



# Huncote Primary School

## Pupil Premium Strategy Statement 2019-2020

1. Summary information					
<b>School</b>	Huncote Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£20,300 (£18,400 + £1,900)	<b>Date of most recent PP Review</b>	May 2019
<b>Total number of pupils</b>	187	<b>Number of pupils eligible for PP (Jan 2019 Census)</b>	15 in total: 5 - Ever 6 5 - FSM 2 - Post Adopted 1 - LAC 2 - Service (2 of these are past pupils)	<b>Date for next internal review of this strategy</b>	Summer Term 2020

2. Current attainment based on KS2 data 2018-2019		
In 2019, there were 2 children eligible for PP funding. 1/5 SEND 50%.  Both were EV6. 2 were female 100%.	<i>Pupils eligible for PP (2 children from national data)</i>	<i>Pupils not eligible for PP - 21 children (national average all pupils)</i>
<b>% achieving in reading, writing and maths</b>	50% (1/2)	81% (78%)
<b>% achieving expected standard or above in Reading</b>	50% (1/2)	52% (75%)
<b>% achieving expected standard or above in Writing</b>	50%(1/2)	86% (83%)
<b>% achieving expected standard or above in Maths</b>	100%(2/2)	95% (84%)
<b>% making progress in reading (2 PP children) (21 children)</b>	50% (1 chn)	81% (17/21 children)
<b>% making progress in writing (2 PP children) (21 children)</b>	50% (1 chn)	86% (18/21 children)
<b>% making progress in maths (2 PP children) (21 children)</b>	1000% (2 chn)	95% (20/21 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*)

<b>A.</b>	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>B.</b>	Social, emotional and mental health issues affect many children eligible for pupil premium.
<b>C.</b>	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*)

<b>E.</b>	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>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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

2019-2020

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?
Continue to 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 &amp; SLT</p>
<p>Ensure targeted pupils achieve age expectation in reading, writing and mathematics.</p> <p>Ensure targeted pupils achieve greater depth in reading, writing and mathematics.</p>	<p>Additional teaching and learning opportunities including teaching support for Year 5 &amp; 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. 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 &amp; 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 &amp; 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.
All children eligible for pupil premium in KS2 will have equal access to completing creative homework activities.	Children in SK2 will have access to a lunchtime creative homework club twice per week.	Observation has shown that these children lack parental support/resources at home to complete creative homework projects, often making them feel inadequate compared to others.	Carefully chosen staff (LSA) to run the club. Monitoring of the activities the children have chosen to complete.	HT Assist HT	Termly monitoring of effectiveness of club – attendance and projects completed alongside collecting the views of the children.
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	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	Children engaging in a range of enrichment opportunities will be logged and tracked.  Pupil questionnaires will be completed regularly in order to	HT  Assist HT	This strategy will be reviewed annually. Money is used to subsidise opportunities funding for pp children.

	activities at school, including music tuition etc.	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.	measure impact over time and the parent and pupil voice will be used to inform the program of events and activities.		
To increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.	Provide discounted funding for eligible children in Year 5 & 6 to attend residential trips to in order to develop teamwork and bonding.	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.	Eligible children accessing this support will be logged and monitored.  Senior leaders to accompany trip and liaise with staff to ensure the objectives for the trip are met.	HT	This strategy will be reviewed annually.
<b>Additional detail</b>					
We also support parents with School Uniform and PP children to continue to have school milk after their 5th birthday if they wish to.					
<b>Total budgeted cost</b>					<b>£ £20,300</b>

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
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.	Continue to embed Route to Resilience Strategies across the school with a ll staff.	Route to Resilience Accreditation achieved. Route to Resilience strategies continued to be embedded across the school. ELSA trained LSA delivered a comprehensive course of blocks of lessons with planned intervention from SLT identification pupils/groups across the school.	This approach worked well with most children. Within the Yr 6 cohort a downward looking mindset was reversed and this trend is continuing in the year 5 pupils as well. Further down the school this work now needs to be continued to make sure Yr 4 and so on do not reach this stage.	Contribution to Staffing costs 1 x LSA in 7 classes each am per week (£15,597)  2 hrs (1xpm) ELSA (£1,059)  Staff Meeting Time
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.	Route to Resilience Approach embedded across the school – see above. Maths Mastery approach embedded across whole school using Power Maths Scheme with some supplementation. Learning walks and book looks show high order thinking skills required for more challenging activities in Maths.  More able pupils who are PP are present in Yr 5 (1) and Yr 3 (1). Yr 5 pupil remained GDS across the board R,W,M. Yr 3 pupil now achieving GDS in Reading and Maths and expected in Writing from his Yr 2 SATs results of expected in R,W and GDS in M.	Power Maths Books used in 2018-2019 which further enhanced the Maths Mastery Approach. AMA pupil in Maths was given one-to-one tuition in Yr 5.	Staff Meeting Time  Monitoring and Evaluation time

