

Pupil Premium Review 2018-19

Summary

In the 2018 to 2019 financial year, schools received 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 £2,300 for any pupil:

- identified in the January 2018 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 £2,300 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:

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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.

Hunsley Primary Pupil Premium Overview

The Pupil Premium funding is used to fund **the programme of interventions, staff development and purchase of additional resources** 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. **It is also believed by our school to be vital that the quality of offer which the funding supports raises the achievement of all children and practitioners in school, to create a climate of high aspiration and high expectation, in line with the findings of the EEF.¹**

The School's aim for all pupils eligible for Pupil Premium Grant is that they perform as well as, if not 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 curriculum planning, 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 and LGB meeting.
- 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
- We also recognise that parents are responsible for registering their family via the Local Authority where they believe they might qualify and school therefore regularly updates and signposts parents towards this process to ensure as many families as possible are aware of the initiative.

¹ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

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- 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 Disadvantaged Pupils 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, and the insistence of having 'Disadvantaged Pupil Progress' as a standing item on all school meeting, briefing and training agendas.

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; 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 with each of the 6 annual Trust KPI data collections, and review achievement data is tracked in all curriculum areas, not just in the core subjects of English, Maths and Science. In addition, behaviour, attendance, Parent and Pupil Views and multi-agency referrals are also evaluated for impact in terms of improving engagement. Pupils who are eligible for FSM / PPG and also fall into the category SEND are prioritised for targeted intervention and supported through the use of an Individual Support Plan with associated regular parent review meetings.

Monitoring Individual Plans for Inclusion

- Regular review meetings with the inclusion lead on the LGB take place throughout each term, ensure monitoring is ongoing. Annual reviews of impact data regarding PPG spending are carried out at LGB level and are also included in the Head's Report three times a year, highlighting KPIs in relation to disadvantaged pupils

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- 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 ISP review meetings are held with staff teams and also with parents to review the targets set on Individual Support Plans
- Entitlement Plans map out a pupil's specific needs. The process of review for the Entitlement Plans includes scrutiny of attendance, behaviour data, attainment and progress as well as some of the key factors around social engagement and wider school participation.
- 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.

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 of additional Teaching Assistants and support staff to deliver targeted interventions, be those social, physical, emotional or academic
- Speech and Language programmes, supported directly by NHS SALT Team
- Physical therapy under the guidance of SAPTS
- Reading support sessions delivered by school volunteers prioritising the Disadvantaged Child
- One to One 'keep-up' and 'warm-up' sessions for Maths/English

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- 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 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 sessions for adult and Sixth Form volunteers in order to offer priority targeted support
- Extra-curricular outdoors clubs (gardening, music 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.
- 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
- Numicon loan 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 pupil leadership development activities, such as Playground Leaders, to ensure disadvantaged pupils are given every opportunity to develop as young leaders and confident communicators
- Stretch and Challenge provision to enable those high achieving pupils can strive for depth and breadth of understanding and access to higher learning
- Nurture programmes and personalised wellbeing activities to enable disadvantaged children to have guaranteed regular access to a listening adult

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The purpose of this statement is to effectively review the impact of the previous year's spending and 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	£12,945	£600	£13,545
2019-20	148	TBC £19720	TBC £600	TBC £20320
Lead Member of Staff	L Hudson	Lead Local Governor	Paddy Hall, Chair of LGB	

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1. 2018-19 Outcomes

<i>Whole School Outcomes</i>	<i>Pupils eligible for PP (percentage of PP achieving standard)</i>	<i>Pupils not eligible for PP (Percentage achieving National Standard)</i>
EYFS - Good Level of Development 86% of pupils in Reception achieved a Good Level of Development	50% ² of pupils in the PPG category achieved GLD	88% of pupils not in receipt of funding achieved a Good Level of Development.
Year 1 – Working At – Phonics Screening Check 100% of pupils took the test. 100% of pupils passed the test passed at the ‘Working At’ grade	100% of pupils in receipt of the PPG achieved Working At the National Standard	100% of pupils not in receipt of the PPG passed the test at the Working at standard.
Year 2 – Key Stage 1 Outcomes Age Related Expectation 100% of pupils were entered for the KS1 assessments 77% of pupils achieved ARE or above in English Reading 80% of pupils achieved ARE or above in English Writing 80% of pupils achieved ARE or above in Maths 97% of pupils achieved ARE in Science	80% of pupils in receipt of the PPG achieved at least ARE in English Reading and English Writing. 100% of pupils in receipt of the PPG achieved at least ARE Maths and Science.	76% of pupils not in receipt of the PPG achieved at least ARE in English Reading. 80% of pupils not in receipt of the PPG achieved at least ARE in English Writing. 76% of pupils not in receipt of the PPG achieved at least ARE in Maths. 96% of pupils not in receipt of the PPG achieved at least ARE in Science.

