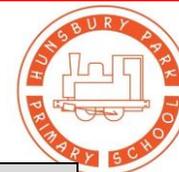
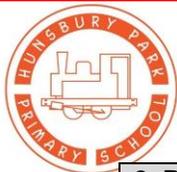




Hunsbury Park Primary School Pupil premium strategy statement: 2020-2021

1. Summary information					
School	Hunsbury Park Primary School				
Academic year	2020-2021	Total PP budget	£135,015.00	Date of most recent external PP review	25.11.19
Total number of pupils	312	Number of pupils eligible for PP	(PP) 94 Service (5) Adopted (3)	Date for next review	07.06.21

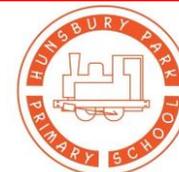
Academic data for 2019-2020 (Teacher assessment) – Easter 2020		
End of Key Stage 1 (Expected standard)	Pupils eligible for PP (total)	Pupils not eligible for PP (total)
Attainment in reading	17%	75%
Attainment in writing	17%	61%
Attainment in maths	17%	75%
End of Key Stage 2 (Expected standard)	Pupils eligible for PP (total)	Pupils not eligible for PP (total)
Achievement in reading, writing and maths	25%	56%
Attainment in reading	31%	76%
Attainment in writing	25%	71%
Attainment in maths	25%	62%



2. 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)		
A.	Low starting point for children in EYFS across all subjects but especially oral language skills and vocabulary.	
B.	A high percentage of children in receipt of the PP grant also have SEND	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	Poor parental engagement and low aspirations from disadvantaged families with low aspirations and English literacy levels of some EAL parents resulting in inability to support their children with homework tasks.	
D.	Many children in receipt of the PP grant also have social, emotional and mental health needs (SEMH)	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	<p>PP funding to impact on accelerating progress for all disadvantaged children in reading, writing and maths.</p> <p>Identified children who are not on track 'catch up'.</p>	<p>Tracking data shows that pupils who receive the PP grant make progress from the end of the previous / key stage either within their attainment band or progress to a higher band to close the attainment gap between PP and non-PP children.</p> <p>Pupils receiving the PP grant make progress within a specific intervention group as shown on Edukey.</p> <p>PP pupils who also have SEND make progress as linked to the Pre – Key Stage Standards</p> <p><i>See separate attachments:</i></p> <ul style="list-style-type: none"> <i>End of year attainment data for 2019 – 2020 for each year group for R, W, M with /without SEND (baseline data)</i> <i>End of year progress data 2019 - 2020 for reading, writing and maths identifying children not on track</i>
B	To continue to improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class continue to make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.



C	A rise in attendance and a drop in persistent absence.	<p>2019 – 2020</p> <p>Overall attendance of PP children 93.5% Overall attendance of non-PP children 96.5%</p> <p>Persistent absence of PP 24.7% Persistent absence of non-PP 7.8%</p> <p>Targets for 2020 – 2021:</p> <p>Overall attendance of PP children 96% (in response to COVID)</p> <p>Children identified using Arbor Support strategies planned, delivered and assessed for impact to allow children to access school and lessons. Regular evaluation in Pupil Progress meetings.</p>
D	To develop parental links by planning and implementing parent workshops throughout the year.	Attendance of parent workshops to continue to improve.
E	To improve the engagement of pupils eligible for PP children within school	<p>PP pupils show an increase attendance and therefore engage greater in classroom learning resulting in an increase in progress (working at expected level).</p> <p>Engagement links can also be drawn from a reduction in the number of behaviour incidents recorded.</p>



3. Planned expenditure

Academic year | 2020 – 2021

The headings below enable HPPS to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

DESIRED OUTCOME A – (£45,000)

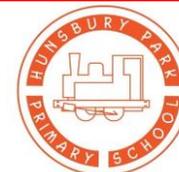
PP funding to impact on accelerating progress for all disadvantaged children in reading, writing and maths.

Identified children who are not on track 'catch up'.

