

Pupil Premium Statement 2017-2018

In the 2016 to 2017 financial year, schools receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £1,900 for any pupil:

- identified in the January 2016 school census or the alternative provision census as having left local-authority care as a result of one of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
- who has been in local-authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

For the pupils who attract the £1,900 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

The DFE offer the following guidance:

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that:

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.

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Hunsley Primary Pupil Premium Overview

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 and 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 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 Chair of Governor / Head 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.

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Leadership Planning

- School leaders, alongside the teaching and associate staff in school, plan intervention strategy based on end of year results; progress between key stages, and 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 through the use of the Individual Support Plan and associated regular parent review meetings.

Individual Support Plans for Inclusion

- Weekly review meetings with the inclusion lead 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
- 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 specific 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 and non-PPG pupils, the focus is on narrowing gaps in attainment between PPG pupils and non-PP 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 to ensure a regular flow of information maintains the momentum for targeted support from all areas – home, external agencies, school and other stakeholders, such as governors.

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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 school-wide practices for marking, questioning and feedback which champion disadvantaged children
- Wave 2 and 3 Literacy and Numeracy, English and Maths Intervention programmes running throughout the year
- Delivery of a programme of Parent Learn sessions for all parents with targeted invitations to PPG parents to ensure support for learning at home
- Employment and training of an additional Teaching Assistant to deliver targeted interventions
- Speech and Language programmes, supported directly by NHS SALT Team
- Mentoring sessions delivered by Sixth Form reading mentors
- One to One 'keep-up' and 'warm-up' sessions for Maths/English delivered by subject specialists and secondary school leads
- 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, Purple Mash, Tapestry 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 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 (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 'keep up' work delivery where needed to ensure absent PPG pupils have resources to work with at home
- Named key worker for disadvantaged 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 Puzzle Box for 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.

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The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.

Summary of Pupil Premium Funding Allocated to School

Academic Year	Total number of Pupils	Total PPG Budget	Other Allocations (e.g. Services)	Total Funding Received
2015-16	27	£1,108.33	£0	£1,108.33
2016-17	56	£1,900	See SPP Report	£2,200
2017-18	85	TBC – based on prediction	See SPP Report	TBC – based on prediction below
Lead Member of Staff	L Hudson	Lead Local Governor	Heather McLaughlin, Chair of LGB	

Category of Funding Breakdown

Funding Projection

Free School Meals

£5280

Service Children

£300

Adopted from Care

3,800

Looked After Children (ERYC pupils only)

£0

Total Funding (inc SSP – see SSP Report)

£9,380

Total Pupil Premium Funding only

£9,080

2017-18 (predicted)

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1. 2016 Outcomes

All outcome percentages relate to <u>very low</u> numbers of pupils in receipt of the PPG or FSM entitlements	<i>Pupils eligible for PP (percentage of PP achieving standard)</i>	<i>Pupils not eligible for PP (Percentage achieving National Standard)</i>
Year 1 - 96% expected standard in phonic check (in line with NA)	100% pupils in receipt of the PPG achieved Working At the National Standard	96%
EYFS - 82% expected standard – Good Level of Development	100% pupils in receipt of the PPG / FSM achieved the Good Level of Development	79%

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. Achievement of GD or Exceeding standard of Writing	The percentage of children in receipt of the Pupil Premium / FSM achieving Exceeding or S+ in writing was 50% in Reception and 50% in Year 1. All children did meet their target level for the year, however handwriting and letter formation are key elements for all of the pupils in this cohort (across both year groups) to develop through targeted intervention support, therefore this barrier can be addressed to enable more confident and accurate writing, and allow pupils to target GD in their end of year assessments.
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<p>B. Achievement of GD or Exceeding standard in Maths/Number</p>	<p>In 2016, 50% of Year 1 pupils in receipt of the PPG achieved Greater depth in Maths. For the other 50%, this meant not achieving their target. In Reception, 50% of children achieved Exceeding in Number. All Reception pupils met their target. All pupils in receipt of the PPG / FSM achieved the National Standard in Maths / Number. Targeted maths interventions for Year1 and Year 2 are in place to address this need to meet individual targets.</p>
<p>C. Achievement of GD or Exceeding standard in Reading</p>	<p>In 2016, 100% of pupils in Year 1 in receipt of the PPG / FSM achieved Greater Depth in Reading and in Reception 50% achieved Exceeding. All pupils met their targets. However, there will be a need to support and challenge all PPG / FSM pupils to develop reading comprehension and associated writing skills this year, therefore intervention will target this areas of the skill.</p>
<p>D. Engagement, persistence and concentration</p>	<p>A key barrier identified in of pupils in receipt of the PPG / FSM is the need to develop concentration, confidence and persistence skills, to ensure that there is focus in learning and determination to complete activities once engagement is secured. This is measured in the achievement of Hunsley Primary Characteristics of Learning in Year 1. Through one-to-one intervention and small group support, the children will be supported to develop persistence and problem-solving skills, as well as given strategies for manual dexterity and fine motor skills, which may prove to be a barrier to focusing, pace and task completion.</p>
<p>External barriers <i>(issues which also require action outside school, such as low attendance rates)</i></p>	

