



**Hunsley Primary**

**Statement of Impact of Pupil Premium Spending 2015-16**

**Plan for Targeted Use of Pupil Premium 2016-17**

## Pupil Premium

The Pupil Premium funding is used to fund the programme of interventions planned by school leaders and classroom staff with the specific focus on narrowing gaps in progress and attainment for disadvantaged pupils and, where necessary, identify specific needs and provide a holistic approach to meeting those needs of each of these pupils. The School's aim for all pupils eligible for Pupil Premium Grant is that they perform better than non-pupil premium pupils nationally. All school leaders, teachers and associate staff work closely and collaboratively to champion the needs of Pupil Premium children, placing them at the heart of provision at all levels, from Wave 1 quality first teaching in the planning of learning to the specific interventions operating throughout the school week.

The principles underpinning the targeted use of Pupil Premium Grant funding are as follows:

- Rigorous monitoring and evaluation, Governor scrutiny and inclusion review processes identify priorities and unmet needs of pupils, ensuring that the needs of socially disadvantaged pupils are championed and addressed throughout the year
- The nomination of a trained 'Disadvantaged Pupil Champion' (LA Aspire initiative) at senior leader level (Head of School at Hunsley Primary) and a Local Governor dedicated to the scrutiny of pupil premium spending (Chair of Governors at Hunsley Primary) ensure that accountability for PPG spending is a standing item on all LGB agendas.
- In making provision for socially disadvantaged pupils, we recognise that not all who receive free school meals will be socially disadvantaged and not all socially disadvantaged pupils will be in receipt of free school meals
- Pupil Premium Grant will be allocated, therefore, to classes, groups or individuals identified as a priority. By implication not all children receiving free school meals will be in receipt of pupil premium interventions at any one time but every pupil within the categories of vulnerability will have their needs and progress regularly evaluated by school leaders and practitioners at all levels
- 'Priority Focus' status for Pupil Premium Grant children will be maintained through daily practical interventions and embedded practices which all staff must uphold; for example, the focus of teachers and practitioners on placing disadvantaged pupils' books routinely at the top of the marking pile or for targeted questioning; the focus of the Lunchtime Supervision Team staff on the progress of disadvantaged pupils in the dining hall; the awareness and tracking of administrative team staff on the inclusive participation of disadvantaged pupils in extra-curricular activities.

## Leadership Planning

- School leaders, alongside the teaching and associate teams in school, plan a yearly intervention strategy based on end of year results; progress between key stages; and quarterly data collections. The planning proforma used is that of the Teaching School Council and NCTL, enabling the results of national impact studies (EEF Toolkit, the [Teaching and Learning Toolkit](#); the [NfER report](#) on supporting the attainment of disadvantaged pupils; East Riding's Aspire documentation; [Ofsted's 2013 report](#) on the pupil premium; [Ofsted's 2014 report](#) on pupil premium progress and [Ofsted's 2016 paper](#) on disadvantaged children 'Destined for Disadvantage?') to be drawn upon when mapping provision. School leaders evaluate Key Performance Indicators for Literacy / English and Maths as well as progress data in all areas. In addition, behaviour, attendance and multi-agency referrals are also evaluated for impact in terms of improving engagement. Pupils who are eligible for Pupil Premium Grant (PPG) or fall into the category SEND are prioritised for targeted intervention and support.

