



Pupil premium strategy statement

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 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	400
Proportion (%) of pupil premium eligible pupils	53%
Academic years that our current strategy covers	2023-24
Date this statement was published	Oct 4 th 2023
Date on which it will be reviewed	Termly starting Mar 2024
Statement authorised by	Martin Lumb
Pupil premium lead	Martin Lumb
Governor / Trustee lead	Clare Davidson

Funding overview

Detail	Amount
Funding allocation this academic year 2023-24	£348,570

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.

At the start of the academic year 2023-24, the school is focused on delivering a wide curriculum that equips children with the key skills of Reading, Writing and Maths, recognising that lockdowns due to COVID-19 will have had a negative impact on children's attainment.



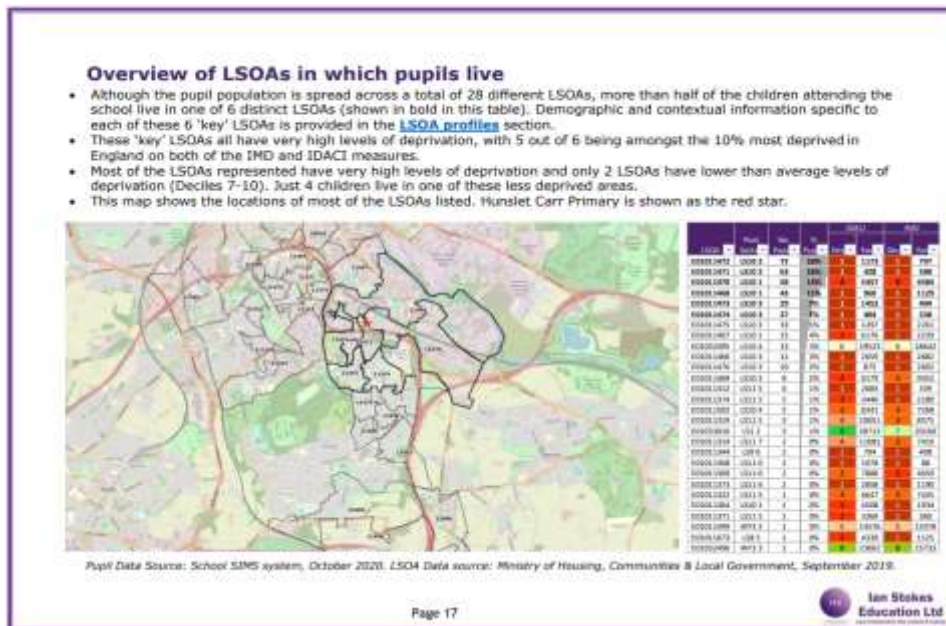
These lockdowns also increased the challenges we face when supporting children with mental health and wellbeing issues due to loss of routines, friendships, freedoms, space, exercise and safety.

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 51% / Boys 49% - a stable trend
- Eligibility for Free School Meals 53% - well above the national average
- Children representing minority ethnic groups 26% - a rising trend
- Children with first language believed not to be English 21% - a rising trend
- Children on the SEND register 15% - above the national average
- Children with EHC Plans 4% – a rising trend
- Inward mobility for current Year 6 and 5 stands at 32% and 30%
- 80% 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 2% 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 catching up 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 is to ensure that we continue to close the gap to the national average so that by the end of KS2 children at Hunslet Carr achieve at the same level as children nationally.

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 residential visits
- 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.

	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, frequently displayed through behaviour difficulties
4	Attendance/ Punctuality of families who are eligible for Pupil Premium
5	Chaotic family lives and Social Service involvement



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
Progress in Mathematics	Children eligible for PP achieve above national average progress scores in KS2 Maths
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 **this academic year** to address the challenges listed above.

Budgeted cost: £126,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Therapist (£29,000)</i> <i>To screen all children on entry and bespoke programmes are put in place.</i></p> <p><i>Speech and Language HLTA (£37,000)</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 	<p>1,2</p>
<p><i>Three additional Support Staff in EYFS</i> <i>£60,000</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 	<p>1,2</p>



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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Beanstalk Readers x2 (£2000) to read 4 times a week with children who do not read at home</p>	<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. 	<p>2,5</p>
<p><i>Times Table Rockstars (£200)</i> <i>Numbots (£200)</i> <i>Spelling Shed (£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 (£10,000) to meet the need of the new EY Curriculum</i></p>	<ul style="list-style-type: none"> • 60% achieved GLD in 2022 in line with Leeds but below national average. • These figures reflect the fact that many children join HCPS with very low levels of development. • Continue to invest in new resources to ensure curriculum can be taught. 	<p>1,2,5</p>
<p><i>Phonics HLTA (£35,00) To support the teaching and learning of phonics across 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: £163,000

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 2020-22. 	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 (£30,000)</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 (£18,000)</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



<i>Breakfast club (£10,000) provides a breakfast for children to start their day</i>	<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. 	1,2,3,4,5
<i>Residential Costs (£10,000)</i>	<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: £347,000

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 2022 to 2023 academic year.

Intended outcome	Success criteria
Progress in Reading	In 2022-23 attainment for PP children at the end of Year 6 was below both PP in Leeds and in line with National (48 – 55 – 60%). In 2022-23 attainment for PP children at the end of Year 2 was above both PP in Leeds and in line with National (57 – 47 – 54%).
Progress in Writing	In 2022-23 attainment for PP children at the end of Year 6 was in line with PP in Leeds but below National (48 – 53 – 58%). In 2022-23 attainment for PP children at the end of Year 2 was in line with PP in Leeds but below National (33 – 38 – 45%)
Progress in Mathematics	In 2022-23 attainment for PP children at the end of Year 6 was in line with PP in Leeds and National (55 – 56 – 59%). In 2022-23 attainment for PP children at the end of Year 2 was in line with PP in Leeds and National (52 – 51 – 56%)
Phonics	In 2022-23 attainment for PP in Phonics was below PP in Leeds and National (55 – 64 – 67%)
Attendance	Attendance for children eligible for PP was 88% and for Non-PP 93% during the academic year 2022-23. This compares with National figures of 91% for PP and 95% for Non-PP.