

Pupil Premium Review 2017-18 / Statement for 2018-19

In the 2017 to 2018 financial year, schools receive the following funding for each pupil registered as eligible for free school meals 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 2017 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.

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 of 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's meeting agendas.
- Weekly Core School Information sheets are completed by the Head of the Primary and submitted to the CEO of the Trust to monitor the attendance of PPG pupils, ensuring there are good patterns of access to learning.
- 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 and Review

- School leaders, alongside the teaching and associate staff in school, plan the intervention strategy based on a rich source of data: weekly teacher formative assessment; half termly summative assessments; 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 report on and evaluate Key Performance Indicators for Literacy / English, Maths and science with each half termly data collection, and review achievement data in all curriculum 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.

Monitoring Individual Plans for Inclusion

- Regular review meetings with the inclusion lead on the LGB, taking place throughout each term, 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
- Weekly Briefings for all school staff place Inclusion of Disadvantaged pupils at the top of each agenda – the same is done for weekly staff development meetings – so that performance and needs are reviewed by all staff on a week-by-week basis and interventions and plans adjusted accordingly.
- Half-termly review meetings are held with staff teams and also with parents to review the targets set on Individual Support Plans and Entitlement 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

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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.

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
- Physical therapy under the guidance of SAPTS
- 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 (Nessie, 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
- Key staff member 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

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- The provision of resources 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.
- The provision of laptops for specific pupils to access and to enable online activities where fine motor skills are in need of support.
- Targeted access to clubs and pupil leadership development activities, to ensure disadvantaged pupils are given every opportunity to develop as young leaders and confident communicators
- Nurture programmes and personalised wellbeing activities to enable disadvantaged children to have guaranteed regular access to a listening adult

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. Service Pupil Premium)	Total Funding Received
2015-16	27	£1,108.33	£0	£1,108.33
2016-17	56	£1,900	£300	£2,200
2017-18	90	£3960	£300	£6160
2018-19	118	TBC £13,840	TBC £600	TBC £14,440
Lead Member of Staff	L Hudson	Lead Local Governor	Heather McLaughlin, Chair of LGB	

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Category of Funding Breakdown

Funding Projection

DPP
SCP
AfCP / PLAP
LAP (ERYC pupils only)

Total Funding without SPP
Total Pupil Premium Funding

	2017-18 (actual)	2018-18 (TBC)
	£3960	£9240
	£300	£600
	£1900	£4600
	£0	£0
	£5860	£13840
	£6160	£14440

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1. 2017-18 Outcomes		
All outcome percentages relate to low numbers of pupils in receipt of the PPG entitlements – therefore there will be no specific detail in this report where an individual pupil can be identified.	<i>Pupils eligible for PP (percentage of PP achieving standard)</i>	<i>Pupils not eligible for PP (Percentage achieving National Standard)</i>
Year 1 – Working At – Phonics Screening Check 100% of pupils taking the test passed at the ‘Working At’ (93% of the Year 1s took the test)	100% pupils in receipt of the PPG this academic and financial year achieved Working At the National Standard	100% of pupils not in receipt of the PPG passed the test at the Working at standard.
EYFS - Good Level of Development 83% of pupils in Reception achieved a Good Level of Development	0% of Reception children received funding in 2017-18	83% of pupils not in receipt of funding achieved a Good Level of Development.
2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

