

## Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium for the 2024 to 2025 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	East Huntspill Primary Academy
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	35%
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	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emma Barker
Pupil premium lead	Emma Barker
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£44,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this (2024-25) 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	£44,740

## Statement of intent

At East Huntspill Primary Academy, we are committed to ensuring that every child has the opportunity to achieve their full potential, regardless of their background or circumstances. We recognise the challenges faced by disadvantaged pupils and are dedicated to providing targeted support to address these barriers to success. Our statement of intent for pupil premium and disadvantaged pupils in our primary schools outlines our commitment to equity, inclusion, and excellence in education.

Our intention is clear: to empower all pupils, irrespective of their socio-economic background or the challenges they may face, to make significant progress and achieve high levels of attainment across all subject areas. We firmly believe that every child has the right to access quality education and that no child should be left behind due to circumstances beyond their control.

The focus of our pupil premium strategy is to provide tailored support to disadvantaged pupils, including those eligible for Free School Meals (FSM), children in care, and those from service personnel families. We understand the importance of removing financial barriers to education and we are dedicated to closing the attainment gap by ensuring that these pupils receive the additional resources, interventions, and opportunities they need to thrive academically and socially.

Research demonstrates that pupils from deprived backgrounds often underachieve compared to their peers. Therefore, it is imperative that we utilise pupil premium funding effectively to enable these pupils to succeed. Our approach is rooted in evidence-based practices and informed by robust diagnostic assessment, ensuring that support is targeted and impactful.

We adopt a whole-school approach, with every staff member taking responsibility for the outcomes of disadvantaged pupils. We foster a culture of high expectations, where we believe in the potential of every child and are committed to challenging them to reach new heights of achievement. Early intervention is key, and we act swiftly to address any barriers to learning as soon as they are identified.

Our commitment to the success of disadvantaged pupils extends beyond academic achievement. We strive to nurture their holistic development, supporting their social, emotional, and well-being needs to ensure they flourish both inside and outside the classroom.

In conclusion, at East Huntspill Primary Academy we are dedicated to championing the rights of disadvantaged pupils and maximising their potential through targeted support, high expectations, and a commitment to excellence. By working collaboratively with families, stakeholders, and the wider community, we aim to create a nurturing and inclusive environment where every child can thrive and succeed.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils;

- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive pupil premium funding will be socially disadvantaged;
- we recognise not all pupils who are socially disadvantaged are registered or qualify for pupil premium funding. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged.

## **School Context**

East Huntspill Primary Academy is a small rural primary school located in the village of East Huntspill, which is near Highbridge and Burnham on Sea in Somerset. We have 78 children on role from EYFS through to Year 6. We have four mixed aged classes – Reception/Year 1, Year 2/3, Year 4/5 and Year 5/6.

### **Ultimate Objectives**

To narrow the gap between advantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach at least age related expectations at the end of KS2 and subsequently helping them to achieve GCSEs in at least English and Maths.

## Part A: Pupil premium strategy plan

### Challenges

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

Challenge number	Detail of challenge
1	Outcomes: Lower-attainment across core areas (reading, writing, maths) from our disadvantaged learners. 17% ARE; compared to 60% ARE for non-disadvantaged learners.
2	Attendance: Our data over the last 2 years indicates that attendance among disadvantaged pupils has been on average 18% higher than for non-disadvantaged pupils. The number of PA children remains an issue in our school (from 2.4% 2022-23 to 4.5% 2023-24). This is of particular concern among our disadvantaged pupils but it has reduced in the last two academic years (11% 2022-23 - compared to 8% 2023-24).
3	Oral Language Skills: Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Behaviour for learning: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to: lack of resilience, increase in mental health issues such as anxiety, speech and language difficulties, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Family engagement: Following the post-pandemic period (the last three academic years) there has been a change in need for our families. For some there has been a misalignment in expectations of responsibility between home and school. We continue to try to be proactive with our support rather than reactive. There is a mixture of practice in place including Forest School; speech and language; social and emotional support (including anger management; self-regulation work). Our commitment and investment (time and money) into the Thrive Approach and a PFSA, has begun to support our preventative measures work most effectively. Discussions with families have highlighted evidence of low aspirations, lack of cultural capital particularly in relation to enrichment activities and some evidence of a lack of family support. These challenges particularly affect our disadvantaged pupils and negatively impact upon their attendance and subsequent attainment.