## Individual Support Plans for Inclusion

- Monthly review meetings with the safeguarding and inclusion leads on the LGB ensure monitoring is ongoing. Annual reviews of impact data regarding PPG spending are carried out at LGB level, with the production of the Head's Report, highlighting KPIs in relation to disadvantaged pupils (Note: a present, whilst the school is at its earliest stages of growth, the number of pupils in receipt of the PPG is significantly low; reporting on their progress in this document is therefore broadly covered in terms of the impact of PPG spending as opposed to specific outcomes)
- Half-termly review meetings are held with staff teams and also with parents to review the targets set on Individual Support Plans which indicate the engagement and progress of PPG pupils. The process of review includes scrutiny of attendance, behaviour data, attainment and progress, particularly in Maths and English.
- When comparing the data sets for PPG pupils in school and non-PPG pupils nationally, the focus is on narrowing gaps in attainment between PPG pupils and non-PPG pupils, SEND and non-SEND and the impact of early intervention for pupils identified by the school as being in need of an ISP. Meetings with parents coincide with data collections and take place at least 6 times each year to ensure a regular flow of information maintains the effectiveness of targeted support from all areas – home, external agencies, school and other stakeholders, such as governors.

## Provision Models

The following is a brief summary of the types of additional support that the school provides, or currently plans to provide, using PPG funding to contribute towards specific costs:

- Wave 1 'Priority Focus' school-wide practices for marking, questioning and feedback which champion disadvantaged children
- Wave 2 and 3 Literacy and Numeracy Intervention programmes running throughout the year
- Delivery of a programme of 'Parent Learn' sessions and resources for all parents with targeted invitations to PPG parents to ensure support for learning at home is driven by school, offering catch-up sessions where need is identified
- Employment of an additional Teaching Assistant to deliver targeted interventions
- Speech and Language programmes, supported directly by NHS SALT Team
- Mentoring sessions
- One to One 'keep-up' and 'warm-up' sessions for Maths/English
- Purchase of resources and specific learning or developmental aids, including easy-grip pencils, school milk and fine motor skills resources, where such specific targeted intervention is required
- Purchasing of online software (Education City and Bug Club) to enable parents to support literacy and numeracy at home
- Attendance and achievement certificates and rewards schemes
- Professional development for teachers and teaching assistants to deliver bespoke programmes of intervention and support, such as TalkBoost, Phonics, SPG and Social Talk groups and writing support sessions
- Volunteer Induction training for adult and Sixth Form volunteers in order to offer priority targeted support
- Extra-curricular outdoors clubs (e.g. gardening and sports clubs) to boost interaction with a healthy lifestyle and to lengthen the school day in support of developing broad learning – support of disadvantaged children to attend.
- Waking Bus provision to ensure punctual access to school and a 'smart' start to the school day
- Door-to-door work delivery where needed to ensure absent PPG pupils have resources to work with at home
- Named key worker or Champion for inclusion pupils, with linked after-school wraparound workers for those Disadvantaged Pupils who attend Building Bricks, with regular liaison between practitioners to ensure 360 degree inclusion

- The provision of a Puzzle Box for targeted lunchtime play to encourage fine motor and critical thinking skills which will sustain engagement into the afternoon session and promote attendance
- Numicon loan scheme for extending learning at home – priority disadvantaged pupils.

## Disadvantaged Child Funding Allocations 2015-16 and anticipated funding for 2016-17

		Pupil Premium and / or Service Children Grants	
Academic Year	2016/17	Total to date (Oct)	£2200
Academic Year	2015/16	Total	£1108.33

## Impact Dashboard 2015-16

Pupils in receipt of the PPG in 2015-16 performed at least as well as pupils nationally who are not in receipt of the PPG.

## Target Areas for Provision and Associated Cost Proportion Covered by Pupil Premium Grant Funding 2015-16

The key areas targeted in 2015-16 to be supported by the Pupil Premium Funding contribution were as follows:

	Area identified for provision of support in July 2015	Desired outcomes and how measured	Cost of Targeted provision
1	<p><b>Literacy</b> (reading) – to ensure that the impact of the school’s chosen reading scheme and reading interventions raised achievement for disadvantaged pupils and set a culture of reading with families at the heart of the new school</p>	<p>All pupils, including Disadvantaged pupils, make rapid progress in their development of phonics for reading, reaching a Good Level of Development (with targeted exceeding judgements) in the end of EYFS Profile assessment.</p> <p>Disadvantaged children make at least 4 steps of progress from their starting points (e.g. S30-50 to ELG) and there would be no gaps between the disadvantaged children and non-disadvantaged children nationally in terms of EYFS outcomes for Reading and overall for a Good Level of Development.</p>	<p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Allocation of Teaching Assistant time to provide daily targeted input of one-to-one reading interventions, warm-up or support for disadvantaged pupils and build supportive capacity of Reception class by adding to the adult-to-pupil ratio.</li> <li>• Delivery of Parent Learn session for Supporting Reading (1 hour)</li> <li>• Provision of online resources and support through Bug Club</li> </ul>