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<p>E. Health and attendance</p> <p>PPG / FSM 97.5% attendance 2016-17</p> <p>PPG/FSM PA 0% 2016-17</p> <p>Non-PPG / FSM 96.7% attendance 2016-17</p>	<p>A key barrier to achievement is the relationship between the health of specific children in receipt of the PPG and their attendance. Engagement with parents to support periods of poor health absence is crucial to ensure health and attendance do not prove to be immovable barriers to achievement:</p> <ul style="list-style-type: none"> • Targeted attendance of all extra-curricular outdoor learning and sports activities to support good health and wellbeing, including walking bus to support punctuality and travel to school • Promotion of Medicines Policy with parents to encourage low-level health issues to be removed as barriers to attendance • Twice half termly meetings with parents to map out and plan for health related absences • Weekly attendance monitoring and communication with all families of priorities for attendance • In-school food strategies (hot meals, milk allowance) to support good health • Liaison with external health, social care and SEND professionals to ensure all areas of wellbeing are supported with interventions and that a full programme of support enables PA pupils to attend school regularly
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What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No
1. Quality of teaching for all							
PP achievement in Reading, Writing and Maths at the end of KS1 is at least in line with national standards and targets Greater Depth where this is the individual child's target	Intervention groups for Disadvantaged pupils not on track to reach ARE and/or personal end of year target Delivered by designated TA support staff, Maths SLE and specified teaching staff, e.g. Head of School	<i>2 hours per week per pupil as required.</i> <i>Teaching staff / Practitioner time (i.e. TA) £920 x 3</i> <i>Total £2,760</i>	100% Year 2 disadvantaged pupils	L Hudson and J Boyes (Head of School and KS1 Leader)	Monitored 16 times in the year, via the RAG system; monitored half termly, via the O-track data collection; through observation and KPI collection; through parent/SEND team ISP review meetings; via weekly Team Meetings and Briefings		
PP achievement in Reading, Writing and Maths and	Intervention groups for Disadvantaged pupils not on track	<i>2 hours per week per pupil as required.</i>	100% of Year 1	L Hudson J Boyes	Monitored 16 times in the year, via the RAG		

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<p>Phonics at the end of Year 1 is at least in line with national standards and targets Greater Depth where this is the individual child's target</p>	<p>to reach ARE and/or personal end of year target</p> <p>Delivered by designated TA support staff, Maths SLE and specified teaching staff, e.g. KS1 Leader and Head of School</p>	<p><i>Teaching staff / Practitioner time (i.e. TA) £920 x 3</i></p> <p><i>Total £2,760</i></p>	<p>disadvantaged pupils</p>		<p>system; monitored half termly, via the O-track data collection; through observation, Phonics screening mock checks, and KPI collection; through parent/SEND team ISP review meetings; via weekly Team Meetings and Briefings</p>		
<p>Disadvantaged Pupils achievement at the end of EYFS is in line with or surpasses their targets set at baseline assessment</p>	<p>Intervention groups for Disadvantaged pupils not on track to reach ARE and/or personal end of year target</p> <p>Delivered by designated TA support staff, Maths SLE and</p>	<p><i>2 hours per week per pupil as required.</i></p> <p><i>Teaching staff / Practitioner time (i.e. TA) £920 x 3</i></p> <p><i>Total £2,760</i></p>	<p>100% of EYFS disadvantaged pupils</p>	<p>L Hudson R Hudson / S Mutter (EYFS team)</p>	<p>Monitored 16 times in the year, via the RAG system; assessed via the use of Tapestry for ongoing observation; monitored half termly, via the O-track data</p>		

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	specified teaching staff, e.g. Nursery Nurse				collection; through observation of teaching and KPI collection; through parent/SEND team ISP review meetings; via weekly Team Meetings and Briefings		
2. Targeted support							
Improve overall attendance and punctuality of PP pupils and support parents with the safe arrival at school	Weekly focus on Attendance in Newsletters Walking Bus provision to target PP pupils specifically and impact on punctuality; use of Trust EWO time to support attendance monitoring and meetings with parents;	1.15 hours per week for Walking Bus – Support Staff time – 39 weeks (approx. 7.5 days) £327.45 4 days EWO time per year £174.66	100% disadvantaged pupils All pupils	L Hudson L Hitchin (Administrator)	Monitored 16 times in the year, via the RAG system; CSI and KPI collection; through parent/SEND team ISP review meetings.		