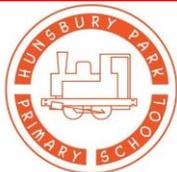
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High quality first teaching where all teaching is at least good. This will allow accelerated progress for PP children.	Teachers/TAs trained to use T4W; T4R; Power Maths; Sounds-Write for phonics and spelling; and Kinetic Letters for handwriting.	All T&L across the school needs to be consistently 'good' or 'outstanding' in order for children to make accelerated progress and continue to close gaps with their peers. PP children to be prioritised as a group in all monitoring activities e.g. learning walks, book scrutinies	Focus in Pupil Progress meetings. Monitored across the year.	DH and AHTs	Termly
Children not on track are identified and given small group support to enable them to catch up.	A consistent approach of plan /teach /review. Use of Insight Tracking to allow for identification of children needing additional support in conjunction with Pupil Progress meetings 3x per year to identify and monitor the learning needs of PP children. (Consider the impact of COVID – reduction in meetings)	Targeted support identified in reviews resulted in more than expected progress of children with disadvantaged groups	Review meetings with staff and Senior leaders	Senior leaders Teachers	Termly



	<p>Specific interventions include:</p> <ul style="list-style-type: none"> • Speech and language • 1:1 reading • Switch on Reading • Maths daily interventions • Kinetic letters <p>Behaviour support assistants help children with SEND needs to access learning.</p>				
Higher number of pupils achieving expected and greater depth reading at the end of EYFS, KS1 and KS2.	<p>Delivery of T4R T4R training available for staff (KS2 – Autumn term, KS1 – Summer term) COMPLETED</p> <p>‘Switch On’ Programme tailored to target gaps in skills and knowledge of SEN and EAL learners.</p> <p>Reading log introduced to all staff - Recording of children’s reading journey used to assess progress</p> <p>Planned investment in resources for the school reading scheme</p>	<p>T4R approach has been extensively researched and demonstrated to have significant impact on pupil’s reading</p> <p>Reading journeys mapped out for the children to ensure that they have progression throughout the school</p> <p>Additional time for targeted children to strengthen their reading comprehension and question technique can enhance outcomes</p> <p>Reading books will be available throughout the scheme; this will enable pupils to learn sequentially, building on prior learning</p>	Monitoring by English reading lead.	Reading lead	Termly
Higher number of pupils achieving expected and greater depth	<p>Delivery of T4W</p> <p>Share with children examples of greater depth writing</p>	The T4W approach has been extensively researched and demonstrated to have a	Whole staff training on T4W approach to ensure a consistency	Writing lead	Weekly drop-ins



writing at the end of KS1 and KS2	Track the reading journey and readathon to be completed as this will support greater depth writing	significant impact on pupils' approach to writing	of delivery was achieved Completed through Autumn term		
Close any gaps in knowledge bringing Phonics knowledge up to age related expectations	Phonics intervention delivered by trained staff Teachers to be aware and target PP children within teaching	Sounds-Write programme offers intervention support and suggests this is highly effective at closing gaps in pupils learning - smaller groups will allow more focused teaching. Teachers targeting within lessons will allow for higher impact on PP children Significant investment in both CPD and resources to enable the Sounds-Write programme to be delivered effectively	Planned intervention sessions across the classes. Notes taken for these children to track progress and attainment. Drop ins by Phonics lead to ensure quality teaching of phonics Review and refresh training where appropriate	Phonics lead	Half termly
Higher number of pupils passing the phonics screening test	Differentiated phonics groupings across year groups. Vigorous implementation of the Sounds-Write scheme Targeted interventions for those not making desired progress led by trained sounds - write adult	Differentiated groups allow children to work in smaller groups with a greater focus on their needs/closing gaps in knowledge. Sounds-Write state that schools that execute the scheme correctly and well should see 90%+ pass rates in screening tests. 1:1 sessions have had positive impact on improving attainment and progress of children.	Continued monitoring – learning walks/drop ins/observations to ensure the sounds-write programme is being implemented effectively. Monitoring of data and progress of groups/children. Mock screening tests across the year to track progress and identify areas of needs.	Phonics Lead	Half termly Weekly learning walks NOTE: achieved 78% in autumn screening – this matched the previous end of year result and was extremely pleasing given the significant gaps in learning



			Discussions with teachers and TAs Ensure staff are trained and confident at delivering phonics lessons/interventions		80% of children are on track and predicted to pass the Year 1 phonic screening in June 2021.
Improve progress and attainment in the core subjects in Year 6	<p>'Switch On' Programme tailored to target gaps in skills and knowledge of SEN and EAL learners.</p> <p>Moderation to be completed in Term 1 and Term 2 to measure progress and outcomes in writing.</p> <p>Weekly Maths Boosters to begin in Spring 1 to diminish the difference between non-PP and PP.</p> <p>TA/Teacher interventions introduced through lunchtimes and extra-curricular.</p>	<p>Switch On' programme have been proven to accelerate the rate of progress.</p> <p>After school booster groups have been proven to give children targeted support</p> <p>Additional teachers used to work within a smaller group setting to accelerate progress</p> <p>Additional time for children to work on misconceptions and misunderstandings can enhance progress</p>	Use of Insight Tracker to track pupil progress throughout the year and to identify focus pupils within a variety of pupil group. Frequent monitoring of Insight data Learning walks	Year 6 teacher Reading lead SLT	<p>Half termly</p> <p>Review of Data Insight assessment data Half termly</p>

DESIRED OUTCOME B – (£10,000)
 To continue to improve oral language skills for pupils eligible for PP in Reception class.