### 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	Challenge Addressed
<p>Over the next three years disadvantaged children are working at ARE in reading, writing and maths and prime areas in EYFS by the end of KS1.</p> <p>Disadvantaged children pass their phonics assessment in Year 1.</p>	<p>Over three years this gap will close in line with national data.</p> <p>At least 80% of disadvantaged children achieve intervention targets (non-SEND) where applicable.</p> <p>All pupils make good progress in their early reading development and those identified in the lowest 20% make accelerated progress.</p>	1,2,3
<p>Over the next three years maths, reading and writing attainment for disadvantaged pupils at the end of KS2 will improve to at least the national average.</p>	<p>70% of disadvantaged children (non-SEND) are ARE.</p> <p>Increased number of disadvantaged children are working at ARE in maths.</p> <p>Increased number of disadvantaged children are working at ARE in maths.</p>	1,2,3
<p>Children will know more and remember more as a result of a broad and balanced curriculum.</p> <p>Wider curricular activities.</p>	<p>Children will have an increased understanding and experience of opportunities outside of school and their home environment.</p> <p>Children can draw on and apply their experiences through multiple areas of learning.</p> <p>Children will have an increased knowledge of the world away from their home.</p>	4,5
<p>Disadvantaged children are more resilient. Emotional and behavioural barriers are impacting less on children's learning.</p>	<p>Reduction in behaviour incidents.</p> <p>Increase in the amount of time in school.</p> <p>All disadvantaged children achieve intervention targets where applicable.</p> <p>All disadvantaged children achieve pastoral support plan targets where applicable.</p> <p>School will continue to signpost families towards early help.</p> <p>Teachers will use Thrive Approach (including assessments) which will inform planning.</p>	4,5
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Ensure attendance of all children including disadvantaged children is above 96%.</p> <p>The percentage of all pupils who are persistently absent being less than 5%(2021 data) and the figure</p>	1,2

	among disadvantaged pupils being in line with their peers.	
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## Activity in this academic year 2024-25

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: £26,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintained staffing levels of teachers and support staff and high quality staff CPD is essential, including whole school staff meetings and INSET days. We work alongside the Boolean Maths Hub and Unlocking Excellence English Hub.</p>	<p>EEF principles.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1, 2, 4, 5,</p>
<p>An embedding of an instructional coaching cycle that solidifies the bedrock of improvement in our QFT for all teachers. Moderation and QA across other primaries will be essential in maintaining high levels of expectations for all, in particular our most vulnerable children.</p> <p>Trust-wide School Improvement focus is on Improving Outcomes, Developing Staff and Strengthening Communities. Our individual school improvement plan mirrors this on a school-level and we will continue to dedicate 50% of PDM (Professional Development Meetings) to teacher coaching. This year support staff will be even more of a focus.</p>	<p>Ensuring an effective teaching team is in front of every class, and that every teacher is supported and encouraged to keep improving, is the key ingredient of a successful school and should rightly be a top priority of pupil premium spending.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</a></p> <p><a href="https://leadingeducators.org/blog/get-more-value-from-your-instructional-coaching-program/#:~:text=Instructional%20coaches%20are%20crucial%20in,what%20works%20best%20in%20implementation.">https://leadingeducators.org/blog/get-more-value-from-your-instructional-coaching-program/#:~:text=Instructional%20coaches%20are%20crucial%20in,what%20works%20best%20in%20implementation.</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1</p>
<p>Long-term investment (financial and time) to being a Voice 21 Oracy School. This programme supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life.</p> <p>Voice 21 is the national charity that supports schools to build speaking and listening into the curriculum, teaching and learning and wider</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a></p>	<p>3</p>

