



Pupil Premium Strategy Statement (2018-19)

Huntington Community Primary School



1. Summary information					
Academic Year	2018/19	Total PP budget	£53,400	Date of most recent PP Review	Sept 2018
Total number of pupils	340	Number of pupils eligible for PP	39	Date for next internal review of this strategy	July 2019

2. Current attainment

Progress of Disadvantaged Pupils at end of KS2

Source: ASP

	Reading	Writing	Maths	Pupils
2018	4.5	-0.8	1.2	4
2017	1.2	1.4	-0.3	3
2016*	-	-	-	1

*Data suppressed to prevent identification (only 1 pupil)

Disadvantaged Pupils on track for FFT 50 Benchmark (Y1-6)

Source: internal assessments

	Reading	Writing	Maths	Pupils
2018	91%	74%	82%	34

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 (2018-19: 8 pupils)
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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.
C.	Some PP pupils experience social/emotional difficulties which hinder access to the curriculum.

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	2018/19				
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 2019
Pupils will become more resilient learners, willing to take risks with less fear of failure.	The Growth Mindset approach will be embedded.	Resilience underpins problem-solving capability and will support pupils to face the increased challenge of the 2014 Curriculum.	Staff meeting minutes. Lesson observations. PSHE book monitoring. Viewing class displays.	PSHE co-ordinator	Throughout 2018-19
Improved attainment and progress in Writing across the school.	Text based writing focus. This will encompass a continuation of T4W and a focus on the writing process, with inclusion of grammar teaching at purposeful points within specific genres and styles of writing.	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). Planning across year groups. Book monitoring - Increased and improved writing opportunities. Planning resource subscription purchased (<i>Power of Reading</i>)	Deputy (English Lead)	Throughout 2018-19
All pupils will benefit from increased access to mobile computing technology.	Purchase two additional sets of <i>Learnpad</i> tablets (£5,000)	Ready access to tablet computers provides is engaging	Lesson observations Online usage records	Headteacher	July 2019
Total budgeted cost					£6,000

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 (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
Good progress, in Reading, Writing and Maths (exceeding FFT 50 Benchmark estimates)	PP teaching assistant employed to specifically support PP pupils during morning sessions in Year 2 and 3 (targeting English, Maths and other needs as required). PP teaching assistant employed to specifically support PP pupils during afternoon sessions in Year 4 and Reception (targeting phonics, English, Maths and other needs as required).	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. Reception has been given this time with a view that early intervention is the most effective.	Teachers and PP teaching assistants to communicate on daily basis, identifying and addressing pupils' needs. Termly data analysis to assess progress.	Deputy Headteacher	Termly
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 2019
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 2019
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 2019
Total budgeted cost					£13,600

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 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,	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 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.	T4W has been integrated into the English curriculum, with benefits especially for the less able. Attainment data shows that 74% of PP pupils are on track to attain their FFT 50 Benchmark estimate.	£3,800

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.	For SEN pupils receiving this support, all stayed at FFT Av estimate. Reading (PIRA) 5/8 pupils increased SS Maths (PUMA) only 1/8 increased SS	Nessy spelling intervention to be continued with, due to evidence of considerable impact. <i>Dynamo</i> maths discontinued.	Nessy £500 Dynamo Maths £300 SEN TAs (additional PP expense): £2,200
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). KS2 teaching assistant provides group and individual support for some PP pupils.	For pupils receiving this support, success criteria were largely met: <i>% PP pupils at FFT Av estimated attainment</i> Reading 91% (84% 2017) Writing 74% (92% 2017)* Maths 82% (88% 2017) • 50% of Writing decrease is due to increased FFT estimates for 3 pupils	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.	KS1 TA: £10,400 KS2 TA £16,100
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:	To be continued with, especially following the reduction in EWO support as of 2018.	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.	£5,000
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	ELSA: £2,800 FSW: £4,800