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<p>A. Achievement of GD or Exceeding standard of Writing</p>	<p>80% of children in Key Stage 1 in receipt of the PPG attained their target of age related expectation or above in writing. In Reception, no child received the PPG funding in this academic year. As with 2016-17, handwriting and letter formation have been key elements across the intervention planning for all of the pupils in this cohort during 2017-18 (across all year groups) to develop through targeted support; therefore this barrier has been addressed to enable more confident and accurate writing and to allow pupils to target GD in their end of year assessments in the coming year of 2018-19.</p>
<p>B. Achievement of GD or Exceeding standard in Maths</p>	<p>In 2017/18, 80% of pupils in receipt of the funding achieved age related expectations or above in maths, as set in their targets. Targeted maths interventions for Year1 and Year 2 have continued throughout the year to address the gaps in achievement for the 20% of pupils – NB this is a very small number of pupils overall. Maths intervention continues into individual interventions plans for 2018-19.</p>
<p>C. Achievement of GD or Exceeding standard in Reading</p>	<p>In 2017/18, 100% of pupils in receipt of the PPG achieved their age related expectation in Reading and 40% achieved Greater Depth. 80% of pupils achieved their target. Interventions were set up to enable pupils in this cohort to develop comprehension skills and to enrich their reading comprehension with writing skills. Fine motor interventions have continued as needed for pupils in receipt of the funding who have challenges with regard to dexterity and writing sustained and detailed answers.</p>

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<p>D. Engagement, persistence and concentration</p>	<p>A key barrier identified in of pupils in receipt of the PPG 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 across all years. Through one-to-one intervention and small group support, the children have been encouraged to develop persistence and problem-solving skills, as well as given strategies and physical resources for 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>	
<p>E. Health and attendance</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, additional snack / 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 – via the Trust EWO

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What was the intended outcome?	What did we do?	How much did it cost?	How many pupil premium pupils were in line to benefit?	Who was responsible?	Who by and how was this 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 – and others who were targeted for help, utilising the support in small groups	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	The sessions ran throughout the year with additional after school hours as appropriate. The impact was seen in the catch-up however not the 'keep-up' achievement of the very low numbers of pupils accessing this intervention. Close monitoring enabled the tracking of the cohort and directed interventions. The impact in maths and writing enabled catch-up. Although reading achieved ARE, it did not	Yes

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						hit personal targets and was impacted by barriers in writing.	
PP achievement in Reading, Writing and Maths and 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	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. KS1 Leader and 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% of Year 1 disadvantaged pupils	L Hudson J Boyes	Monitored 16 times in the year, via the RAG 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	There was positive impact in this cohort with all pupils achieving at least ARE and all pupils achieving their targets in Reading, Writing and Maths	Yes
Disadvantaged Pupils achievement at the end of EYFS is in line with or surpasses their	Intervention groups for Disadvantaged pupils not on track to reach ARE	<i>2 hours per week per pupil as required.</i>	100% of EYFS disadvantaged pupils	L Hudson R Hudson / S Mutter (EYFS team)	Monitored 16 times in the year, via the RAG system; assessed via the use of	Although no funding was received for pupils in the EYFS during this academic year, pupils who were targeted for	Yes

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targets set at baseline assessment	and/or personal end of year target Delivered by designated TA support staff, Maths SLE and specified teaching staff, e.g. Nursery Nurse	<i>Teaching staff / Practitioner time (i.e. TA) £920 x 3</i> <i>Total £2,760</i>			Tapestry for ongoing observation; monitored half termly, via the O-track data collection; through observation of teaching and KPI collection; through parent/SEND team ISP review meetings; via weekly Team Meetings and Briefings	additional support in anticipation of need in 2018-19 did meet their targets as set at the point of baseline and made a positive transition from Reception into Year 1 at the end of the academic year. Interventions were ongoing and maintained the pupils who were expected to pick up funding in the following year to achieve their specific targets and (in PSED and PD) make greater than expected progress.	
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	1.15 hours per week for Walking Bus – Support Staff time – 39 weeks (approx. 7.5 days) £327.45	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	Attendance was improved for the specific pupils in this cohort and also overall for the whole school.	Yes

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	punctuality; use of Trust EWO time to support attendance monitoring and meetings with parents; 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.	4 days EWO time per year £174.66			team ISP review meetings.		
3. Other approaches							
100% of disadvantaged pupils receive targeted physical and mental wellbeing interventions and enrichment activities to support	Access to the following throughout the academic year: Lego Club Talk Boost Social Talk intervention	<i>2 hours per week per pupil as required.</i> <i>Teaching staff / Practitioner time (i.e. TA) £920 x 2</i>	All pupils	L Hudson	Monitored via attendance data in CSIs and RAG collections; Characteristics of Learning monitored via parent progress	Engagement of pupils targeted for social and emotional interventions has been evidenced in the wider achievement of attendance improvements.	Yes – and we will look to develop even more personalised ways of applying the funding to meet