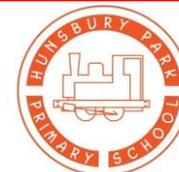
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvements in the EYFS indoor and outdoor areas; enhanced	Audit to identify gaps in provision for learning. With a focus on language development.	To identify gaps between targeted groups of pupils (PP/non-PP, SEN, EAL,	To ensure indoor and outdoor areas are equipped with appropriate learning	EYFS lead Reception class teachers/TAs	Half termly review of learning environment.



opportunities for vocabulary development.		girls/boys) and create new opportunities for learning.	resources to facilitate the development of language skills.		
High staff to pupil ratio in EYFS.	Support for targeted pupils with low level of skills on arrival to EYFS – using new baseline testing tool.	To model good spoken English and grammatical structures through quality first teaching.	Rigorous monitoring of staff and evaluation of pupils' progress in all areas of development – using new criteria.	Phase lead and class teachers.	Review of data and learning walks by SLT.
To develop pupils spoken language and vocabulary development	Upskill staff use of strategies, resources and techniques to extend pupil answers using subject specific vocabulary Focus key subject terminology to enhance pupils' vocabulary (spoken and written) Secure development of staff vocabulary development techniques to extend pupil answers. Equip staff to actively teach subject vocabulary EYFS – Nuffield language intervention	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of an academic year Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading	Key subject terminology identified on MTPs Key subject terminology displayed Key subject terminology added to key words bank Opportunities to develop subject terminology built into planning and delivery of lessons Use of dictionaries/ thesauruses across the curriculum Use of subject specific texts for vocabulary development across the curriculum to develop pupils' vocabulary	English leads Senior leaders	Key subject terminology has been identified on MTPs. Key subject terminology displayed and referred to in learning. Key subject terminology added to key words bank and pupils tested on spelling and definitions of these words. Opportunities to develop subject terminology has been built into planning and delivery of lessons



			Identified member of staff who will explicitly deliver this intervention for identified pupils		
DESIRED OUTCOME C – (£15,000) A rise in attendance and a drop in persistent absence.					
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 rise in attendance and a drop in persistent absence.	<p>Headteacher, office staff and FSW to meet to discuss incidence of persistent absence</p> <p>Follow-up letters sent to parents / carers including letters of positive reinforcement where absence has improved</p> <p>Headteacher, office staff and FSW meet with parents/carers to discuss a plan to increase attendance.</p> <p>Provision to be made for children based on specific needs (medical or SEND) e.g. hospital and outreach education, adventure ways, seeds of change etc</p> <p>Support from our Children and Family Support Worker who offers advice and who is in weekly contact with families.</p> <p>Parent workshops – including both academic support and</p>	This is addressed by HT, office staff and FSW – appropriate target setting, monitoring and reviewing in place.	Regular monitoring of attendance data - individual, group and whole school attendance.	HT and Attendance Manager	Half termly



	wellbeing support to engage parents. Breakfast Club				
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DESIRED OUTCOME D – (£40,000)

To develop parental links by planning and implementing parent workshops throughout the year.

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?
To develop parental links by planning and implementing parent workshops throughout the year.	<p>Workshops to be held throughout the year, (at least one workshop per long term).</p> <p>Target Autism to provide three parental workshops throughout the school year, e.g. based on ASD awareness, social skills, dealing with change.</p> <p>FSW to work with SENDCo and other outside agencies to lead other parent workshops. School to run workshops on wellbeing/relaxation/managing stress, basic English skills for EAL parents, cooking on a budget/healthy eating.</p> <p>Outside agencies Jogo Behaviour Support to deliver behaviour workshop. School nurse to deliver continence support.</p>	<p>Good parental attendance in previous courses/ training run in school e.g. Sleep solutions, Target Autism, Jogo Behaviour Support.</p> <p>Attendance at the ASD Awareness parent workshop in 2020 – 5 parents</p> <p>Parent voice – school to ask parents what they would like support with at home through parental questionnaire (Dec 2020).</p>	<p>Planning for sessions that meet the required information to support staff and parents.</p> <p>Sessions to be spread out, over the school year, both during school day and after to ensure maximum up take.</p>	<p>KB, CV with Target Autism.</p> <p>KB, CV with Claire Riley</p>	<p>Implementation reviewed after first parent workshop completed in the Autumn Term.</p> <p>Only 7 parents attended this online workshop on Food and Sleep difficulties led by Target Autism (please note this was during Lockdown 2.0).</p> <p>A second parent workshop was planned and delivered by Target Autism during Summer 1 April 2021. The topic of this workshop was researched by parental view and parental need communicated by the Family Support</p>