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

² Please Note: 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 which may lead to the identification of an individual pupil.**

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

<p>A. Fine motor difficulties and spelling pattern recall challenges create barriers for securing writing: Lower achievement of ARE or GD standard in Writing</p>	<p>80% of children in Year 2 of Key Stage 1 in receipt of the PPG attained their target of age related expectation or above in writing. Greater depth was also achieved by children in this cohort. Fine motor skills for handwriting were a priority for supporting children in this cohort. Handwriting and letter formation have been central to whole school teaching and targeted intervention planning. This barrier has also been addressed via staff development. A focus on spelling for greater depth continues at whole school level. The majority of the school's children in the disadvantaged cohort also sit in the SEND cohort. In this Key Stage 1 assessment group, very low numbers of children in receipt of the funding were set to target Greater Depth at the end of the key stage. Those who were targeting Greater Depth achieved it.</p>
<p>B. Reduced concentration: lack of sustained focus for practice which might lead to achievement of ARE or GD standard in Maths</p>	<p>In 2018/19, 100% of pupils in receipt of the funding achieved age related expectations or above in maths, as set in their targets. Targeted practical and concrete maths interventions using manipulatives for Year 1 and Year 2 have continued throughout the year to create an accessible means of practicing and deepening understanding. Very low numbers of children accessing the funding were targeting greater depth, although those who were targeting it, achieved the exceeding judgement. All pupils achieved ARE.</p>
<p>C. Reduced concentration, fluency and recall skills impact on achievement of ARE or GD standard in Reading</p>	<p>80% of pupils in receipt of the PPG achieved their age related expectation in Reading and where Greater Depth was targeted, it was achieved. Interventions and resources were set up to enable this cohort of pupils to read with fluency, widely and freely, develop recall and comprehension skills and to enrich their reading comprehension.</p>

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<p>D. Reduced engagement, persistence and emotional resilience impact on sustained learning opportunities, as well as concentration required to learn in depth over time.</p>	<p>A key barrier identified in specific pupils in receipt of PP funding is a lack of confident persistence coupled with an additional barrier of emotional challenge, for example a tendency to give up easily and find emotional burdens challenging enough to prevent learning from becoming secure. 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 for school and the children in this cohort is the relationship between poor health, stamina, SEND and attendance. Engagement with parents to support periods of poor health absence has been 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 • 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 families as appropriate • In-school food strategies (hot meals, additional snack / milk allowance) to support good health • Liaison with external health agencies (e.g. Health visitor), social care and SEND professionals to ensure all areas of wellbeing are supported.

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Summary of Spending and Impact		
Investment in Building Staff Capacity		
Staff	Roles	Approximate Cost
Maths Specialist Leader in Education	Commissioned by Hunsley Primary to deliver focused 'support and challenge' maths interventions (workshops for identified pupils and planning support for staff). 3 full days of in-school support, followed by 6 half days of targeted workshops for Years 2 and 3.	£2000
School Improvement Leader	Commissioned by Hunsley Primary to work with Year 3 staff to plan / deliver maths and English interventions for small groups of targeted pupils. 1 day per week for the full year.	£7000
Part Time Teaching Assistant	Employed to build intervention and support capacity in EYFS and Key Stage 1 classes including support of PP children with additional social communication needs.	£6500
Investment in Resources		
Resource	Pupils Accessing the Resource	Approximate Cost
Laptops	Year 3 and Year 1 pupils	£1300

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2 additional pupil laptops purchased to enable access to online resources, such as Nessy (Dyslexia training) and DanceMat (Fine motor)		
Wider Reading materials New Key Stage 1 and 2 reading materials and storage to enable pupils to access books and magazine subscriptions across the genres, take them home and be encouraged as a free reader	Year 2 and 3 pupils	£1000
Investment in Staff Development and Training		
Training Activity	Link to the Barriers to Achievement	Approximate Cost
Supporting Language and Communication Needs	Reduced concentration, fluency and recall skills impact on achievement of ARE or GD standard in Reading	£200
Supporting Verbal Communication in Autistic Children	Reduced engagement, persistence and emotional resilience impact on sustained learning opportunities, as well as concentration required to learn in depth over time.	£200
Introduction to Supporting Handwriting	Fine motor difficulties and spelling pattern recall challenges create barriers for securing writing: Lower achievement of ARE or GD standard in Writing	£100
	Approximate Total Cost	£18,300
		Of which PP funding contributes £12,945