		<p>All parents feel supported to help children to read at home, by attending the school's Parent Learn sessions on supporting early reading.</p> <p>All parents access the online resources from Pearson Bug Club and Education City to give an immersive approach for parents to support reading across a range of accessible platforms</p>	<p>Reading Scheme training of staff (2 staff for 1 day of training)</p>
2	<p><b>Attendance</b> of all pupils including disadvantaged pupils targeted for support by increasing social engagement and concentration in school, through extra-curricular and social intervention activities, such as music and gardening clubs.</p> <p>Information on attendance statistics to be shared with parents and celebrations for improving levels of attendance, e.g. certificates, used as an incentive.</p>	<p>Children feel socially and emotionally engaged by the range of activities offered across the curriculum and by the reward and celebration schemes. This encourages personal development and resilience needed to achieve ELG in the Prime Areas and a Good Level of Development in the Profile.</p> <p>Disadvantaged children make at least 4 steps of progress from their starting points (e.g. S30-50 to ELG) and there would be no gaps between the disadvantaged children and non-disadvantaged children in terms of EYFS outcomes for PSED, PD and C&amp;L and overall for a Good Level of Development.</p> <p>Persistent absence reduced, across the class and in individual cases.</p>	<ul style="list-style-type: none"> <li>• Provision of Talk Boost social talk sessions – 10 week programme (delivered whole school 3 times in the year)</li> <li>• Staff CPD (2 staff members required ) for the delivery of Talk Boost using the Willerby NHS SALT programme)</li> <li>• Resources for the delivery of Talk Boost: Beginner pack £310</li> <li>• Delivery of Gardening Club – 1 hour per week of TA and Teacher time plus resources</li> <li>• Purchase of specific Physical Development / Social Development resources, for specified children, e.g. fine and gross motor skills development; resources for shared communication play</li> </ul>

			and friendship-building, e.g. puppets
3	<p><b>Literacy</b> – Writing identified in EExBa and in-school baseline and transition assessments as being an area in which all pupils needed to receive support, by creating a one-to-one focused intervention framework to drive progress on a daily basis.</p>	<p>Children receive the warm-ups and ‘keep-up’ sessions they need from a one-to-one TA or teacher, offering targeted, regular support and intervention sessions so that writing is a constant focus of practice and improvement.</p> <p>Staff receive training on supporting literacy to target interventions, attending and disseminating CPD in training meetings</p> <p>Disadvantaged children make at least 4 steps of progress from their starting points (e.g. S30-50 to ELG) and there would be no gaps between the disadvantaged children and non-disadvantaged children in terms of EYFS outcomes for Writing and overall for a Good Level of Development.</p>	<ul style="list-style-type: none"> <li>• Allocation of Teaching Assistant and Teacher time to provide daily targeted input of one-to-one interventions, warm-up or support for disadvantaged pupils and build the targeted support capacity of Reception class.</li> <li>• Two staff members received external provider training on writing interventions: 1) supporting reluctant writers 2) on using writer outdoors to inspire mark making</li> </ul>
	<p><b>Hunsley Primary offers a range of provision, as detailed above, to support disadvantaged children and to encourage the inclusion of all pupils.</b></p> <p><b>Pupil Premium Grant funding has been used to contribute towards the staffing costs recruited for specific intervention provision which has been accessed as priority by those pupils designated as Disadvantaged and for whom the school is in receipt of the Pupil Premium Grant, as detailed in the table to the right:</b></p>		<p><b>Time Allocation:</b></p> <p><b>TA / Nursery Nurse time:</b></p> <p>2 hours targeted intervention provision per week for the full academic year - £940</p>

