



Pupil Premium Strategy Statement (2019-20)

Huntington Community Primary School



1. Summary information					
Academic Year	2019/20	Total PP budget	£62,680	Date of most recent PP Review	July 2019
Total number of pupils	378	Number of pupils eligible for PP	51	Date for next internal review of this strategy	March 2020

2. Current attainment

Progress of Disadvantaged Pupils at end of KS2

Source: ASP

	Reading	Writing	Maths	Pupils
2019*	0.1 (1.7)	-2.8 (-0.5)	-5.0 (-4.8)	4
2018	4.5	-0.8	1.2	4
2017	1.2	1.4	-0.3	3

Disadvantaged Pupils on track for FFT 50 Benchmark (Y3-6)

Source: internal assessments, for pupils with available data

	Reading	Writing	Maths	Pupils
2019	85%	76%	89%	33
2018	91%	74%	82%	34
2017	84%	92%	88%	32

* Figures in brackets show average when 1 mobile pupil removed from data

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

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

A. A number of pupils eligible for PP are also on the SEN register (2019-20: 14 pupils)

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

B. Attendance rates for a small number of pupils eligible for PP are well below the average for the group, reducing their access to the curriculum and to the support in place for them.
17% of PP pupils have an attendance rate of less than 90%

C. Some PP pupils experience social/emotional difficulties which hinder access to the curriculum.
8 pupils receive ELSA support or well-being mentoring from a Family Support Worker.

4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>		
A.	Pupils eligible for PP and also on the SEN register will make good progress.		These pupils will be on track for at least their FFT 50 Benchmark estimate in Reading, Writing and Maths, and will register progress in Standardised Scores and other assessment measures over the year.		
B.	Increased attendance rates for the small number of pupils eligible for PP whose attendance does not meet the school expectation.		Attendance for these pupils to increase to above 90%.		
C.	PP pupils experiencing social/emotional difficulties will be supported such that the impact of their difficulties is minimised and their resilience increased.		Qualitative records to indicate positive outcomes from support provided.		
5. Planned expenditure					
Academic year	2019/20				
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?
All pupils will engage well with their education through practical learning and co-operative learning strategies.	<p>Ensure that practical learning takes place in order to embed knowledge. This will include outdoor learning and use of concrete resources to support understanding.</p> <p>Continue use of Kagan structures and activities for majority of subjects.</p>	<p>Outdoor learning gives pupils experiences in the natural environment which help them to gain knowledge, skills and understanding. It impacts academic, personal and social development whilst increasing well-being and mental health.</p> <p>As a component of Assessment for Learning there is much research to support the use of structured co-operative learning in primary education, ensuring that all pupils participate in lessons more fully.</p>	<p>Lesson observations</p> <p>Appoint an Outdoor Learning Co-ordinator for KS2.</p>	<p>Headteacher</p> <p>RJ</p>	<p>Spring 2020 and July 2020</p>
Pupils will become more resilient learners, willing to take risks with less fear of failure.	The Growth Mindset approach will continue be embedded.	Resilience underpins problem-solving capability and will support pupils to face the increased challenge of the 2014 Curriculum.	<p>Staff meeting minutes.</p> <p>Lesson observations.</p> <p>PSHE book monitoring.</p> <p>Viewing class displays.</p> <p>CPD for staff and curriculum leaders.</p> <p>Appoint Growth Mindset Co-ordinator.</p>	<p>PSHE co-ordinator</p> <p>KW and BJ (Growth Mindset co-ordinator)</p>	Throughout 2019 - 20

Improved attainment and progress in Writing across the school.	Text based writing focus. This will encompass a continuation of T4W (in year 1, 2 and 3) and a focus on the writing process, with inclusion of grammar teaching at purposeful points within specific genres and styles of writing. Use of Pathways to Write to ensure progress and continuity.	Reading helps develop good writers. A combination of the pupils reading and listening to quality texts, as well as, having a purpose for writing will increase the quality of each piece.	Staff meetings (with examples of the process being shared). Book monitoring - Increased and improved writing opportunities. Pathways planning resource purchased and training to be provided (Jan 2020). This will help planning across year groups.	Deputy Head (English Lead)	Throughout 2019-20 Pathways to Write £1500 Training £450 Books to accompany scheme £2000
All pupils will benefit from increased access to mobile computing technology.	Purchase two additional sets of <i>Learnpad</i> tablets. Purchase apps for the Learn Pads (basic maths and number knowledge)	Ready access to tablet / computers provides an engaging element to the curriculum. Where possible links to technology will be made across the curriculum eg. Times Table Rock Stars for junior pupils to embed the importance of times table recall. This will support learning and enable gaps of knowledge to be filled. This classroom based support can take place daily with minimal staff input. It will enhance interventions given by PP TAs and classroom learning. It will also increase pupil confidence and self-esteem.	Lesson observations Online usage records Pupil Voice	Headteacher	July 2020 Learnpads £5,100
Total budgeted cost					£8,950