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Summary of Targeted Support and Impact				
What was the intended outcome?	What did we do?	How many pupil premium pupils were in line to benefit?	Who was responsible? Who monitored and how was this checked?	What was the impact? How has this become sustainable? Next steps?
<p>Targeted intervention and support for pupils with barriers to writing are enhanced by sharpening the quality of whole school resources and methods for teaching handwriting and supporting fine motor development.</p> <p>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.</p> <p>Pupils are taught alternative means of capturing written responses which enable them to express their ideas</p>	<p>In English across all age groups:</p> <p>Development of accuracy of handwriting formation for rapid and automatic writing, to target improvements in composition, spelling and accuracy & neatness of presentation.</p> <p>Review of the Nelson Thornes resources and purchase of online teaching programme.</p> <p>Pupils with significant fine motor or attention related challenges had one-to-one support and bespoke equipment for writing as required but always with a commitment to deliver focused writing sessions at least once per week.</p>	<p>All PP children with additional fine motor challenges.</p>	<p>L Hudson (Headteacher) and J Boyes (KS1 Leader).</p> <p>Monitored weekly in morning briefing and staff meetings to review impact of the week's interventions and adjust as appropriate. Half termly, via data collection; through classroom observation and KPI collection; through parent/SEND team ISP review meetings.</p>	<p>80% of Year 2 pupils in receipt of the PP funding achieved Age Related Expectations or above (greater depth)</p> <p>Programmes for effectively supporting handwriting are now in place. These include fine motor warm-ups and exercises as trained by SAPTS and systematic teaching materials which support and intervention staff can lead on, as well as teaching staff.</p>

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	TA / Teaching staff encouraged use of keyboard / ipads for fine motor support, such as BBC dancemat, and provided ICT resources (keyboards, mouse, slopes) for the specific use.			
<p>Pupils who have social and emotional communication challenges 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 b) the fluency and articulation development of pupils as measured in the English strands of the curriculum</p>	<p>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</p> <p>Teaching staff / Practitioner time (i.e. TA)</p> <p>Running weekly, for the full academic year – mixed groups or one-to-one.</p> <p>Speech and Language training (via NHS) for key TA staff supporting pupils with social communication needs (see above)</p>	<p>Selected pupils with identifiable emotional and behavioural needs. As appropriate, these children have been joined in the sessions by peers who are not accessing the funding, to create sustainable impact from interventions.</p>	<p>L Hudson (Headteacher) and J Boyes (KS1 Leader).</p> <p>Monitored via attendance data in CSIs and KPIs.</p> <p>Characteristics of Learning monitored via parent progress reports and data collections; parent progress meetings and ISP review meetings.</p>	<p>The school now has a model for emotional and wellbeing support: this has been personalised to meet specific PP children’s needs, however the benefit for the wider school community is clear.</p> <p>Integration of pupils is a positive aspect of school life, recognised in school improvement external scrutiny.</p> <p>Social and Personal development is positive, as shown in the ‘characteristics of learning’ assessments.</p> <p>Attendance improves via improvement of mental health and social wellbeing,</p>

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<p>c) the articulatory development of pupils in their ability to use the 'language of learning' as measured in the HP characteristics of learning.</p>	<p>Targeted access to the following throughout the academic year:</p> <p>Lego Club Sewing Club Talk Boost Social Talk intervention Chess Club Nurture activities</p>			<p>including pupil leadership and community engagement</p> <p>Social and emotional wellbeing is supported so that disadvantaged pupils gain independence and are making progress in friendships and key relationships with other peers.</p> <p>Next Steps: to train the key emotional resilience staff member as an ELSA.</p> <p>Pupils' scores in the CoL are in the majority sustained at 2 or above, closing the gap between disadvantaged and non-disadvantaged pupils.</p>
<p>PP achievement in Maths at the end of Year 2 is at least in line with national standards and targets Greater Depth where this is the individual child's target.</p> <p>Across all age groups, the development of mathematical problem-</p>	<p>Interventions and small group tuition ran daily throughout the year to enable the coverage required to 'keep up'. Targeted interventions ran as delivered by the maths SLE, with selected pupils (PP and non-PP)</p>	<p>Year 2 and 3 disadvantaged pupils.</p>	<p>L Hudson (Headteacher) and J Boyes (KS1 Leader).</p> <p>Monitored weekly in morning briefing and staff meetings to review impact of the week's interventions and adjust as appropriate. Half termly, via data collection; through</p>	<p>The impact in maths enabled catch-up with 100% of PP children achieving ARE at the end of KS1.</p> <p>Pupils have the confidence and skills to take on mathematical challenges</p>

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<p>solving skills – building resilience, tenacity and focus to organise approaches to maths problems, draws on a range of supported strategies so the children can meet challenges without losing focus.</p>	<p>Planning was carried out alongside the SLE for maths and the interventions were delivered by the designated TA support staff, Maths SLE and specified teaching staff, e.g. Head of School, School Improvement Leader.</p>		<p>classroom observation and KPI collection; through parent/SEND team ISP review meetings.</p>	<p>Pupils make at least as good progress as their non-disadvantaged peers in all aspects of the maths curriculum</p> <p>Pupils have transferrable problem-solving skills which allow for positive impact in other curriculum areas. Gaps in maths achievement in Years 1 and 3 also closed, however the next steps must include further targeted Key Stage 2 maths intervention, to maintain the improvements seen in 2018-19.</p>