



Pupil premium strategy statement 2024-25

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	365
Proportion (%) of pupil premium eligible pupils	48%
Academic years that our current strategy covers	2024-25
Date this statement was published	Nov 21 st 2024
Date on which it will be reviewed	Termly
Statement authorised by	Martin Lumb
Pupil premium lead	Martin Lumb
Governor / Trustee lead	Clare Davidson

Funding overview

Detail	Amount
Funding allocation this academic year 2024-25	£263,950

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.

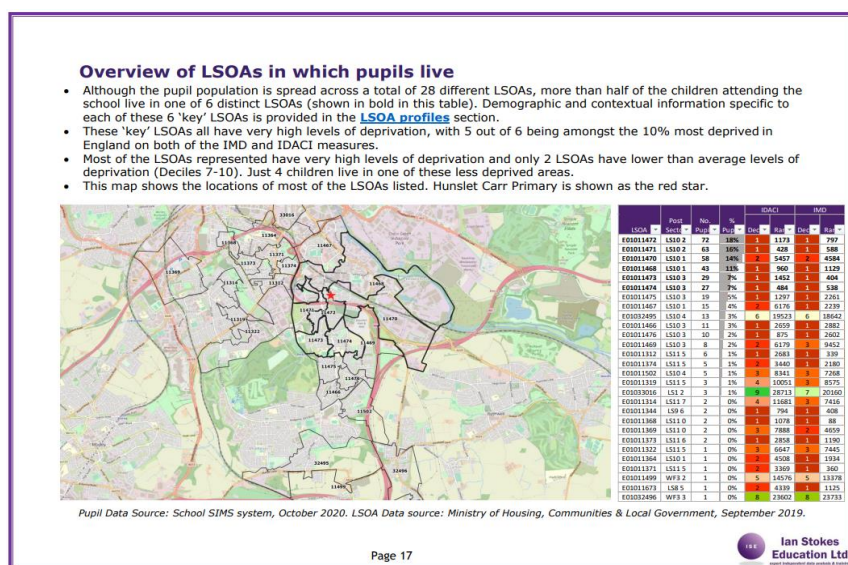
At the start of the academic year 2024-25, the school is focused on delivering a wide curriculum that equips children with the key skills of Reading, Writing and Maths, recognising that COVID-19 and the following economic circumstances will have had a negative impact on children's attainment and well-being.



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 Pupil Premium Funding 50% - well above NA but falling
- Children representing minority ethnic groups 26% - a rising trend
- Children with the first language believed not to be English 21% - a rising trend
- Children on the SEND register 18% / 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 indicators are very high.

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

The key to this positive start 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 we continue to close the gap in KS2 so that by the time children leave for Secondary School, they achieve national expectations.

With 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 & non-disadvantaged children when compared nationally and also within internal school data.

Achieving These Objectives

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

- Reducing class sizes or 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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Therapist</i> £32,000</p> <p><i>Speech and Language HLTA</i> £38,000</p>	<ul style="list-style-type: none"> • 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. • 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> £40,000</p>	<ul style="list-style-type: none"> • On entry to Rec, most children have low Language and Communication skills – majority of disadvantaged are working in 22-36-month band with 1/3 disadvantaged children working in 16-26/ 22-36 month age band. • Due to socio-economic challenges, 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 with additional medical and intimate care needs. 	1,2

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Beanstalk Readers x2 £2000</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. 	2,5



<p><i>Phonics HLTA</i> £35,00</p>	<ul style="list-style-type: none"> Over recent years, 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 also able to work on a small group basis with children eligible for PP in Year 1,2,3 and 4 to ensure that they are able to use phonics effectively. 	<p>1,2,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £133,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Hunslet Club Coaches</i> £10,000</p>	<ul style="list-style-type: none"> The introduction of coaches has led to the reduction in lunch time incidents allowing children to enter classes in the afternoon ready to learn. 	<p>3,5</p>
<p><i>Safeguarding Officer</i> £35,000</p>	<ul style="list-style-type: none"> Safeguarding is one of the most important issues in school with an increasing number of referrals to Social Services, cluster. 	<p>3,4,5</p>
<p><i>Attendance Officer</i> £30,000</p>	<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. 	<p>3,4,5</p>
<p><i>Impact North</i> £18,000</p>	<ul style="list-style-type: none"> The level of therapeutic need in the school has outgrown the cluster. 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. 	<p>3,5</p>
<p><i>Residential Costs</i> £30,000</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. Despite previous subsidies, many children eligible for PP still did not attend. In Sept 2024, all children in school attended activities at no cost. 	<p>1,2,3,4,5</p>



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 2023 to 2024 academic year.

Intended outcome	Success criteria						
Progress in RWM	KS2						
	% achieving the expected standard: Disadvantaged	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
	Hunslet Carr Disadvantaged	49%	52%	49%	49%	39%	33
	Hunslet Carr Other	63%	67%	74%	63%	59%	27
	Leeds Disadvantaged	58%	56%	57%	43%	42%	
	Leeds Other	79%	78%	80%	76%	67%	
	National Disadvantaged	63%	59%	59%	59%	46%	
	National Other	79%	78%	79%	77%	67%	
Phonics	Working At the expected standard (Yr1)	No. Children	School	Leeds	National		
	Girls	28	86%	84%	84%		
	Boys	24	75%	75%	77%		
	FSM	23	78%	65%	69%		
	Non-FSM	28	82%	84%	85%		
	Disadvantaged	23	78%	65%	69%		
	Other	29	83%	83%	84%		
	SEN	5	80%	48%	45%		
	Non-SEN	46	80%	87%	88%		
	EAL	12	83%	75%	80%		
	Non-EAL	39	80%	81%	82%		
	BME	11	82%	78%	81%		
	White British	40	80%	81%	81%		
Total in Year Group	52						
Attendance	Attendance for children eligible for PP was 86.8% and for Non-PP 93.3% during the academic year 2023-24. This compares with National figures of 91.7% for PP and 94.5% for Non-PP.						