

Pupil premium strategy statement North Hinksey C E Primary 25-26



This statement details our school's use of pupil premium (and recovery 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	204
Proportion (%) of pupil premium eligible pupils	9.3%
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)	3 Years
Date this statement was published	December 25
Date on which it will be reviewed	September 26
Statement authorised by	Hannah Forder-Ball
Pupil premium lead	Amy Burson
Governor / Trustee lead	Rachel Pullin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£16,665

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

Our aim is for children in receipt of Pupil Premium funding at North Hinksey to be provided with good quality first teaching, additional tutoring or small group intervention and equitable access to the full wider school curriculum offer in order to ensure they meet their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Affordability of school trips for the parents, the children do not regularly have access to wider cultural experiences.
2	The children are not attaining as well as their non disadvantaged peers.
3	There are underlying SEMH needs of the PP cohort
4	The children do not have as high attendance as their non disadvantaged 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
Accelerated progress from starting points to narrow the gap.	The correct intervention for each child at the right time to support progress. Children to make accelerated progress from starting point in area(s) of need
Children have equitable access to school trips to ensure they are exposed to a range of cultural experiences and broaden their cultural capital.	Children with PP funding to have the opportunity to attend the residential for their year group. All children with PP funding attend school trips and/or visitors to the school.

	Children to have access to after school clubs
Children's SEMH needs are met in an effective way to ensure that they have high self esteem and are ready to learn	Children's Boxall Profile to show improvement from baseline in areas highlighted as areas of need.
Attendance to be in line with non-disadvantaged peers.	Children's attendance not at national has improved so their gap between them and their peers has been narrowed.

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: £1,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Big 5 and Me – Staff Training and programme	EEF Guidance on improving social and emotional learning in primary school states in recommendation 3 and 4 to adopt an evidence based program and ensure that curriculum builds sequentially across lessons and year groups	2,3
Forest School Leader Training Level 3	Evidence such as Public Health Research and Forest Research demonstrates that Forest School increases children's social and emotional skills, confidence, gross motor skills and enhances their cognitive development such as problem solving and improved language and communication skills.	2,3,4

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

Budgeted cost: £ 2,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus	Evidence shows that in order for children to develop mastery in maths there are fundamental prerequisite number skills they must possess.	2
1:1 RWI Tutoring	EEF Improving Literacy in KS1 recommendation 8 states that implementing high quality structured interventions one-to-one is integral and consistent evidence the approach supports children struggling with aspects of literacy.	2,3

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

Budgeted cost: £13,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boxing for mindfulness	Evidence and research shows that using sport is beneficial for children with low self esteem and support their resilience and growth mindset. Anna Freud	3,2,4
Skateboarding	Evidence and research shows that using sport is beneficial for children with low self esteem and support their resilience and growth mindset. Anna Freud	
Boxall Profiles	This tool enables staff to accurately identify the areas of need for the children's so these can be more accurately supported within school EEF Guidance	3,2,4
Attendance meetings	School to support attendance in a holistic manner and support families to increase attendance using the Five Foundations Framework and DfE Guidance to support this approach	4,3
Uniform, PE and forest school kit	Evidence shows that for children to flourish and reach their potential they need to feel like they belong to the school community.	3,4
Trips/experiences	Evidence shows that residential and other learning experiences provide	1, 2,3

	opportunities and benefits that impact on children's ability to contextualise school learning and commit it to long term learning. It also improves pupil's growth mindset as they are more likely to try new things. Learn Away 2023 and English Outdoor Council	
Clubs	To mitigate for cost of clubs preventing children taking part in extra curricular activities and thus ensuring equal access to cultural capital experiences provided by the school. EEF Physical Activity	1, 2,3
Taxi/transport	Evidence shows that high attendance has a significant impact on the attainment and progress. Providing emergency support for parent. Providing transport for school visits or when parents are unable to successfully bring children to school by other means ensures that this group of pupils are not disproportionately disadvantaged. DfE Guidance	4,3,2
Medical care	Due to significant medical needs of small number of children receiving PP funding some funding is used to ensure we can provide adequate medical care during school trips and outdoor play. EEF Physical Activity	3,4,1

Total budgeted cost: £17,829

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Funding was allocated to provide school uniform and essential items for pupils, ensuring full participation in the school's broad and enriched offer. This provision supported pupils in developing a strong sense of belonging within the school community.

Targeted interventions were delivered for all pupils requiring additional support, including both academic and social programmes. These interventions ensured that disadvantaged pupils had equitable access to high-quality support tailored to their individual needs.

Funding was also used to secure places in a range of after-school clubs, residential places on educational trips. These opportunities enabled pupils to be fully included in all aspects of school life, contributing to the development of resilience, physical activity, social skills, and enriched learning experiences.

All Health Care Plans for eligible pupils are up to date and reviewed annually. Staff have received the necessary medical training to meet pupils' needs effectively, resulting in improved attendance for some children. Pupils with complex medical needs who are also in receipt of Pupil Premium funding are well supported in school, ensuring their wellbeing and participation are prioritised.

Attendance

The attendance of children receiving PP funding in school was lower than that of their peers at 89.4% compared to 96.1% however this is an increase of 4.5% compared to the previous academic year indicating the previous support implemented is having impact. The reasons for lower attendance are varied and the school works with families on an individual basis to support in overcoming any barriers to lower attendance for their child. The school has adopted the 5 foundations approach to attendance which supports an holistic view attendance with clear and strong processes in place.

Outcomes

There were 14 children who received PP funding in school of which 64% also have an identified SEND.

Reading - 28% of the children met the age related expectation for their chronological age at the end of the academic year. The children who did not meet the ARE were predominately in upper KS1 and Lower KS2 and had not secured the phonetic knowledge required to decode effectively, leading to difficulty in comprehending due to

fluency speeds.. We have identified the gaps and these are addressed in our School Improvement Plan and investment in further interventions.

Writing - 28% of the children met the age related expectation for their chronological age at the end of academic year. We have identified the gaps and these are addressed in our School Improvement Plan

Maths - 50% of the children met the age related expectation for their chronological age at the end of academic year. We have identified the gaps and these are addressed in our school improvement plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery 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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A