



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	Hunslet Carr Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	51%
Academic years that our current strategy covers	2021-22 / 2022-23 / 2023-24
Date this statement was published	Oct 18 th 2021
Date on which it will be reviewed	Termly starting Feb 28 th 2022
Statement authorised by	Martin Lumb
Pupil premium lead	Martin Lumb
Governor / Trustee lead	Clare Davidson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,660
Recovery premium funding this academic year	£28,565
Pupil premium funding carried forward	£0
Total budget for this academic year	£337,225

Part A: Pupil premium strategy plan

Statement of intent



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



The school's self-evaluation at the end of 2020-21 recognises the very unique and challenging circumstance that all schools faced as we attempted to support children and families during the COVID19 pandemic at the same time as ensuring that they receive the best possible education.

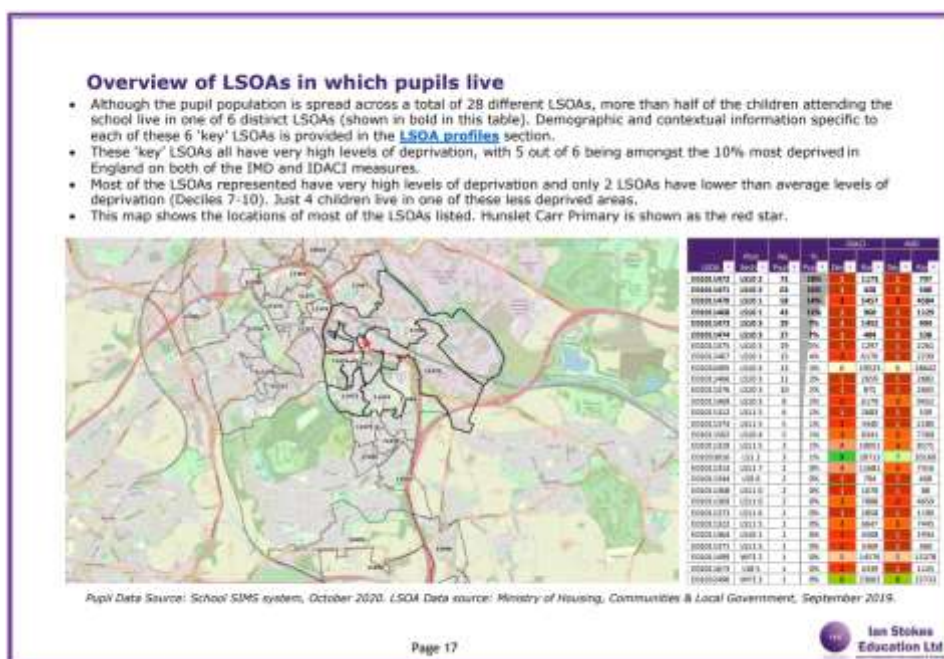
At the start of the academic year 2020-21, the majority of the children had not been in school since March 2020. During lockdown one, 20% - 30% of each class engaged with the school's online learning offer. Often but these were HA/MA children so the attainment gap widened in these classes. Following three lockdowns, the school faces significant educational challenges as well as mental health and wellbeing challenges due to loss of routines, friendships, freedoms, space, exercise and safety.

Our evaluation of the school's current strengths and areas to develop take account these difficulties, and recognises the difficulty in quantifying the impact of lockdown.

Hunslet Carr Primary is a larger than average-sized inner city primary school. The school serves an area with very high levels of deprivation, and the children typically live in overcrowded homes with issues such as domestic violence, drug abuse and family imprisonment. These issues were exacerbated during lockdown with families struggling with the effects this had on their home life.

The Key Contextual Factors are:

- Girls 50% / Boys 50% - a stable trend
- Eligibility for Free School Meals 44% - well above the national average
- Children representing minority ethnic groups 27% - a rising trend
- Children with first language believed not to be English 21% - a rising trend
- Children on the SEND register 20% - well above the national average
- Children with EHC Plans 2% – a rising trend
- Inward mobility for current Year 6 and 5 stands at 28% and 26%
- 78% of all children live in the 10% most deprived areas in England
- 94% of all children live in the 20% most deprived areas in England





The LSOA in which the school is located is ranked 567th out of 32,844 in terms of deprivation, meaning only 1% of areas in England have higher deprivation. Income, employment, health, education and crime deprivation indicators are also very high.