		<p>30 minutes per week to deliver Talk Boost for the full academic year - £235</p> <p><b>Total £1175.00</b> <b>Contribution from PPG: £1108.33</b></p>
--	--	--

## Targeted Funding 2016-17

	Areas identified for provision of support in September 2016  To be reviewed in November 2016	Desired outcomes and how they will be measured	Targeted provision  Suggested costs and contributions of Pupil Premium Grant
1	Literacy and English – Narrowing potential gaps between achievement in writing and reading.	<p>Pupils eligible for PP make rapid progress by the end of the academic year with no gaps between the progress of PP and non-PP pupils nationally (measured in the Phonics screening test)</p> <p>All pupils eligible for PPG meet <i>at least</i> age related expectations or above in writing and reading</p>	Strengthen pencil grip and writing formation for focused, confident and controlled handwriting by delivering Wave 2 intervention pre-learning warm-up sessions (Dough Disco etc) – 2 hours per week per pupil as required.

		This will be measured in achievement of age-related expectations or above in summative assessment of writing and reading objectives by the end of the year 2016-17, as well as the comparative performance of in-school disadvantaged and national non-disadvantaged pupils in the PST.	Teaching staff / Practitioner time (i.e. TA) £920 x 2  Total £1840
2	Engagement and Concentration – building resilience, tenacity and focus in all pupils, and especially Disadvantaged pupils, to deliver consistent progress.	All pupils, including pupils eligible for PPG, show ability to independently pay attention to instructions, ignore distractions and switch focus from one task to another when working in the classroom with their peers. This is measured through the improved development of Hunsley Primary Characteristics of Learning across the academic year, development of sustained writing skills and improved concentration and listening skills over time, as assessed in SALT Social Talk groups.	Facilitate executive function, focus and concentration by creating calm, distraction-free learning spaces for delivery of Wave 3 interventions for PP pupils in Talk-to-Writing and Reading to Writing Interventions.  Teaching staff / Practitioner time (i.e. TA)  1 hour per week for the year.  Total £470
3	Social and Personal Wellbeing – Building the skills and desire of all pupils to communicate positively and interactively with peers to improve engagement and attendance at school and where appropriate improve attitude to collaborative learning.	Pupils in Reception achieve at least expected levels of development for PSED and C&L in their end of year assessment and achieve at least as well as non-disadvantaged pupils both in school and nationally.  Pupils in KS1 achieve at least in line with their non-pupil premium peers both in school and nationally in,	Social Talk Skills group – e.g. Talk Boost and Social Talk Groups – delivered to PP pupils and non-PP pupils as peers  Teaching staff / Practitioner time (i.e. TA)

		<p>meeting their targets, or achieve at least age related expectations as appropriate.</p> <p>All pupils eligible for PP will attain completion of Social Talk / Talk Boost intervention group programme with certification and 'Green' rating of completion.</p> <p>Measured in Hunsley Primary Characteristics of Learning tracked throughout the year.</p>	<p>30 minutes per week full academic year.</p> <p>Total £235</p>
	<p><b>Hunsley Primary plans to offer a broad and responsive range of provision in 2016-17, as suggested in the Provision Model section above, to support disadvantaged children and to encourage the inclusion of all pupils.</b></p> <p>Pupil Premium Grant funding will be used to contribute towards the staffing costs for specific intervention provision accessed as priority by those pupils designated as Disadvantaged and for whom the school is in receipt of the Pupil Premium Grant , as detailed in the table to the right:</p>	<p><b>Total cost of outlined provision above: £2545</b></p> <p><b>Contribution provided by Pupil Premium Grant Funding and additional grant funding, e.g. Service Children: £2200</b></p>	