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<p>confidence, persistence and concentration</p>	<p>Puzzle Club Music Workshops Mindfulness session Drama workshop Nurture Group</p>	<p><i>Total £1840</i></p>			<p>report and data collection; parent progress meetings and ISP review meetings. Pupils' scores in the CoL are sustained at 2 or above, closing the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Behaviour across the school has maintained a high standard and all pupils in receipt of the PPG have high standards of behaviour and no sanctions.</p> <p>Engagement with parents and families has been very positive.</p> <p>Interventions and support packages have been personalised for the pupils in the cohort with each pupil having an individual plan bespoke for their personalised targets.</p>	<p>individuals' needs as well as upholding the broader culture of support in school.</p>
		<p>Total projected spend: £10,622.11 Contribution provided by PPG funding £6160 (actual)</p>	<p>Next Steps – where there are resources which can be reused in 2018-19, these will be utilized. Where additional costs have been generated, which are not covered by the funding, wider use of the intervention or support activity for pupils who are not in receipt of the funding but have been targeted for intervention never-the-less has ensured that the programme set-up is transferrable and of benefit to the wider school community too.</p>				

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Targeted Funding 2018-19 – Overview of Planned Spending

	<i>Areas identified for provision of support in 2018-19</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>
1	<i>Speech, Language and communication development – at all entry levels</i>	<i>Pupils who have social and physical communication challenges, or those who are striving to build on their existing level of achievement into exceeding expectations, will be able to interact well in school, make their needs known and flourish in the achievement of personal goals in relation to speech, language and communication: e.g. - interventions on a one-to-one level or a group level will target a) the personal, social and emotional development of the pupils, as measured in the PSHE strands of the curriculum</i>	<i>Speech and Language interventions – e.g. Talk Boost and one-to-one speech development sessions delivered to PP pupils and non-PP pupils as peers Teaching staff / Practitioner time (i.e. TA) 60 minutes per week, full academic year – mixed groups or one-to-one Sub-Total £470 Speech and Language training (via NHS) for key TA staff</i>	<ul style="list-style-type: none"> • <i>Integration of pupils is excellent</i> • <i>Pupils develop key social skills</i> • <i>Social and emotional wellbeing is supported</i> • <i>Pupils gain independence and make progress in friendships and key relationships with other peers.</i>

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		<p><i>b) the fluency and articulacy development of pupils as measured in the English strands of the curriculum</i></p> <p><i>c) the articulacy development of pupils in their ability to use the 'language of learning' as measured in the HP characteristics of learning.</i></p>	<p><i>supporting pupils with social communication needs.</i></p> <p><i>Sub-Total £150</i></p> <p>Total £620</p>	
2	<p><i>In maths across all age groups: development of mathematical problem-solving skills – building resilience, tenacity and focus to organise approaches to maths problems, draw on a range of supported strategies and meet challenges without losing focus</i></p>	<p><i>Pupils who have numeracy or problem-solving challenges, or those who are striving to build on their existing level of achievement into exceeding expectations, will be able to interact well in school, make their needs known and flourish in the achievement of academic goals in line with maths targets:</i></p> <p><i>- interventions on a one-to-one level or a group level will target</i></p> <p><i>a) the problem-solving and calculation skills development of the pupils, as measured in the maths strands of the curriculum</i></p>	<p><i>Facilitate executive function, focus and concentration by supporting pupils in maths and numeracy.</i></p> <p><i>Teaching staff / Practitioner time (i.e. TA and SLE for maths workshops)</i></p> <p><i>5 hours per week for the year at £470 = £2,350 per class</i></p> <p><i>Reception to Year 3 = 4 classes</i></p> <p>£9400 in total</p>	<ul style="list-style-type: none"> <i>Pupils have the confidence and skills to take on mathematical challenges</i> <i>Pupils make at least as good progress as their non-disadvantaged peers in all aspects of the maths curriculum</i> <i>Pupils have transferrable problem-solving</i>

