persistently absent is higher than that of their peers.



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
Improved oral and language skills	Assessment and observations (quality assurance including book scrutiny, teaching and learning reviews, on-going assessment) indicate significant improvement in disadvantaged pupils' achievement and progress.
Improved reading outcomes among disadvantaged pupils.	KS2 reading outcomes for 2024 show that there is an increase to a minimum of 80% of disadvantaged pupils that meet the expected standard.
Improved mathematics outcomes among disadvantaged pupils	KS2 mathematics outcomes for 2024 show that there is an increase to a minimum of 80% of disadvantaged pupils that meet the expected standard with a minimum of 20% meeting greater depth standard.
To achieve and sustain improved well-being for all pupils in our academy particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024 demonstrated by: <ul style="list-style-type: none">• Pupil voice, parent surveys, teacher observations, pastoral support referrals.• Increased participation in the wider academy offer including enrichment activities particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance up to and including 2024 demonstrated by: <ul style="list-style-type: none">• Overall attendance rate of 97% or greater for all pupils including those who are disadvantaged.• Percentage of pupils who are persistently absent is below 5% including those who are disadvantaged.



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: £77236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in the Trust Professional Development Programme	Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation.	1,2,3
Strategic support by SLT/Phase leadership including coach, quality assurance, embedding diagnostic activities and CPD release Pupils are identified and tracked and supported	Internal quality assurance systems support the improvement in standards for pupils. Collated information is embedded into plan, do, review model of improvement including the use of CPD and coaching (dialogical/facilitative).	1,2,3
Enhancement and maintenance of reading across the academy including SSP system and home access.	Phonics approaches have a strong evidence base that indicates that a positive on accuracy of work reading particularly of disadvantaged pupils (EEF). As pupils progress with their reading fluency, provision is developed to deepen their comprehension.	1,2

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

Budgeted cost: £74991

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional phonics/reading sessions targeted at disadvantaged pupils who require further phonics/reading support. Staff trained RWInc/precision/Fluency.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Regularity of provision indicates greater outcomes.	1,2
Addition mathematics sessions targeted at disadvantaged pupils who require identified gaps support in mathematics. Including NTP programmes, teacher based programmes, pre-teaching and reactive intervention.	All intervention programmes are small group, focused upon gaps and individualised programmes of support.	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic with a particular emphasis on mathematics.	Tuition 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3, 1,2

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

Budgeted cost: £63843

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive de-escalation/self regulation techniques to support pupils' self-regulation.	Both targeted and universal approaches can have positive overall effects EEF behaviour interventions.	4
Inclusion and pastoral team provide specialist support to pupils who need it most in a timely	Both target and universal approaches can have positive overall effects. EEF behaviour interventions.	4



and responsive approach. This includes breakfast club, lunch club, pastoral and SEMH intervention and support.		
Embedding principles of good practice as set out in the DfE's Improving school's attendance advice. This involves the pastoral lead and attendance admin's role in collating attendance information, supporting and challenging families and liaison with other agencies when required.	The DfE guidance has been informed by the engagement with schools that have had significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues, disadvantaged shortfall for trips/ access to basic provision and access to enrichment.	It is important to set aside a small amount of funding to respond quickly to needs not yet identified as well as support parents who struggle to financially support their child.	All

Total budgeted cost: £218570



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 2020 to 2021 academic year.

This strategy statement is a continuation of many of the elements of the previous strategy as it only identified a 1 year cycle. The review, restructure and re-implementation of the SSP system, RWInc has been highly successful. Considerable time and focus by the academy and supported by the Trust and the English Hub has ensured that phonics and reading is systematically taught, provides children with the skills and knowledge to develop their fluency and understanding and also identifies those pupils who require more. This was evident in the Y2 PSC data which demonstrated a significant increase on targets set. It has led to a whole academy review of reading and the purchasing of quality reading materials to further support and deepen pupils understanding and skills of reading

Focus upon teaching and cognition remained very much a facilitative approach last year due to the disruption to teaching and the maintenance of bubbles. This has led to the model this year linked to CPD and staff performance targets related to coaching models or Walkthrus. Quality assurance systems will support this.

Targeted support remained a focus as identified in reading and phonics. Precision, gaps support, pre-teaching and small group support were some of the strategies provided by the intervention team. The academy was allocated 2 Academy mentors within the AMP programme but unfortunately, none were successfully appointed. The academy was also unsuccessful with securing other NTP programmes, leading reallocation to support provided with the academy and NTP programmes secured for the following academic year. The first programme began in Term 1 2021.

Pastoral and family support remained a focus last year. Cases were supported often individually as well as patterns of absence tracked. Due to isolation guidance, this proved difficult across the year but pupils and their families were supported. This work will continue in the future years. Support intervention has remained key to pupils struggling with the disruptive experiences of the pandemic. This has been reviewed and expanded for the following academic years.



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



Further information (optional)

The academy believes in providing a progressive curriculum based upon the deepening of knowledge and skills as identified by the National curriculum. Working within the Trust, there is a professional group ambitious not only for the outcomes of their own pupils but that of all Priory pupils. The supportive, challenging, developmental approach of the Trust provides a network of support and experiences to develop not only the staff of the academy but the pupils within it. Disadvantaged pupils are at the heart of the drive for improvement.

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.