



Pupil Premium Strategy Statement (2016-17)

Huntington Community Primary School



1. Summary information					
Academic Year	2016/17	Total PP budget	£30,660	Date of most recent PP Review	July 2016
Total number of pupils	259	Number of pupils eligible for PP	24	Date for next internal review of this strategy	July 2017

2. Current attainment				
Progress of Disadvantaged Pupils: Value Added (VA) 2013-15 (3 year average)				
	School	National	School/National Difference	
All	100.2	99.8	+0.4	
Maths	100.6	99.7	+0.9	
Reading	99.8	99.7	+0.1	
Writing	99.9	99.8	+0.1	
Attainment of Disadvantaged Pupils: % achieving L4+ 2013-15 (3 year average)				
	School	National	School/National Difference	
All	74%	67%	+7%	
Maths	82%	78%	+4%	
Reading	92%	80%	+12%	
Writing	84%	76%	+8%	
2016				
Only one Disadvantaged pupil KS2 (Y6) – data therefore suppressed.				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	A number of pupils eligible for PP are also on the SEN register
External barriers	
B.	Attendance rates for a small number of pupils eligible for PP are well below the average for the group (95.1%) and for all children, reducing their access to the curriculum and to the support in place for them.

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 Aspire Average estimate, and 50% for their FFT Aspire High estimate, in Reading, Writing and Maths.	
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.	Pupils eligible for PP will make good progress in the core subjects (Reading, Writing and Maths), closing gaps where any exist.			All pupils eligible for PP to be on track for at least their FFT Aspire Average estimate, and 80% for their FFT Aspire High estimate, in Reading, Writing and Maths.	
5. Planned expenditure					
Academic year	2016/17				
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?
All pupils will engage well with their education through co-operative learning strategies.	Staff will receive KAGAN structures training, to refresh/embed their skills in implementing this approach.	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.	Lesson observations	Headteacher	July 2017
Pupils will become more resilient learners, willing to take risks with less fear of failure.	The Growth Mindset approach will be adopted, and staff familiar with this approach will model its use to others.	Resilience underpins problem-solving capability and will support pupils to face the increased challenge of the 2014 Curriculum.	Staff meeting minutes. Lesson observations.	PSHE co-ordinator	July 2017
Total budgeted cost					£1000

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 specialist teaching assistants, using IT and physical resources as appropriate.	IT resources purchased, with screening tools (e.g. <i>Nessy</i> spelling, <i>Dynamo</i> maths), both engage pupils and identify/target their specific needs. Physical resources (<i>Numicon</i>) support learning, especially in maths, by rendering concrete the abstract concepts. Specialist teaching assistants (e.g. KS2 maths) are best equipped to target identified learning needs.	Termly data analysis. Monitoring of interventions.	Headteacher	July 2017
C Good progress, in Reading, Writing and Maths (exceeding FFT Aspire Average estimates)	PP teaching assistants employed to specifically support PP pupils during morning sessions (targeting English and Maths, as required).	More regular support (between 3 and 5 mornings a week) than previous approaches (e.g. one hour per week of 1:1 tuition) should enable PP pupils to make more sustained progress.	Teachers and PP teaching assistants to communicate on daily basis, identifying and addressing pupils' needs. Termly data analysis to assess progress.	Headteacher	July 2017
Total budgeted cost					£20,400
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.	Headteacher Admin staff	July 2017
Engagement with school and extended learning.	Financial support provided for residential and educational visits, and paid-for clubs (e.g. <i>Mad Science</i> , <i>STEMKids</i>)	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 2017
Total budgeted cost					£5,000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
Engagement with e-learning outside school.	Purchase of <i>Purple Mash</i> and other online services.	PP pupils did engage with the services, although direct impact on attainment is difficult to gauge.	More regular profile-raising of services available is needed (e.g. <i>My Maths</i>). Subscriptions will be continued with, but not from PP budget.	£1,000
ii. Targeted support				
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
Good progress, in Reading, Writing and Maths.	PP teaching assistants employed to specifically support PP pupils during morning sessions (targeting English and Maths, as required).	For most pupils receiving this support, success criteria were met: <i>% PP pupils at/above Expected or same/greater progress than cohort</i> Reading 86% Writing 81% Maths 71%	To be continued with More training in specific approaches & use of resources (especially in maths) would be beneficial.	£20,000
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
Engagement with school and extended learning.	Financial support provided for residential and educational visits, and paid-for clubs	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. In the coming year we will widen the range of clubs available.	£5,000