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	engagement of parents via Parent Learn sessions and ISP review meetings; targeted attendance of after school clubs; use of certification incentives to reward excellent attendance.						
3. Other approaches							
100% of disadvantaged pupils receive targeted physical and mental wellbeing interventions and enrichment activities to support confidence, persistence and concentration	Access to the following throughout the academic year: Lego Club Talk Boost Social Talk intervention Puzzle Club Music Workshops Mindfulness session Drama workshop	<i>2 hours per week per pupil as required.</i> <i>Teaching staff / Practitioner time (i.e. TA) £920 x 2</i> <i>Total £1840</i>	All pupils	L Hudson	Monitored via attendance data in CSIs and RAG collections; Characteristics of Learning monitored via parent progress report and data collection; parent progress meetings and ISP review meetings.		

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					Pupils' scores in the CoL are sustained at 2 or above, closing the gap between disadvantaged and non-disadvantaged pupils.		
		Total projected spend: £10,622.11 Contribution provided by PPG funding £9080 (projected)					

Targeted Funding 2016-17 – Impact Analysis

	<i>Areas identified for provision of support in 2016-17</i>	<i>Desired outcomes and how they will be measured</i>	<i>Targeted provision Suggested costs and contributions of Pupil Premium Grant</i>	<i>Impact</i>

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1	<p><i>Literacy and English – Narrowing potential gaps between achievement in writing and reading.</i></p>	<p><i>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)</i></p> <p><i>All pupils eligible for PPG meet at least age related expectations or above in writing and reading</i></p> <p><i>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.</i></p>	<p><i>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.</i></p> <p><i>Teaching staff / Practitioner time (i.e. TA) £920 x 2</i></p> <p><i>Total £1840</i></p>	<p><i>All PPG / FSM pupils achieved ARE in 2017 and at least met the national standard for Reading and Writing.</i></p> <p><i>Next Steps: the focus this year will be on ensuring 100% of PPG pupils meet their personal target based on EYFS outcomes, where exceeding judgements are targeted.</i></p>
2	<p><i>Engagement and Concentration – building resilience, tenacity and focus in all pupils, and especially Disadvantaged pupils, to deliver consistent progress.</i></p>	<p><i>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</i></p>	<p><i>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</i></p>	<p><i>All PPG and FSM pupils attended SALT and Talk Boost sessions to encourage turn-taking, listening skills and a focus on concentration.</i></p>

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		<p><i>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.</i></p>	<p><i>Reading to Writing Interventions.</i></p> <p><i>Teaching staff / Practitioner time (i.e. TA)</i></p> <p><i>1 hour per week for the year.</i></p> <p><i>Total £470</i></p>	<p><i>Next steps: all disadvantaged pupils will be timetabled for extra-curricular interventions this year, to build on the skills set down last year.</i></p> <p><i>Outcomes for CoL show 1s and 2s (good and outstanding) for Behaviours for Learning (including concentration and persistence) for Year 1 disadvantaged pupils</i></p>
3	<p><i>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.</i></p>	<p><i>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.</i></p> <p><i>Pupils in KS1 achieve at least in line with their non-pupil premium peers both in school and nationally in, meeting their</i></p>	<p><i>Social Talk Skills group – e.g. Talk Boost and Social Talk Groups – delivered to PP pupils and non-PP pupils as peers</i></p> <p><i>Teaching staff / Practitioner time (i.e. TA)</i></p> <p><i>30 minutes per week full academic year.</i></p>	<p><i>Disadvantaged pupils exceeded non-disadvantaged pupils in meeting the national GLD standard for PSED and C&L. Next steps will focus on ensuring all PPG children who are targeting a 3 in PSED / C&L are</i></p>

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	<p><i>targets, or achieve at least age related expectations as appropriate.</i></p> <p><i>All pupils eligible for PP will attain completion of Social Talk / Talk Boost intervention group programme with certification and 'Green' rating of completion.</i></p> <p><i>Measured in Hunsley Primary Characteristics of Learning tracked throughout the year.</i></p>	<p><i>Total £235</i></p>	<p><i>enabled to achieve this exceeding goal.</i></p>
	<p><i>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.</i></p> <p><i>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:</i></p>	<p><i>Total cost of outlined provision above: £2545</i></p> <p><i>Contribution provided by Pupil Premium Grant Funding £1900</i></p>	