

Pupil premium strategy statement

School overview

Metric	Data
School name	Hunsley Primary
Pupils in school	176
Proportion of disadvantaged pupils	15 pupils (8.5%)
Pupil premium allocation this academic year	£21,760 (predicted)
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	July 2021
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
	KS1 measures did not apply in 2019-20 due to the exceptional circumstances related to Covid 19 lockdown.
Measure	Activity / Staff Training and Development
Measures in place to run in tandem with separate programme for Covid Catch-Up (see separate planning)	
Priority 1 All PP children will meet or surpass their writing	SDIP 1 – Precision Teaching for Written Literacy Priority Activity - Autumn Term:

targets in teacher assessments, achieving the target standard or beyond

- 1) **Use of additional capacity senior teacher for two days per week for one term to deliver parallel teaching across small groups from Key Stage 2 classes. These sessions to ensure targeted support, pre-teaching and over-learning are in place to support disadvantaged pupils' reintegration following the summer holiday.**
- 2) **Use of additional senior teacher 0.5 days per week to lead one-to-one and small group intervention, staff training and development of effective online learning packages**
- 3) An hour of mentoring time to be given for all mentors (ITT, RQT and NQT mentors) to continue to further research – focus being curriculum development and teaching and learning
- 4) All staff currently in mentoring role have access to the SCITT-provided NASBTT where needed and additional staff member to train for future requirements (time only – no further cost to school)

Further activities and training:

- 5) Ensure all staff continue to use the new approach to teaching and supporting spelling (introduced in Sept 2019) based on research from 2018-19) and that teaching of spelling is delivered as a discrete, core part of daily English lessons with a core group of pupils accessing additional spelling interventions and support via Teachers and Teaching Assistants.
- 6) Training and mentoring in place to cascade methods of teaching spelling to new staff (e.g. New NQT and TAs) for consistency
- 7) New staff and key staff (e.g. TAs leading on fine motor development) to access the SAPTS Motor Skills for Handwriting Development training and then to cascade to full team
- 8) NelsonThorne Handwriting programme annual subscription purchased
- 9) TAs and – where relevant – teachers to access and then cascade handwriting training via SAPTs

	<p>10) Handwriting programme delivered by all teaching 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, fine motor sensory circuits, Teodorescu.</p> <p>11) Physical Literacy training for infants to be accessed by a key member of staff and cascaded to the full team to support early development of writing.</p> <p>12) Small group weekly targeted support for writing in each pod as required – teacher-planned and either teacher or TA led (EEF recommendation regarding teacher-planned interventions)</p>
<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"> - Training and mentoring in place to cascade methods of teaching early reading to new staff (e.g. New NQT and TAs) for consistency - An hour of mentoring time to be given for all mentors (ITT, RQT and NQT mentors) - Early Reading Lead to complete NPQML training with a focus on Early Reading as the associated research project, cascading processes and findings regarding the current Year 1 to the full team on Training Day 2021. - 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: <p>Nessie online</p> <p>See and Learn (language support)</p> <p>Reading fluency – one-to-one (Wave 3 intervention)</p> <p>Small group trial alternative reading support app – e.g. Lexia</p> <p>Online Active Learn Bug Club resources for home access</p>

	<ul style="list-style-type: none"> - New staff are trained to carefully match, track and adapt the texts given to pupils to meet their phonic development stage, progressing through the reading scheme from the Active Learn - 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. - Review how reading at home is encouraged and monitored and support where needed - Additional 'high quality' and challenging reading resources for 'free readers', class teaching of poetry and guided whole class reading to be purchased. - Library resources to be systematised via a new inventory system (to be purchased as part of the IT contract and organised by a dedicated staff member) - Targeted training for key teaching staff to lead improvement in reading intervention (key staff identified – EYFS teacher and KS1 lead) and targeted support for TAs in use of programmes such as Black Sheep or Language for Thinking to support pupils where disadvantage overlaps with SEND
<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 new staff trained and mentored in the use of White Rose resources, assessments and pre-and post-teaching support. - Purchase of annual subscription to online maths programmes to support home learning and maths fluency development: <p>Timestables Rockstars</p> <p>Maths Factor – Active Learn</p> <ul style="list-style-type: none"> - Training and mentoring in place to cascade methods of teaching early reading to new staff (e.g. New NQT and TAs) for consistency

