



Huncote Community Primary School Academy Trust

Pupil Premium Strategy Statement 2017-2018

1. Summary information					
School	Huncote Community Primary School Academy Trust				
Academic Year	2017-2018	Total PP budget	£34,460	Date of most recent PP Review	n/a
Total number of pupils	180	Number of pupils eligible for PP	26 in total 16- Ever 6 7 – FSM 1 – Adopted 1 – LAC 1 - Service	Date for next internal review of this strategy	September 2018

2. Current attainment based on KS2 data 2016-2017		
In 2017, there were 8 children eligible for PP funding. 2/8 SEND 25% (with a further 2 having only come off the record that year which would make 50%), 3/8 had been FSM this year, 2/8 were female 25%.	<i>Pupils eligible for PP (8 children from national data)</i>	<i>Pupils not eligible for PP- 20 children (national average all pupils)</i>
% achieving in reading, writing and maths	13% (1)	55% (61%)
% achieving expected standard or above in Reading	50% (4)	70% (71%)
% achieving expected standard or above in Writing	75%(6)	80% (76%)
% achieving expected standard or above in Maths	25%(2)	60% (75%)
% making progress in reading (8 PP children) (20 children)	38% (3 chn)	35% (7/20 children)
% making progress in writing (8 PP children) (20 children)	88% (7 chn)	55% (11/20 children)
% making progress in maths (8 PP children) (20 children)	25% (2 chn)	15% (3/20 children)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Many pupil premium children have limited oral language and literacy experiences on entering Foundation Stage, which slows their reading and writing progress in subsequent years.
B.	Social, emotional and mental health issues affect many children eligible for pupil premium.
C.	A number of children eligible for pupil premium have SEND needs.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Family issues sometimes requiring support from Social Care affect a number of pupil premium children.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children eligible for pupil premium with SEND will make expected progress in reading, writing and mathematics.	Quality first teaching and an inclusive approach will help reduce the barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings with SLT and be identified for intervention work or a ISP (Individual Support Plan). Individual strategies to enhance learning will be planned in conjunction with the SLT/SENCo. The progress of these children will be monitored termly at pupil progress meetings and their intervention groups or ISPs updated each term.
B.	More able pupil premium children will make better than expected progress in reading, writing and mathematics.	Increase understanding of how best to meet the needs of more able children that will enhance provision in quality first teaching. Outline additional opportunities to enhance learning and raise aspirations that will ensure children experience a range of opportunities designed to maximise their potential.
C.	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured by behaviour/safeguarding logs and parental communication logs).	A defined programme for emotional well-being will be established and small groups of children will be given sessions of emotional coaching (ELSA). Support groups led by the ELSA trained LSA with a focus on social skills and friendship groups will allow pupil premium children to gain relevant skills.
D.	The capacity of families to parent well will be increased through early intervention, close working with all relevant agencies and additional in-school support.	Through effective partnership with parents and other agencies, families will be supported reducing the need for engagement with safeguarding and CP teams.

5. Planned expenditure

Academic year

2017-2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Further enhance staff's understanding of social, emotional and mental health issues in children through a whole school approach to Emotional Literacy, Route to Resilience and ELSA support.	Programme of CPD for Staff	Whole school CPD ensures consistency of approach. Research shows that a range of therapeutic interventions alongside a whole school approach can enhance progress and attainment for all children particularly vulnerable groups. Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups.	The impact on groups and individuals will be evidenced in behaviour/safeguarding logs and their intervention group work/ISPs.	JKM	Termly Pupil Progress meetings led by HT & SLT
Improve outcomes for more able children in receipt of PPG.	Staff to use independent learning strategies; open questioning and developing higher order thinking skills to enhance quality first teaching e.g. mastery approach in Maths, Route to Resilience teaching skills. The school will embed links with TELA and local schools to enhance engagement opportunities.	National Research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches, especially in Maths. As a result, attainment and progress will be accelerated showing a high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth' by the end of Year 6 in reading, writing and mathematics.	The impact on classroom practice will be monitored through book scrutiny and lesson observations. There will be a positive impact on the number of children eligible for pupil premium attaining greater depth in reading, writing and mathematics.	SLT	Intervention grps and ISPs for PP children as well as Case Studies for HAPs will be updated and monitored termly.