Before lockdown, typical entry to EYFS showed that the majority of children operate below age-expected levels in the different areas of learning, specifically, numeracy and reasoning, communication, language, literacy, problem-solving. However, by the time they reach assessment points in Yr1 and Yr2, their attainment and progress are in line with the national average in the majority of subjects.

The key to this positive start in EYFS and KS1 has been consistently good teaching prioritising reading, writing and numeracy, alongside the school's vision, promoting the values of High Expectations, Caring, Positive Attitudes and Successful.

Our challenge, even in a year where we are dealing with impact of COVID-19, is to ensure that we transfer this early success into KS2 where, over the last three years, progress and attainment have been consistently below national averages.

This year, as well as our challenge to ensure improved outcomes by the end of KS2, we set ourselves the challenge of ensuring that all children, regardless of which year group they are in, make good progress from their post lockdown starting point both academically and emotionally.

With over half of the children in each year group eligible for Pupil Premium funding, if we are to achieve our aim of children growing up successful, the outcomes for these children are vital.

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged children when compared nationally and also within internal school data.

For all disadvantaged children in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes
- Allocate a 'Catch Up' Teacher to key Year Groups
- 1-1 support
- Commissioning external work such as SALT Therapist / SEMH Therapists
- Additional Support Staff particularly in the Early Years
- Subsidising educational visits and residentials
- Support the funding of specialist learning software.
- To extend PE provision by funding lunchtime and after school clubs
- Behaviour and nurture support

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.



Challenges

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

Challenge number	Detail of challenge
1	Poor Language and Communication skills on entry to EYFS
2	Low attainment on entry to EYFS in all areas
3	High levels of SEMH need, frequently displayed through behaviour difficulties
4	Attendance and Punctuality issues for a minority of families who predominantly are eligible for Pupil Premium
5	Chaotic family lives and Social Service involvement e.g. living in overcrowded homes, single parent families or families where there are substance dependency issues

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
Progress in Reading	Children eligible for PP achieve above national average progress scores in KS2 Reading
Progress in Writing	Children eligible for PP achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Children eligible for PP achieve above national average progress scores in KS2 Maths (0)
Phonics	Children eligible for PP achieve above national average expected standard in PSC
Multiplication Check	Children eligible for PP achieve above national average expected standard in MC
Attendance	Attendance for children eligible for PP is at least 96%



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.

Budgeted cost: £103,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Therapist (£26,000)</i> <i>To screen all children on entry and bespoke programmes are put in place.</i></p> <p><i>Speech and Language HLTA (£35,000)</i></p>	<ul style="list-style-type: none"> • Weak Language & Communication. • Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. • In KS1 and KS2, children are unlikely to use talk to connect ideas and explain their reasoning. • Higher than average numbers of children access SALT in Reception – majority of disadvantaged children access and will either require small group support or 1:1 support from the school SALT therapist 	1,2
<p><i>Two additional Support Staff in EYFS</i> <i>£40,000</i></p>	<ul style="list-style-type: none"> • On entry to Reception, most children have low Language and Communication skills – majority of disadvantaged children are working in the low 30-50/ 22-36 month age band with just a third of disadvantaged children working significantly below in 16-26/ 22-36 month age band. • Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. • 24% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 5 of those with additional medical and intimate care needs 	1,2



Staff CPD (£2000)	<ul style="list-style-type: none"> • SLT to devote 1 day inset in September to train them in the Chimp model of the brain. • Teachers to work with the children in their class to teach them about the Chimp. • AHT to produce videos to explain to the parents and carers the Chimp Model. 	1,2,3,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch Up Teachers Y2 £12,000 Y4 £20,000 Y6 £6,000	<ul style="list-style-type: none"> • Following the success of using this approach to COVID Catch Up in 2020-21 where standards at the end of Year 6 were: <ul style="list-style-type: none"> ○ 76% ARE = Reading ○ 67% ARE = Writing ○ 67% ARE = Maths • We intend to use the same system again this time using teachers rather than HLTAs. • Through the use of 'Low Stakes' quizzes children are assessed over the course of the first four weeks of the term to ascertain which children have been affected by lockdown (this is specifically an impact of lockdown, so children who were GDS and now are EXS or children who were EXS and are now WTS). • Year 6 children identified to work with Gary L on Monday/Tuesday /Wednesday. • Year 4 children identified to work with Elizabeth C on Wednesday • Year 2 children identified to work with Jasmine L on Tuesday/Wednesday 	2
Beanstalk Readers x2 (£2000) to read 4 times a week with children who do not read at home	<ul style="list-style-type: none"> • Following the success of using the Beanstalk Readers in previous years we intend to use them again. • Through the use of 'Low Stakes' quizzes children are assessed to see which children will benefit from additional reading each week. 	2,5