	<ul style="list-style-type: none"> - An hour of mentoring time to be given for all mentors (ITT, RQT and NQT mentors) - Key senior staff member (Y6 teacher) to implement and train on the use of the Ready to Progress guidance and to make links with the secondary maths teams to ensure progression is mapped into upper Key Stage 2 maths teaching.
<p>Priority 4 All children will have increased access to an inclusive and aspirational curriculum through the implementation of metacognitive strategies in each classroom and in remote learning contexts</p>	<p>SDIP 6 – Building the Team: Ethos, Pedagogy and Professional Knowledge</p> <ul style="list-style-type: none"> - All classroom staff to undertake Performance Development activities and training based on research and evidence-based practice (ie EEF) - Key staff to undertake further metacognition research and training and to lead on whole school cascade of research and methodology, e.g. Spacing and retrieval practice - Cycle of school improvement to focus on staff implementation of training and research-recommended scaffolds for reducing cognitive load and improving working memory - Additional books to be purchased on the above for the staff research library - SLT staff to be released to take part in the Trust Teacher Development Group to have access to research-driven practice sharing - Key SLT staff to lead on training all teaching staff to plan and deliver inclusive learning online and to monitor online engagement for home learning from September 2020 onwards - Leadership and selected teaching staff given focus projects to carry out subject reviews to seek pupil voice and direct curriculum development
<p>Priority 5 The link between early language development and disadvantage to be explored and addressed to enable the gap to be reduced at an earlier stage in school</p>	<p>SDIP 6 – Building the Team: Ethos, Pedagogy and Professional Knowledge</p> <ul style="list-style-type: none"> - School to apply to take part in the NELI (Nuffield Early Language Intervention) programme for EYFS and Year 1 delivery if accepted - Key infant stage staff to take part in training and to deliver the programme if accepted onto the trial

	<ul style="list-style-type: none"> - Training on early Speech, Language and Communication Skills to be cascaded by EYFS team to full school team.
Barriers to learning these priorities address	<p>Barrier:</p> <ul style="list-style-type: none"> - Language development or, more broadly, range of 'working' vocabulary are disadvantaged or reduced, leading to lower engagement in all areas of the curriculum. - Language processing is slowed due to reduced working vocabulary, leading to challenges with writing. - Reading fluency is reduced due to lesser range of 'working vocabulary'. - Reading outside of the school context is reduced, leading to lower levels of fluency. - Short-term recall difficulties challenge spelling pattern knowledge and create barriers for achieving writing outcomes. - Anxiety and disengagement resulting from cognitive overload create a switch-off when presented with more complex or layered challenges. - Fine motor difficulties create barriers for securing writing objectives. - Children with low resilience or medical / developmental challenges struggle with writing tasks which are sustained or involve motor co-ordination. - Where disadvantage and SEND are both co-existing challenges for some children, learning barriers are significantly complex and require a multi-layered approach to support.
Projected spending	£21,760 towards overall costs of staffing and implementation

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

Aim	Target	Target date
Progress in Reading	<p>End of EYFS to End of KS1</p> <p>Acknowledging the impact of Covid 2019-20:</p> <p>All pupils achieve at least expected progress in reading against targets set at end of EYFS (86.6%). Where disadvantaged pupils did not achieve EYG in Reading at the end of EYFS (50% - 2/4), gap to be narrowed to aim for WA at end of Year 2.</p>	June 2021
Progress in Writing	<p>End of EYFS to End of KS1</p> <p>Acknowledging the impact of Covid 2019-20:</p> <p>All pupils achieve at least expected progress in writing against targets set at end of EYFS (83.3%). Where disadvantaged pupils did not achieve EYG in Writing at the end of EYFS (50% - 2/4), gap to be narrowed to aim for WA at end of Year 2.</p>	June 2021
Progress in Mathematics	<p>End of EYFS to End of KS1</p> <p>Acknowledging the impact of Covid 2019-20:</p> <p>All pupils achieve at least expected progress in Maths against targets set at end of EYFS (83.3%). Where disadvantaged pupils did not achieve EYG in Maths at the end of EYFS (50% - 2/4), gap to be narrowed to aim for WA at end of Year 2.</p>	June 2021
Phonics	<p>Acknowledging the impact of Covid 2019-20: EYFS end of year goal assessments were in-house only and not externally verified.</p> <p>All pupils, including disadvantaged pupils, achieving an in-school judgement of 'expected' or above in Reading at EYFS (using end of year 2019-20 teacher assessment and baseline September 2020 assessment) to achieve the WA in phonics screening check at the end of Y1, 2021. Where an in-school judgement of 'expected' was not achieved at the end of EYFS, targeted support to address gaps to aim for a WA in phonics screening check in June 2021.</p>	November 2020 and June 2021