					Worker. The attendance of parents to this workshop improved dramatically with 25 parents attending.
Family support worker role	To employ a dedicated family support worker (FSW) who is not class based	Following multiple available case studies and a school-based pilot. We found that by having a non-class (academic) based staff member, who was readily available to support parents / carers, helped break down historical barriers in engagement within an educational environment	Regular 'check ins' will be recorded and will directly link to the schools safeguarding team. Parental engagement will support attendance and the percentage of identified PP pupils. Also support to complete forms such as DLA and EHCP means our children receive the family support they need.	FSW and line manager	Half termly
Learning Mentor role	To employ a member of staff who is not class based all of the time to carry out Learning Mentor role	Following previous work with Learning Mentors in school, training was provided to ensure the individual work could be provided to support our SEND PP children. This level of intervention prevents exclusions in the both the short and long term.	Referral forms are completed and discussed with line manager and FSW. Regular monitoring with line manager to ensure children are making progress. Any safeguarding issues are quickly dealt with.	Learning Mentor and Line Manager	Half Termly or after the allotted time for the named intervention



DESIRED OUTCOME E – (£25,000)

To improve the engagement of pupils eligible for PP children within school

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?
Curriculum Enrichment / Enhancement Activities	Wide range of targeted curriculum enrichment and enhancement activities: Science Investigations Day; World Book Day; Science Inter-School Quiz; General Knowledge Quiz.	Pupils achieve medals/trophies/certificates for the school through these various enrichment events. This contributes to children growing in confidence and developing their self-esteem.	Enjoyment of activities Pupils growing in confidence and developing self-esteem. Views and support of parents.	Phase lead	Half termly observations, informal drop ins
Extended Services	Wide range of after school clubs available for pupils, run by both external coaches and school staff.	How will this link back to progress? Academic behaviour	Evaluate success of the activities using end of course reports	JD & PE lead	Half termly observations Monitor attendance and link to behaviour
To improve the engagement of pupils eligible for PP children within school	Places offered on breakfast club for children eligible for PP Discounted trips, sports clubs and music tuition available for eligible children Access to learning support within school Attendance meetings arranged by SLT to identify and offer support Targeted homework club for children that have been identified	Pupils who are attending breakfast club will improve attendance at school. More availability and access for children at extra-curricular clubs and trips can improve self-esteem and confidence within school as well as attendance Learning support within class can improve confidence and self-worth within school. Increased attendance and performance can arise from this.	Regular meetings and monitoring of the actions. Learning walks and monitoring to be implemented by SLT to ensure effective use of teaching with PP eligible children SLT to drop in on the club and both support and praise the children. Assessment by PE Co-ordinator to track	SLT PE Lead SENCOs SLT Class Teachers TA's	Half termly Half termly



		<p>Support for families can engage parents and carers and improve attendance of the child.</p> <p>Support for homework can provide a greater self-confidence in their ability. This can result in an improved performance academically.</p> <p>Incentives available for children who are attending 100% of the time. Improved attendance results in improved engagement in school.</p>	<p>children's attendance at clubs</p> <p>Attendance monitored at the homework club. Incentives available for 100%.</p> <p>SLT meetings to review and adapt where needed.</p>		
Pupils developing the essential skills which will allow them to excel in various sporting activities	Employing external coaches to train pupils in Physical Education	Pupils who develop the requisite skills represent the school at sporting fixtures/meets	Assessment by PE co-ordinator	PE Lead	Half termly
Pupils develop the skills needed for good behaviour and engagement in all aspects of school life.	Nurture Group every afternoon for the selected 8 children for the half term.	Reduced historical numbers of exclusions in school. Positive self-esteem for children, ability to talk to adults and ask adults for help in an appropriate way.	Boxall profiles completed at the start and end of the sessions will show improvements in the targeted areas.	Resourced Provision Lead	At the end of each block of sessions

4. Review of expenditure				
Academic year	2020 - 2021			
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include	Lessons learned	Cost



		impact on pupils not eligible for PP, if appropriate	(and whether you will continue with this approach)	