



Pupil Premium Strategy Statement (2017-18)

Huntington Community Primary School



1. Summary information					
Academic Year	2017/18	Total PP budget	£45,180	Date of most recent PP Review	July 2017
Total number of pupils	279	Number of pupils eligible for PP	34	Date for next internal review of this strategy	July 2018

2. Current attainment

Progress of Disadvantaged Pupils at end of KS2

2017

	Reading	Writing	Maths
Progress	1.2	1.4	-0.3

Data shown for three PP pupils (no progress data available for one other, two others excluded from data for mobility and longevity (PP only applied in Y6)).

2016

Only one Disadvantaged pupil KS2 (Y6) – data therefore suppressed.

2013-15

Value Added (VA) (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%

Progress of PP pupils towards FFT estimates 2016-17

READING
84% on track for Average Progress; 80% on track for High Progress

WRITING
92% on track for Average Progress; 84% on track for High Progress

MATHS
88% on track for Average Progress; 80% on track for High Progress

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, 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	2017/18

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 co-operative learning strategies.	KAGAN structures will continue to be employed as a primary motor for pupil engagement, with all new staff to receive internal CPD as required.	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 2018
Pupils will become more resilient learners, willing to take risks with less fear of failure.	The Growth Mindset approach will be extended.	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 2018
Improved attainment and progress in Writing across the school.	Talk for Writing will be implemented as part of a network writing project.	Much research evidence to suggest T4W is effective in raising attainment, especially of pupils below national expectation in writing.	CPD (external via CENS Writing project, & internal)	English Leads	July 2018
Total budgeted cost					£3,000

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, using IT and physical resources as appropriate.	IT resources purchased, with screening tools (e.g. <i>Nessy</i> spelling, <i>Dynamo</i> maths subscriptions), 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 on a day-to-day basis.	Termly data analysis. Monitoring of interventions.	Deputy Headteacher	July 2018
C Good progress, in Reading, Writing and Maths (exceeding FFT Aspire Average estimates)	PP teaching assistant employed to specifically support PP pupils during morning sessions in KS1 (targeting English, Maths and other needs as required). Teachers to provide 1:1 tuition for KS2 pupils who are not meeting their FFT targets.	Regular support (between 3 and 5 mornings a week) should enable KS1 PP pupils to make more sustained progress. A programme of 1:1 tuition for KS2 pupils should enable individual needs to be targeted effectively.	Teachers and PP teaching assistants to communicate on daily basis, identifying and addressing pupils' needs. Termly data analysis to assess progress.	Deputy Headteacher	July 2018
Total budgeted cost					£35,000
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 2018

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>)	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 2018
Total budgeted cost					£6,000
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	
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.	Staff welcomed the training received over two twilight sessions at Boughton Heath Primary from Kagan personnel. 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. A long-term progression of Kagan techniques will be implemented in 2017-18, such that pupils will be exposed to a broader range as they rise through the school.	£515	
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.	The Growth Mindset philosophy 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.	A Growth Mindset has widespread learning benefits and the approach will be sustained.	£100	
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	
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.	For SEN pupils receiving this support, success criteria were met: <i>% SEN PP pupils at FFT High estimated attainment</i> Reading 100% Writing 100% Maths 100%	To be continued with. Further training in specific approaches & use of resources (especially maths) would be beneficial.		

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).	For most pupils receiving this support, success criteria were met: <i>% PP pupils at FFT Av/High estimated attainment</i> Reading 84/80% Writing 92/84% Maths 88/80%	Although success criteria were largely met, a more targeted approach than the allocation of PP teaching assistants to KS2 classes is felt likely to be more effective for PP pupils. 1:1 tuition by teachers will therefore be implemented once more in 2017-18.	£20,300
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
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: <i>In 2016-17, attendance increased for 72% of the PP pupils with less than 95% attendance in 2015-16</i> <i>In 2016-17, attendance increased for 57% of the PP pupils with less than 90% attendance in 2015-16.</i>	Intervention measures will be strengthened for a small group of children with attendance much lower than the average (less than 90%) – this will require more work by the school with a reduction in EWO support as of 2018.	
Engagement with school and extended learning.	Financial support provided for residential and educational visits, and paid-for clubs (e.g. <i>Mad Science, STEMKids</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.	£5,000