

Pupil premium strategy statement

School overview

Metric	Data
School name	Hunsley Primary
Pupils in school	150
Proportion of disadvantaged pupils	13 pupils (8.6%)
Pupil premium allocation this academic year	£19,120 (TBC)
Academic year or years covered by statement	2019-20
Publish date	October 2019
Review date	July 2020
Statement authorised by	L Hudson – Head of Hunsley Primary
Pupil premium lead	L Hudson – Head of Hunsley Primary
Governor lead	Mr Paddy Hall

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA – school did not have Key Stage 2 pupils in 2019
Writing	NA – school did not have Key Stage 2 pupils in 2019
Maths	NA – school did not have Key Stage 2 pupils in 2019

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	NA – school will not have Key Stage 2 pupils in 2020
Achieving high standard at KS2	NA – school will not have Key Stage 2 pupils in 2020
	See below for end of KS1 measures.
Measure	Activity
Priority 1 All PP children will meet or surpass their writing targets in teacher assessments, achieving the target standard or beyond	SDIP 1 – Precision Teaching for Written Literacy <ul style="list-style-type: none"> Ensure all staff use the new approach to teaching and supporting spelling (Sept 2019) and that teaching of spelling is delivered as a discrete, core part of daily English lessons with a core group of pupils accessing additional weekly spelling

	<p>interventions and support via Key Stage 1 Leader and Teaching Assistants.</p> <ul style="list-style-type: none"> - Ensure the NelsonThorne Handwriting programme is delivered by all staff as QFT with targeted children to access handwriting support, via regular weekly sessions with TA / Teacher, depending on class group, and through the use of tactile and fine motor support exercises and materials in class on a daily basis, e.g. dough disco, sensory circuits, Teodorescu. SAPTS training for key staff cascaded to all staff. - All staff trained to deliver Talk for Writing according to agreed school method (e.g. gestures and sequences). Colourful Semantics method used consistently across all relevant interventions to improve grammatical choices and sequencing of sentences: small group support, reinforcement and repetition as required for targeted pupils for writing.
<p>Priority 2 All PP children will meet or surpass their reading targets in teacher assessments, achieving the target standard or beyond</p>	<p>SDIP 4 – Precision Teaching for Early Reading Fluency</p> <ul style="list-style-type: none"> - Existing and new staff to receive SIL support and training for consistency of planning and intervention - All staff agree shared understanding of best practice using research-proven approaches (EEF, Research School, Teaching School Alliance, access for all staff to SCITT programme, partnership working in Trust) - Daily intervention for target pupils to include the following and other targeted one-to-one sessions as appropriate: <ul style="list-style-type: none"> Nessie online See and Learn (language support) Reading fluency – one-to-one (Wave 3 intervention) Online Active Learn Bug Club resources for home access - Staff are trained to carefully match, track and adapt the texts given to pupils to meet their phonic

	<p>development stage, progressing through the reading scheme from the Active Learn</p> <ul style="list-style-type: none"> - Use EEF and Bold Beginnings recommendations so that teaching interventions focus on strategies proven to ensure fluency and confident application of early reading skills, e.g. phonic knowledge, through planned additional teaching time.
<p>Priority 3 All PP children will meet or surpass their maths targets in teacher assessments, achieving the standard or beyond</p>	<p>SDIP 3 – Curriculum Intent, Implementation and Impact – focus on consistency of maths teaching and delivery of planned interventions</p> <ul style="list-style-type: none"> - All staff trained in the use of White Rose resources, assessments and pre-and post-teaching support. - New staff to be trained by the School Improvement Leader and supported in the delivery of the curriculum and the approaches, so that teacher-planned daily interventions can be delivered by trained TAs who understand the methodology and the approaches to delivering the materials and resources. - Purchase of Key Stage 1 and 2 Times Tables Rock Stars account for full introduction in school.
<p>Barriers to learning these priorities address</p>	<p>Barrier: Language processing or recall challenges impact on spelling pattern knowledge and create barriers for achieving writing outcomes</p> <p>Barrier: Fine motor difficulties create barriers for securing writing: Lower achievement of ARE or GD standard in Writing – this includes children with low resilience and medical or developmental challenges across all year groups.</p> <p>Barrier: Reduced engagement in whole classes, wellbeing driving need for personalised learning, lack of independent persistence and emotional resilience impact on sustained learning opportunities (and attendance), as well as concentration required to learn in depth over time.</p>
<p>Projected spending</p>	<p>£18,500</p>

Teaching priorities for current academic year – NB – no KS2 assessments until 2022