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		<p><i>b) the mathematical fluency of pupils as measured in the greater depth strands of the curriculum</i></p> <p><i>c) the development of pupils in their ability to use the mathematical 'language of learning' as measured in the HP characteristics of learning.</i></p>		<p><i>skills which allow for positive impact in other curriculum areas.</i></p>
3	<p><i>In English across all age groups: development of accuracy of handwriting formation for rapid and automatic writing, to target improvements in composition, spelling and accuracy & neatness of presentation.</i></p>	<p><i>Pupils with significant fine motor or attention related challenges will have one-to-one support and bespoke equipment for writing as required but always with a weekly commitment to deliver focused sessions at least once per week.</i></p> <p><i>TA / Teaching staff to also investigate the use of keyboard / ipads for fine motor support, such as BBC dancemat, and to provide ICT resources (keyboards, mouse, slopes) for the specific use with disadvantaged pupils.</i></p>	<p><i>Facilitate and model continued focus and concentration on writing: composition, accuracy and presentation, by supporting pupils in English and also in the wider curriculum</i></p> <p><i>Teaching staff / Practitioner time (i.e. TA) – one-to-one or small group support above and beyond class support</i></p> <p><i>30 minutes per week, per class full academic year.</i></p>	<ul style="list-style-type: none"> <i>The school has a definitive and consistent approach to the teaching and support of handwriting which has an impact on the ways pupils can access the curriculum</i> <i>Pupils are taught alternative means of capturing written responses which enable them to express their ideas</i>

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			<p><i>Training on the teaching of spelling and handwriting for key staff.</i></p> <p><i>Total £235 x 4 = £940</i></p> <p><i>Handwriting recovery session in Year 3 and Fine Motor exercise sessions as required – all year groups</i></p> <p><i>30 minutes per week per class</i> <i>£235 + £940 = £1175</i></p> <p><i>Purchase of bespoke materials and resources, e.g. pens, fine-motor resources and online software (e.g. Nessie), five-minute box for literacy and two designated laptops to sit in Key Stage 2 and Key Stage 1 for one-to-one programmes.</i></p> <p><i>Approximately £1500</i></p>	
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4	<p><i>Social and Personal development – Focus on ensuring attendance through improvement of mental health and social wellbeing, including pupil leadership and community engagement</i></p>	<p><i>Pupils who have social and physical communication challenges, or those who are striving to build on their existing level of achievement into exceeding expectations, will be able to interact well in school, make their needs known and flourish in the achievement of personal goals in relation to speech, language and communication:</i></p> <p><i>e.g.</i> <i>- interventions on a one-to-one level or a group level will target</i> <i>a) the personal, social and emotional development of the pupils, as measured in the PSHE strands of the curriculum</i> <i>b) the fluency and articulacy development of pupils as measured in the English strands of the curriculum</i> <i>c) the articulacy development of pupils in their ability to use the ‘language of learning’ as measured in the HP characteristics of learning.</i></p>	<p><i>Nurture, discussion and social development groups – delivered to PP pupils and non-PP pupils as peers – this should involve some cross year-group groupings too.</i></p> <p><i>Teaching staff / Practitioner time (i.e. TA)</i></p> <p><i>30 minutes per week full academic year per class.</i></p> <p><i>Total £235 x 4 = £940</i></p>	<ul style="list-style-type: none"> <i>• Pupils feel supported, resilient and listened to</i> <i>• Pupils state that they are happy in school and are able to express their needs, wants and feelings</i> <i>• Pupils form friendships and have transferrable skills for managing challenge of conflict</i> <i>• Pupils thrive in leadership and ambassador roles, taking leadership confidence into all areas of school life.</i>

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	<p><i>Hunsley Primary plans to offer a broad and responsive range of provision in 2018-19, 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 .</i></p>	<p><i>Total projected costs:</i> £14,575</p> <p><i>Contribution provided by Pupil Premium Grant Funding</i> £14,440</p>	
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