<p><i>Times Table</i> <i>Rockstars (£200)</i> <i>Numbots (£200)</i> <i>Spelling Shed</i> <i>(£600)</i></p>	<ul style="list-style-type: none"> • Following the successful use of these apps during lockdown we intend to use them again. • The success is seen in the fact that 80% of Year 4 children passed the Multiplication check in 2020-21 despite numerous lockdowns. 	<p>2,5</p>
<p><i>EY Resourcing</i> <i>(£5000) to meet</i> <i>the need of the</i> <i>new EY</i> <i>Curriculum</i></p> <p><i>EY / KS1 Reading</i> <i>Books (£5000)</i></p>	<ul style="list-style-type: none"> • Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and while this rose in 2021, with 62% achieving GLD. Foundation stage attainment is still consistently well below national (72% in 2019). • These figures reflect the fact that many children join HCPS with very low levels of development. • New EYFS lead needs to invest in new resources in July 2021 to ensure the needs of the new curriculum could be met. • This includes a reading scheme that meets the needs of the children and the DfE requirements for the teaching of phonics. 	<p>1,2,5</p>
<p><i>Phonics HLTA</i> <i>(£35,00) To</i> <i>support the</i> <i>teaching and</i> <i>learning of</i> <i>phonics across</i> <i>school.</i></p>	<ul style="list-style-type: none"> • Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage. • This means that many of the children are entering KS1 with a phonic level that is below ARE. • Our phonics HLTA is able to train teachers and support staff in the effective delivery of phonics. • They are also able to work on 1:1 basis with children eligible for PP in Year 1,2,3 and 4 to ensure that they are able to use phonics effectively in reading and writing. 	<p>1,2,5</p>



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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Restorative Learning (£55,000) will work with vulnerable pupils to ensure they can access learning</i>	<ul style="list-style-type: none"> • More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress. • The introduction of RL has led to the reduction in internal isolation and fixed term exclusions in 2020-21. 	3,5
<i>Hunslet Club Coaches (£5,000) to provide high quality games and activities to engage pupils</i>	<ul style="list-style-type: none"> • More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress. • The introduction of coaches has led to the reduction in lunch time incidents allowing children to enter classes in the afternoon ready to learn. 	3,5
<i>Safeguarding Officer (£35,000)</i>	<ul style="list-style-type: none"> • With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen an increase in the need for referrals to Social Services, cluster. 	3,4,5
<i>Attendance Officer (£25,000)</i>	<ul style="list-style-type: none"> • Attendance and Punctuality issues. Attendance figures for Pupil Premium children are lower than non PP and we would like to address this. • A higher percentage of PP pupils are late to school than non-Pupil Premium pupils 	3,4,5
<i>Impact North (£12,000)</i>	<ul style="list-style-type: none"> • The level of therapeutic need in the school has outgrown the cluster and LCC's ability to provide. • Children with SEMH needs are on waiting lists so the school has commissioned Impact North to provide therapy for 8 of the highest need children in the school. 	3,5



<p><i>Breakfast club (£10,000) provides a breakfast for children to start their day</i></p>	<ul style="list-style-type: none"> • Food deprivation is high at HCPS. • Research shows hungry children do not perform as well. • Breakfast club also helps us to target children with poor attendance. • Children in breakfast club are heard read 3 times per week. 	<p>1,2,3,4,5</p>
<p><i>Residential Costs (£8,000)</i></p>	<ul style="list-style-type: none"> • It is a commitment of the school, through our agreed experiences, that all children take part in trips and residential. • In 2018-18 (Pre-Covid) Trips were subsidised by £8,000 	

Total budgeted cost: £339,000

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.

For information on how the school spent the pupil premium allocation and the impact it had please see the school's website page:

<https://www.hunsletcarr.co.uk/our-approach-to-pupil-premium-spending.html>

Where, if you scroll to the bottom, you will be able to find our review of last year's spending.