Aim	Target	Target date
Progress in Reading	End of EYFS to End of KS1 Achieve at least expected progress against targets set at end of EYFS (86% EXS)	June 2020
Progress in Writing	End of EYFS to End of KS1 Achieve at least expected progress against targets set at end of EYFS (86% EXS)	June 2020
Progress in Mathematics	End of EYFS to End of KS1 Achieve at least expected progress against targets set at end of EYFS (86% EXS)	June 2020
Phonics	All disadvantaged pupils achieving ELG in Reading at EYFS achieve the phonics screening check at the end of Y1. (All children, including Disadvantaged Pupils, achieved the phonics pass mark or above in 2019 - no Year 2 Phonics target.)	June 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>All PP pupils will be enabled to achieve the phonics screening Working At standard</p>	<p>SDIP 4 – Precision Teaching for Early Reading Fluency</p> <ul style="list-style-type: none"> - All key staff delivering phonics to receive paid-for and internal training for consistency of planning and intervention - Additional staff to receive internal training to understand how to build on the phonics and early reading provision - All staff agree shared understanding of best practice using research-proven approaches (EEF, Research School, Teaching School Alliance, access for all staff to SCITT primary programme, partnership working in Trust)

	<ul style="list-style-type: none"> - Daily intervention for target pupils to be planned by teaching staff and overseen by new phonics and early reading lead, EYFS teacher. - Staff are trained to carefully match, track and adapt the early reading / phonics texts given to pupils to meet their phonic development stage progressing through the reading scheme from the Active Learn - Use EEF and Bold Beginnings research recommendations so that teaching interventions focus on strategies proven to ensure fluency and confident application of early reading skills, e.g. phonic knowledge, through planned additional teaching time.
Barriers to learning these priorities address	<p>Barrier:</p> <p>Ensuring that all teaching staff are applying best practice on how to plan, deliver and evaluate the impact of inputs and interventions, where teacher planning is delivered in small groups by trained support staff.</p>
Projected spending	See above (this spending is included in the overall projected spending for SDIP 4 – Precision teaching for early reading fluency)

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>All targeted pupils benefit from a programme of Social and Emotional Learning support to engage children in school and support participation and resilience.</p>	<p>SDIP 5 – Wellbeing, Health and Growth</p> <p>Establishing the Social and Emotional support provision in school</p> <ul style="list-style-type: none"> - HP staff who have agreed to take up an SaEL support / ELSA role undertake the training in line with Trust-wide initiatives and are given time and resources to deliver high quality provision - Selected staff are trained as mental health first aiders - Selected staff establish a Family Links provision in tandem with other Trust expertise
Barriers to learning these priorities address	Barrier:

	<p>Reduced engagement and attendance of pupils with additional wellbeing needs, due to significant complex family challenges.</p> <p>Barrier: Reduced engagement of parents / carers at specific times in the year – where familial challenges lower engagement with school</p> <p>Barrier: Lower emotional resilience of pupils impacts on sustained learning opportunities (distractions, lack of focus, need for reassurance) as well as the concentration required to learn in depth over time.</p> <p>Barrier: General health and wellbeing of the target pupils impacted by anxiety</p>
Projected spending	£1000 contribution of PP funding

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the growing team is able to retain cohesion and shared focus on the key curriculum priorities and the principles of delivery.	Plan of action for CPD sets out the cascading training for the year which has been shared with all staff.
Targeted support	Ensuring staff use evidence-based whole-class teaching and in planned interventions	School Improvement Planning places evidence-based practice at the heart of improvement. Key school leaders are engaging in training to cascade principles and practical methods.
Wider strategies	Focus on the community and our families as the new development grows and changes in external provision occur	School leaders are focused on building a strong community ethos and enhancing the support offer for families by strengthening the network of professionals involved with the school.

Review: last year's aims and outcomes 2018-19

Aim	Outcome
<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> <ul style="list-style-type: none"> • Development of accuracy of handwriting formation for rapid and automatic writing, to target improvements in composition, spelling and accuracy & neatness of presentation. • Review of the Nelson Thornes resources and purchase of online teaching programme. • 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. • 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>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>
<p>Pupils who have social and emotional communication challenges will be able to interact well in school, make their needs</p>	<p>The school now has a model for emotional and wellbeing support: this has been personalised to meet specific PP children's</p>

<p>known and flourish in the achievement of personal goals in relation to speech, language and communication:</p> <p>e.g.</p> <ul style="list-style-type: none"> - 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 articulacy development of pupils as measured in the English strands of the curriculum c) the articulacy development of pupils in their ability to use the 'language of learning' as measured in the HP characteristics of learning. <ul style="list-style-type: none"> • 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>Teaching staff / Practitioner time (i.e. TA)</p> <ul style="list-style-type: none"> • Running weekly, for the full academic year – mixed groups or one-to-one. • Speech and Language training (via NHS) for key TA staff supporting pupils with social communication needs (see above) • Targeted access to the following throughout the academic year: <ul style="list-style-type: none"> Lego Club, Sewing Club, Talk Boost, Social Talk intervention, Chess Club, Nurture activities 	<p>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, 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</p>	<p>The impact in maths enabled catch-up with 100% of PP children achieving ARE at the end of KS1.</p>

<p>targets Greater Depth where this is the individual child's target.</p> <p>Across all age groups, the development of mathematical problem-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> <ul style="list-style-type: none"> • 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) • 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>Pupils have the confidence and skills to take on mathematical challenges</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.</p> <p>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>
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