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure pupils with SEN/D meet expected progress targets in reading, writing and mathematics.</p> <p>Ensure pupils with additional needs meet targets on ISPs.</p>	<p>Provide additional teaching provision for children with SEN. Use of extra morning teaching time.</p> <p>Additional teaching assistant interventions and one to one support in reading writing and mathematics.</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p>	<p>Provision will be mapped termly on an Intervention provision map.</p> <p>There will be assessment both before and following all interventions in line with school's monitoring and evaluating schedule.</p> <p>Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>SENCo</p> <p>SLT</p>	<p>Assessment data will be monitored to ensure that progress is made after each intervention.</p> <p>ISPs and Intervention Groups will be reviewed each term.</p> <p>Pupil progress meetings will be held each term with the HT & SLT</p>
<p>Ensure targeted pupils achieve age expectation in reading, writing and mathematics.</p> <p>Ensure targeted pupils achieve greater depth in writing and mathematics.</p>	<p>Additional teaching and learning opportunities including teaching support for Year 5 & 6 to enable one to one and small group tuition, including enhancing teaching and learning opportunities for more able pupils.</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistants to demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p> <p>These approaches will be used to enable more able pupils to achieve 'greater depth'. Flexible intervention will be crucial to ensure pre teaching pupil premium children that do not understand concepts prior to lessons.</p>	<p>Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>HT & SLT</p>	<p>Assessment data will be monitored to ensure that progress is made after each intervention.</p> <p>Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue.</p> <p>Pupil progress meetings will be held each term with the HT & SLT</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that the capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.	HT and Assistant HT to establish and maintain effective relationships will all families requiring additional support in order to enhance and maintain parenting capacity.	Research has demonstrated that children make good progress in school when an effective family network providing good quality parenting and ensuring that physical and emotional needs are met supports them. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children.	Monitoring will consist of the evaluation of parent and pupil voice questionnaires. They will monitor and evaluate the outcome of the interventions.	HT Assistant HT	This strategy will be reviewed by the SLT on an ongoing basis.
All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.	Children to have access to a range of targeted interventions for children in EYFS, KS1 and KS2 operating alongside a whole school approach to Emotional Literacy.	Previous experience within school informs that the use of support for social, emotional and mental health needs of a small number of children is a positive strategy. Research has been demonstrated that disruptive behaviour of children in the classroom, caused by anxiety and toxic stress, has significantly reduced capacity to promote a calm and meaningful environment for all children.	Monitoring will ensue through evaluating parent and pupil voice questionnaires. Behaviour/safeguarding logs will be monitored to ensure that positive behaviour is enhanced across school.	HT Assist HT	Termly monitoring of behaviour/safeguarding logs and learning walks shared with SLT on a termly basis.
Eligible pupils will have the same opportunities for enrichment activities as other pupils.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition etc.	Research has shown that a lack of cultural capital can affect capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips etc. helps to close the gap in learning and attainment.	Children engaging in a range of enrichment opportunities will be logged and tracked. Pupil questionnaires will be completed regularly in order to measure impact over time and the parent and pupil voice will be used to inform the program of events and activities.	HT Assist HT	This strategy will be reviewed annually. Money is used to subsidise opportunities funding for pp children.

<p>To increase the cultural capital of children in receipt of pupil premium and reduce the impact economic disadvantage.</p>	<p>Provide discounted funding for eligible children in Year 5 & 6 to attend residential trips to in order to develop teamwork and bonding.</p>	<p>Outdoor learning has been shown to build self-esteem and health as well as increasing cultural capital. Funding allows all children who wish to participate to do so.</p>	<p>Eligible children accessing this support will be logged and monitored.</p> <p>Senior leaders to accompany trip and liaise with staff to ensure the objectives for the trip are met.</p>	<p>HT</p>	<p>This strategy will be reviewed annually.</p>
<p>Additional detail</p>					
<p>We also support parents that request help with School Uniform and PP children to continue to have school milk after their 5th birthday if they wish to.</p>					
<p style="text-align: right;">Total budgeted cost</p>					<p>£34,460</p>