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?
A Pupils eligible for PP and also on the SEN register will make good progress.	Targeted support appropriate to their needs from a specialist teaching assistant (and, in the EYFS, the class-based teaching assistants), using IT and physical resources as appropriate.	Specialist teaching assistants are best equipped to target identified learning needs on a day-to-day basis. IT subscription resources purchased, with screening tools (e.g. <i>Nessy</i> spelling), both engage pupils and identify/target their specific needs.	Termly data analysis. Monitoring of interventions.	Deputy Headteacher	Termly Teaching assistants Y2 1:1 £4,500 YR 1:1 £5,700 YR: £2,000 (% of TA cost) Nessy TA (4.5 hrs pw): £2,900 Nessy subscription: £700
Good progress, in Reading, Writing and Maths (meeting FFT 50 Benchmark estimates)	Two PP teaching assistants employed to specifically support PP pupils during morning sessions in Year 1,2, 3, 4, 5 and 6 (targeting English – in particular reading skills, Maths and other needs as required). PP teaching assistant employed to specifically support PP pupils during afternoon sessions in Year 1, 2, 3,4 and 5.	Regular support (between 2 – 3 mornings a week) should enable KS1 PP pupils to make more sustained progress. Regular support (between 2 – 3 afternoons a week) should enable PP pupils to make more sustained progress.	Teachers and PP teaching assistants to communicate on daily basis, identifying and addressing pupils' needs. LN to oversee timetabling of TA hours and Termly data analysis to assess progress.	Deputy Headteacher	Termly PP TA x2 £35,700
Total budgeted cost					£50,800

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?
B Increased attendance rates	Regular monitoring of attendance of identified pupils – intervention via EWO as appropriate.	Attainment cannot be improved if pupils are not attending school - addressing attendance has been identified as a key building block of success (NfER, 2015).	Record keeping (e.g. letters to parents). Regular review of data. Good relationships with parents and contact with positive messages.	Headteacher Admin staff	July 2020
Engagement with school and extended learning.	Financial support provided for residential and educational visits, instrumental tuition, paid-for clubs and uniform	Positivity about education can be fostered through both learning outside the classroom and extra-curricular opportunities. By ensuring that all PP pupils are able to benefit from such opportunities we maximise their engagement, and that of their parents, with school.	Ensure opportunities are publicised through letters to all PP pupils.	Headteacher Admin staff	July 2020 £6,000
C Improved levels of emotional literacy and resilience, together with ongoing support for vulnerable pupils.	Family Support Workers (FSW) to continue to provide in-school pupil sessions and support for parents as required. Emotional Literacy Support Assistant (ELSA) to continue to deliver sessions for pupil groups.	Support for vulnerable pupils, and the self-support strategies taught, enable children attending the sessions to focus more successfully on their academic work (reducing the impact of emotional/social issues).	FSWs are well qualified; ELSA has been formally trained within CWAC programme. Staff complete written records, enabling communication with class teachers/SMT/SENCo/parents as necessary.	SENCo: ELSA Headteacher (FSWs)	July 2020 ELSA: £2,900 4.5hrs pw FSW: £4,800 £60pw x 2 x 39 wks
Total budgeted cost					£13,700

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
All pupils will engage well with their education through co-operative learning strategies.	KAGAN structures continued to be employed as a primary motor for pupil engagement, with all new staff receiving internal CPD as required.	Lesson observations indicate high levels of pupil engagement across the school, with Kagan Structures regularly used and embraced by pupils.	Kagan Structures continue to be highly effective, for PP and non-PP students alike.	£100 (basic resourcing)
Pupils will become more resilient learners, willing to take risks with less fear of failure.	The Growth Mindset approach was extended throughout the school, with early adopters and new staff facilitating.	The Growth Mindset philosophy has become a culture of our school. It has spread from early-adopting classes throughout the school, as a general approach to learning, supported by regular discussion and displays, rather than discrete lessons. Pupils can talk readily about the advantages of such a mindset, and are beginning to show more resilience as a consequence.	Guiding pupils to develop a Growth Mindset has widespread learning benefits and the approach will be continued.	£100 (basic resourcing)
Improved attainment and progress in Writing across the school.	Talk for Writing was continued following the network writing project. English Lead attended training (alongside headteacher) with OUP consultant James Clements, before developing in-house resources for CPD to outline the Writing Process to staff. Additional subscriptions and resources were purchased to support Writing development (Power of Reading)	Much research evidence to suggest T4W is effective in raising attainment, especially of pupils below national expectation in writing.	T4W has been integrated into the English curriculum, with benefits especially for the less able and younger pupils. With developments to the way in which we teach English T4W will continue for less able pupils (through guided work) and across KS1 and Year 3. Attainment data shows that 76% of PP pupils (yr 3-6) are on track to attain their FFT 50 Benchmark estimate.	Power of Reading £350 OUP training & supply £340

