

Pupil Premium Statement 2022–2023

School overview

Metric	Data
School name	Hopton Primary School
Pupils in school	340
Proportion of disadvantaged pupils	42/12.5%
Pupil premium allocation this academic year	£60 195
Academic year or years covered by statement	2022 to 2023
Publish date	November 7 th 2023
Review date	October 2024
Statement authorised by	Chris Bull (Chair of Governors)
Pupil premium lead	Andy Blakeley
Governor lead	Chris Bull

Attainment and Progress Information 2023

Foundation (2 children)

	Hopton – Not Disadvantaged	Hopton Disadvantaged	LA Disadvantaged	National Disadvantaged
Good Level of Development %	90.7	0	50.2	52

KS1 Phonics (5 children)

	Hopton – Not Disadvantaged	Hopton Disadvantaged	LA Disadvantaged	National Disadvantaged
Met Standard %	83.8	60	67	66.6

KS1 Y2 (6 Children)

	Hopton – Not Disadvantaged	Hopton Disadvantaged	LA Disadvantaged	National Disadvantaged
Reading % at Expected/Greater Depth	85/30	50/0	51.8/7.6	53.9/9.1
Writing % at Expected/Greater Depth	80/15	83/3/0	41/2.1	44.4/3.3
Maths % at Expected/Greater Depth	87.5/30	83.3/0	53.7/6	55.7/7.7
Reading, Writing and Maths % at Expected/Greater Depth	77.5/12.5	50/0	37/1.7	40.1/2.3

KS2 (7 children)

	Hopton – Not Disadvantaged	Hopton Disadvantaged	LA Disadvantaged	National Disadvantaged
Reading % at Expected/Greater Depth	73.2/43.9	71.4/28.6	57.4/15.7	60.2/17.5
Writing % at Expected/Greater Depth	85.4/14.6	85.7/0	56.2/4.9	58.3/6.6
Maths % at Expected/Greater Depth	82.9/22	71.4/28.6	58.9/11.6	58.9/12.3
GPS % at Expected/Greater Depth	82.9/37.1	85.7/14.3	57.8/16.5	59.1/18.5
Reading Scaled Score – 100 is the expected benchmark	106.8	105.3	101.8	102.4

GPS Scaled Score – 100 is the expected benchmark	106.8	104.1	101.6	102.1
Maths Scaled Score – 100 is the expected benchmark	105.5	104	101	101.3
Average Reading Progress – 0 is expected progress	-0.44	-0.64	-1.06	-0.86
Average Writing Progress – 0 is expected progress	-0.58	-0.14	-0.78	-0.68
Average Maths Progress – 0 is expected progress	-0.98	-0.97	-0.86	-1.04

Strategy used for disadvantaged pupils

Measure	Activity
Phonics	All staff were trained in Little Wandle, including those providing additional intervention
Foundation Stage	Training and support was provided for all staff, but in particular the ECT who worked closely with AHT to ensure planning and practice was appropriate.
Key Stage 1 and 2	Support provided for all staff across a range of curricular areas.
Teacher Intervention	Children identified and supported by teacher intervention both inside and outside of the classroom
Support Staff	Additional support staff employed as part of catch up and our strategy for disadvantaged children to support learning
Leadership	Leaders supported across the key stages in developing the strategies needed to enable children to be successful.
Barriers to learning	These can be varied and complex. Staff will not only provide timely interventions through recognised schemes, but will also utilise the expertise in school for SEND, well-

	being and mental health to support the children towards success.
Spending	£18 000

Teaching priorities for the 22/23 academic year

Aim	Target	Target date
Attainment and Progress in Reading	Match non-disadvantaged children in cohort and exceed national comparable data. Progress to be comparable with others in the cohort and nationally.	July 2023
Attainment and Progress in Writing	Match non-disadvantaged children in cohort and exceed national comparable data. Progress to be comparable with others in the cohort and nationally.	June 2023
Attainment and Progress in Mathematics	Match non-disadvantaged children in cohort and exceed national comparable data. Progress to be comparable with others in the cohort and nationally.	June 2023
Phonics	Disadvantaged children perform as well as others in the class across the phonics test.	June 2023

Targeted academic support for current academic year

Measure	Activity
Intervention for identified children	Licences to be purchased for Nessy and Dynamo Maths or Nessy Maths
Targeted support for Y1 children in phonics	This included additional teacher time with identified children through supply budget.
Targeted support for Y2 children SATs	This included additional teacher time with identified children through supply budget.
Targeted support for Y4 maths	This included additional teacher time with identified children through supply budget.

Targeted support for KS2 SATs	This included additional teacher time with identified children through supply budget. This also included dedicated HT time to support maths.
Spending	£12 296

Wider strategies for the academic year

Measure	Activity
Providing financial support	Ensuring educational trips and extra-curricular were free to PP children
Providing financial support	Providing before and after school care for identified children when requested
Pastoral Support	Disadvantaged children being supported through our well-being system of prevention/support
Lunch and Milk	To ensure children are nourished and able to take part in all curricular activities
Purchase of IT and other resources	Resources which will help to support disadvantaged children across the curriculum
Barriers to learning, these measures address	Access to out of school and additional services can be limited to disadvantaged families, which then prevents them from experiencing the curriculum in the same way as others. Access to out of school provision allows parents the opportunity to gain suitable/additional etc employment.
Projected Spending	£29 899

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff are fully aware of the PP children and any individual barriers for learning	CPD is available for all with an emphasis on quality first teaching for children, including differentiation.
Targeted support	Ensure that targeted children have the support of both classroom support and teachers	Planning identifies which children will need support and intervention. Observation will identify that this is occurring

Wider strategies	Specific interventions on Provision Map, Nessy and Dynamo or similar are planned for and completed.	Clear times allocated.
Identification of SEND support	Use of Kirklees SEND audit, to support teaching for all children, including disadvantaged	Allocated time and training.

General Review

The numbers of disadvantaged children are small, consequently, any judgements lack the validity of a wider sample. However, generally from the information above it is clear to see that children who fall under the umbrella of disadvantaged in the majority of comparisons perform at a higher level of those from the LA or nationally.

It is also evident that our disadvantaged children are able to perform as well as, or exceed our non-disadvantaged children in a number of areas.

This demonstrates that the limited funding the school receives was utilised effectively during the academic year, providing not only financial support, but also the means to ensure that our children are supported to succeed.