<p>Ensure pupils with SEN/D meet expected progress targets in Reading, Writing and Mathematics. 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. Additional teaching assistant interventions and one to one support in Reading, Writing and Mathematics.</p>	<p>In KS2 50% of pupils with SEN/D (1) in the 2019 cohort achieved at standard in, Maths and Grammar. 0% in Reading and Writing.</p>	<p>Teachers will continue to be responsible for quality first teaching and will plan the interventions conducted by extra teaching hours and by teaching assistants. The impact of this will continue to be monitored by the SENCO &amp; SLT.</p>	<p>LSAs ISP included in staffing costs.  Extra teaching hours included in staffing costs. (£8,530)</p>
<p>Ensure targeted pupils achieve age expectation in reading, writing and mathematics.  Ensure targeted pupils achieve greater depth in writing and mathematics.</p>	<p>Additional teaching and learning opportunities including teaching support for Year 5 &amp; 6 to enable one to one and small group tuition, including enhancing teaching and learning opportunities for more able pupils.</p>	<p>Year 6 (2 pupils)– Reading 50%, Writing 50% and Maths 100% of pupils reached the expected standard. 1 pupil is also SEND though.</p> <p>Year 5 (4 Pupils) – Reading 50%, Writing 25% and Maths 50% of pupils reached the expected standard. 3 pupils are also SEND pupils though (1 with EHCP), so could be viewed as 100% R, 0% W, 100%M. 1 pupil that is PP and SEND achieved GDS in Reading and Maths.</p> <p>Year 4 (1 pupil) – this pupil is also SEND but is Exs in Reading and Maths but not Writing, so 100% R, 0% W, 100% M.</p> <p>Year 3 (2 pupils) - Reading 50%, Writing 50% and Maths 50% of pupils reached the expected standard. 1 pupil is SEND and the other achieved GDS in Reading and Maths. Therefore 50% R, 50% W, 50% M.</p> <p>Year 2 (2 pupils) – Reading 0%, Writing 0% and Maths 0% of pupils reached the expected standard. 1 pupil is also a SEND pupil though with an EHCP.</p> <p>Year 1 (5 pupils) – Reading 100%, Writing 80%, Maths 100% of pupils reached the expected standard. 1 pupil scored GD in RWM.</p>	<p>Teachers will continue to be responsible for quality first teaching and will plan the interventions conducted by extra teaching hours and by teaching assistants. The impact of this will continue to be monitored by the SENCO.</p>	<p>LSAs ISP included in staffing costs.  Extra teaching hours included in staffing costs.</p>

<p>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.</p>	<p>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>	<p>External agency support requested where needed. Early intervention and any conversations required by HT and Assistant HT with parents completed. Support/Information meetings ran by SLT &amp; teachers regarding EYFS, Reading, Phonics/Spelling and Maths.</p>	<p>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.</p>	<p>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>
<p>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.</p>	<p>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.</p>	<p>Success has come by children being identified to teaching staff and also support staff and then making sure that children are monitored closely. Many receive a verbal check-in with staff either in the playground or as they enter school/classroom. Parental relationships have been worked on by all staff not just SLT. High levels of attendance are evident across school but is monitored closely by SLT and office staff so PP attendance slips. Behaviour and safeguarding logs have decreased for most of these families.</p>	<p>Continue approach next year. Identify children within class to all teachers and support in class. Continue to monitor attendance and behaviour/safeguarding logs.</p>	<p>HT and Assistant HT monitor attendance and behaviour/safeguarding logs.</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 increased for PP children.</p> <p>Pupil questionnaires/voice interviews completed regularly used to inform the program of events and activities.</p>	<p>PP funding for enrichment activities will continue.</p>	<p>Clubs &amp; Visits (£69)</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 &amp; 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>£150</p>

## 7. Additional detail

We also support parents that request help with School Uniform (previously bought stock) and PP children to continue to have school milk after their 5<sup>th</sup> birthday if they wish to (£175)

**Total budgeted cost £25,580**