6. Review of expenditure																								
Previous Academic Year		2016-2017																						
i. Quality of teaching for all & ii. Targeted support & iii Other approaches																								
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																				
Raise attainment in progress in maths.	Pupils will have the opportunities to improve their maths with a TA and be given the tools and strategies to know what their next steps are.	<p>Key stage 2 disadvantaged</p> <p>This is revised data for 2016/2017. Print this page</p> <p>Average progress for disadvantaged pupils in reading, writing and maths</p> <p>Help with progress scores</p> <table border="1"> <thead> <tr> <th></th> <th>Reading Explore data in detail</th> <th>Writing Explore data in detail</th> <th>Maths Explore data in detail</th> </tr> </thead> <tbody> <tr> <td>Progress score for disadvantaged pupils</td> <td>-1.24</td> <td>+1.95</td> <td>-4.68</td> </tr> <tr> <td>Confidence interval</td> <td>-5.56 to +3.07</td> <td>-2.24 to +6.14</td> <td>-8.58 to -0.78</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>+0.33</td> <td>+0.18</td> <td>+0.28</td> </tr> <tr> <td>Number of disadvantaged pupils</td> <td>8</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <p>Last year in KS2, we had 8 PP children. However, 2 out of the 8 children were also classed as SEND in all areas of their work and received intensive support through ISP delivery. A further 5 PP children received a lot of intervention in writing. And 4 PP children received a lot of intervention in maths as well.</p> <p>In Reading 50% was achieved at EXS against 77% at national EXS, 0% of our PP children reached GDS compared to 29% of PP children nationally. In Writing 75% was achieved at EXS against 81% at national EXS, 0% of our PP children reached GDS compared to 21% of PP children nationally. In Maths 25% was achieved at EXS against 80% at national EXS, 0% of our PP children reached GDS compared to 27% of PP children nationally. This shows that we need to work on strategies to raise maths attainment and approaches in order for our PP children to make expected or accelerated progress in class.</p>		Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail	Progress score for disadvantaged pupils	-1.24	+1.95	-4.68	Confidence interval	-5.56 to +3.07	-2.24 to +6.14	-8.58 to -0.78	National average for non-disadvantaged pupils	+0.33	+0.18	+0.28	Number of disadvantaged pupils	8	8	8	The outcomes in 2017 suggest that the focus on reading and maths skills has proved beneficial in improving outcomes for all children. It is expected that outcomes for children will continue to improve as strategies embed.	Staffing costs 1 x LSA maths in 7 classes each day per week 21 hrs x LSAs pm each week
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		In KS1 PP children only numbered 1 which is not significant. In Reading 100% was achieved at EXS against 79% at national EXS, 0% of our PP children reached GDS compared to 28% of PP children nationally. In Writing 0% was achieved at EXS against 72% at national EXS, 0% of our PP children reached GDS compared to 18% of PP children nationally. In Maths 100% was achieved at EXS against 79% at national EXS, 0% of our PP children reached GDS compared to 23% of PP children nationally. This shows that we may need to work on our writing strategies and approaches in order for our PP children to make expected or accelerated progress in class. This is however based upon one pupils results and may only be cohort specific.		
Ensure pupils with additional needs met the targets in their ISPs.	Through effective and targeted support, all children met their targets in their ISPs.	In KS2 25% of pupils with SEN/D in the 2017 cohort achieved at standard in reading, in writing 0% and in Maths 0%. In KS1 25% of pupil with SEN/D achieved at expected standard in reading, 50% in maths and 0% in Writing.	Teachers will continue to be responsible for quality first teaching and will plan the interventions conducted by teaching assistants. The impact of this will continue to be monitored by the SENCO.	LSAs ISP included in staffing costs
Ensure that the capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.	HT and Assistant HT to establish and maintain effective relationships will all families requiring additional support in order to enhance and maintain parenting capacity.	Research has demonstrated that children make good progress in school when an effective family network providing good quality parenting and ensuring that physical and emotional needs are met supports them.	Ensure that the capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.	HT and Assistant HT to establish and maintain effective relationships will all families requiring additional support in order to enhance and maintain parenting capacity.

<p>Improved pastoral care and services to be offered to parents.</p>	<p>Home barriers will be reduced with effective intervention from Pastoral manager and other external agency support.</p>	<p>The trained ELSA (Emotional Literacy Support Assistant) implemented the strategy to groups of children within school. Children continue to have emotional and social issues and concerns but the school has worked hard to ensure key children's needs are met.</p>	<p>ELSA support will continue to be provided.</p>	<p>1hr x LSA each week</p>
<p>Eligible pupils will have the same opportunities for enrichment activities as other pupils.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition etc.</p>	<p>Children engaging in a range of enrichment opportunities will increase for PP children.</p> <p>Pupil questionnaires/voice interviews completed regularly in order to measure impact over time and the parent and pupil voice used to inform the program of events and activities.</p>	<p>PP funding for enrichment activities will continue.</p>	<p>Clubs £150 Visits £64.97</p>

<p>To increase the cultural capital of children in receipt of pupil premium and reduce the impact economic disadvantage.</p>	<p>Provide discounted funding for eligible children in Year 5 & 6 to attend residential trips to in order to develop teamwork and bonding.</p>	<p>Eligible children access this support to enable them to have this experience.</p> <p>Senior leaders accompanied the trip and liaised with staff to ensure the objectives for the trip were met.</p>	<p>PP funding for residential activities will continue.</p>	<p>£346</p>
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7. Additional detail

We also support parents that request help with School Uniform (£35.02) and PP children to continue to have school milk after their 5th birthday if they wish to (£313.94)

Total budgeted cost £36,360