All pupils will benefit from increased access to mobile computing technology.	Purchase two additional sets of <i>Learnpad</i> tablets	This has been beneficial to PP pupils as they have been able to access online interventions via the Learn Pads, which has impacted positively on their learning and attitudes to learning.	Learning through technology is highly effective and therefore needs to be developed even further.	£5100
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Pupils eligible for PP and also on the SEN register will make good progress.	Targeted support appropriate to their needs from specialist teaching assistants, using IT and physical resources as appropriate.	<p>24% of children on the PP register are also on the SEND register. The majority of these have made progress on the average depth score that they have achieved from internal Teacher Assessment (Insight), in at least one subject.</p> <p>88% of KS2 PP pupils who are also on the SEND register are currently on track to meet their FFT target.</p>	<p>This approach is extremely effective in providing PP and SEND pupils with the individualised curriculum that they require and so will continue and be increased.</p> <p>It is sometimes difficult to evidence small steps of learning which are overwhelmingly important to PP and SEN pupils. It would be useful to have an assessment system specifically for those pupils eg. B Squared or Boxall Profile.</p>	<p>Y5 2:1 TA £9,900 Y2 2:1 £5,000</p> <p>YR % of class TA cost £2,000</p> <p>Nessy TA (4.5hrs pw): £2,900</p> <p>Nessy £600</p>
Good progress, in Reading, Writing and Maths (meeting FFT Aspire Average estimates)	<p>PP teaching assistant employed to specifically support PP pupils during morning sessions in KS1 (targeting English, Maths and other needs as required).</p> <p>Y6 teaching assistant provided group and individual support for some PP pupils.</p>	<p>For pupils receiving this support, success criteria were largely met:</p> <p><i>% PP pupils at FFT Av estimated attainment</i></p> <p>Reading 85% (91% 2018) Writing 76% (74% 2018) Maths 85% (82% 2018)</p>	The more targeted approach implemented this year (a specific PP TA delivering interventions and support, rather than class-based TAs) was effective and will be continued.	<p>KS1 PP TA: £10,400 Y6 TA £4,000 (25% of cost)</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
B Increased attendance rates	Regular monitoring of attendance of identified pupils – intervention via EWO as appropriate.	Success criteria were met to some extent, but a small number of PP pupils continue to attend irregularly: 82% of PP have an attendance rate of 90% or above. At least 2 pupils with lower levels of attendance have diagnosed medical conditions and a further 1 pupil is dealing with emotional trauma.	To be continued with, especially following the reduction in EWO support as of 2018. Pupils with lower levels of attendance will be monitored closely and barriers to attending school investigated.	None
Engagement with school and extended learning.	Financial support provided for residential and educational visits, and paid-for clubs (e.g. <i>Mad Science, Lights Camera Action</i>)	All PP pupils were able to attend paid-for clubs if they wished, and access learning outside the classroom opportunities. Positivity towards education, as measured by attendance data, is shown by the vast majority of PP pupils.	To be continued with. Although this support is hard to quantify as regards closing any gaps in attainment, positivity towards schooling is crucial.	£5,900
Improved levels of emotional literacy and resilience, together with ongoing support for vulnerable pupils.	Family Support Workers (FSW) provided in-school pupil sessions and support for parents as required. Emotional Literacy Support Assistant (ELSA) was trained and sessions planned and delivered for pupil groups.	Support for vulnerable pupils, and the self-support strategies taught, enabled children attending the sessions to focus more successfully on their academic work (reducing the impact of emotional/social issues).	To be continued with. This support is difficult to quantify as regards closing any gaps in attainment, but enables vulnerable pupils to access support and strategies to help deal with home or school issues.	ELSA: £2,900 (4.5hrs pw) FSW: £4,800 £60pw x 2 x 39 wks