school life. Our three-year journey with Voice 21 will equip us as educators with the oracy expertise to transform our childrens' learning and life chances with and through talk.	<a href="https://voice21.org/impact-report-2022-2023/">https://voice21.org/impact-report-2022-2023/</a>	
Additionally, this budget allows us to have our mixed-aged classes as four classes to allow for smaller class sizes, which in turn benefit the children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1,2,4,5
To support teaching and learning we continue to invest in a whole school approach to supporting social and emotional well-being (Thrive Approach). The budget affords us to put the right staffing in the right place for effective support to take place on a daily basis. This includes MAT-employed a PFSA. Our Learning Mentor also works as part of a team across three other primaries in the area to help support and share best practice.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://www.thriveapproach.com/impact-and-research/impact-of-thrive">https://www.thriveapproach.com/impact-and-research/impact-of-thrive</a>	2,4,5

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

Budgeted cost: £8,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school small group tutoring – targeted to fill gaps where required following on-going assessments.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1
In-School small group tutoring - targeted to fill gaps where required following on-going assessments	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2, 4, 5
Copies of texts for all vulnerable children and curriculum support /breakfast club and after school club materials	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 4, 5
Additional external agency involvement to support most vulnerable children e.g. Educational Psychologist/counselling/SLE involvement	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 3

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

Budgeted cost: £8,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Thrive Approach to support social and emotional wellbeing across the school. Continue and embed Family Thrive to help support our families as well as we do our children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	2, 5
Increase in arts participation across the school to develop the cultural capital of all.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 5
Designated staff to support specific needs and small groups in their social, emotional needs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a>	1, 2, 3, 5
A lead practitioner in Thrive Approach, Mental Health in Schools lead – facilitate and organise and implement wider-strategies such as lunchtime clubs, family liaison, working with external agencies.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a>	2, 5
Breakfast Club and After-school clubs which include opportunities that are rich in the arts/drama/music will support building of cultural capital: raise aspirations and broaden experiences for all, but in particular our most disadvantaged children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 5
Instrument hire and tuition	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2,5
Trips, residentials, increase in arts participation across the school etc	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2,4

**Total budgeted cost: £44,740**

## 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 2023 to 2024 academic year.

Many of our children are from one of the highest areas of deprivation in the country, certainly the highest in Somerset and some of our children who don't qualify for additional funding are still facing extreme circumstances in their daily life and this in turn is undoubtedly having an impact on our families. Knowing our community well and the significant issues that as a whole our community faces.

Sadly attainment for disadvantaged pupils was still below non-disadvantaged children in many areas in the 2023-24 academic year. The difference in KS2 maths outcomes is shocking. However it is important to recognise that within this academic year we were still feeling the impact of the Covid-19 pandemic. Although we are now three years away from the start of the pandemic, there was a great deal of absence from both children and staff as a result of the viruses (Covid and others) still being present. Attitudes and reactions towards illnesses are different since the pandemic and we continue to work hard to ensure children and families are safe in school. We also have an issue with attendance at EHPA and this is something we are working very hard on and there is an improvement, since 2022-23 but more still needs to be done.

There was significant progress in the teaching of phonics due to the embedding of Read Write Inc to the school. This enabled all pupils to make good progress in their phonics learning from their different starting points. There was also significant improvement in KS2 in all areas. However, an area for development is maths across the school and writing in KS1 to ensure the best outcomes for children by the end of their primary phase. This year we changed our safeguarding portal to My Concern which continues to enable all staff to report robustly and consistently any safeguarding concerns shared with the safeguarding team. This procedure enables safeguarding leads to track concerns more effectively and ensure needs are met more efficiently both within school and with external agencies. We are very proud of the positive engagement we have with our wider community, we have excellent attendance at school events including our learning review meetings. We will continue to work hard in this area.

GLD Data	PP	Non-PP
EHPA	N/A	50%

Phonics data	PP	Non-PP

EHPA		
Year 1	75%	100%
Year 2	66%	N/A
EHPA	PP	Non-PP
KS1		
Reading	63%	100%
Writing	51%	100%
Maths	63%	50%
KS2		
Reading	67%	100%
Writing	50%	60%
Maths	17%	80%

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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)

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