	<p>The phonics score gap for disadvantaged pupils in Year 2 not achieving the Working At level for teacher assessments in Year 1 phonics June 2019-20 (75% $\frac{3}{4}$) is narrowed from June 2020 to November 2020, and June 2021, with recognition of significant additional SEND in current group of Year 2 disadvantaged pupils and of the significant gap in learning due to Covid.</p>	
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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 in Year 1 and 2 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 access the LA training for phonics delivery - Key support staff to access speech and language training to enable SEND pupils to have additional targeted support in their speech development for blending and sounding out (as well as fluency) - Additionally, Y1 staff to receive internal mentoring from Early Reading lead and KS1 lead 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) - Daily intervention for target pupils in Year 1 and 2 to be planned by teaching staff and monitored by phonics and early reading lead. - Online virtual ParentLearn for Phonics and Early Reading to be offered in Autumn Term for Year 1 and EYFS. - New 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

	<ul style="list-style-type: none"> - New additions to the reading scheme to be purchased where phonetically matched books require top-up - Priority reading – one-to-one with a school adult to focus on children with reduced access to a reading adult at home - Online Active Learn Phonics Bug to be purchased for annual subscription to enable home reading to be online as well as paper-copy text-based. - Purchase of Phonics Tracker for annual subscription - 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> <ul style="list-style-type: none"> - Limited access at home to high quality teacher-led reading and phonics practice - Language and speech development delays prevent children from sounding out key phonemes for segmenting and blending - Lack of fluency with memory and application of phonemes prevents secure learning of spelling patterns later on in Key Stage 1 and 2.
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"> - Whole school review of the EEF guidance on SaEL when mapping out strategies at the start of the year for effective teaching and learning - Purchase of additional print resources to support ELSA working - HP staff who have agreed to take up an SaEL support / ELSA roles undertake further training in line with Trust-wide initiatives and are given time

	<p>and resources to deliver high quality provision in targeted way to individual pupils and small groups.</p> <ul style="list-style-type: none"> - Selected staff are trained as mental health first aiders - Time given to allow trained staff to deliver school based Family Links provision in tandem with wider professional support - School identifies a key adult to include in each child's Achievement Plan as a named 'ambassador' for that child.
Barriers to learning these priorities address	<p>Barrier:</p> <ul style="list-style-type: none"> - Reduced engagement and attendance of pupils with additional wellbeing needs, due to significant complex family challenges. - Reduced engagement of pupils due to Covid-related anxiety - Reduced capacity to support of parents / carers at specific times in the year – where familial challenges may provide barriers for support – Use EEF working with parents / carers guidance. - 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. - General health and wellbeing of the target pupils impacted by anxiety
Projected spending	<p>Approx £1500 for training of Mental Health support staff (2 members of staff) including cover and purchase of resources.</p>

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 Quality Assurance and staff meeting cycle sets out opportunities for the whole team to review impact together and to retain a focus on the priorities.

	Ensuring that the broader catch-up required in September, post-covid, does not divert from the focused support of DC, and that the catch-up programme works in tandem with the PPG planning.	Two clear, separate plans to be put in place for catch-up and PPG to ensure clarity of purpose.
Targeted support	Ensuring staff use evidence-based whole-class teaching and in planned interventions and that there is regular review of the methods which are impactful in school to cascade to others.	School Development Planning places evidence-based practice at the heart of improvement. Key school leaders mentor the team for active research as part of the Performance development cycle and cascade principles and practical methods at each team meeting.
Wider strategies	The complexity for some children which combines disadvantage with SEND and also social and emotional wellbeing can make support a much more complex and challenging process.	School leaders are focused on building a strong family partnership and community ethos. School developing approaches for support by working in partnership with Early Help and the Children's Centre too, therefore enhancing the support offer for families by strengthening the network of professionals involved with the school.

Review: last year's aims and outcomes 2019-20

Aim	Outcome
<p>The priorities for the 2019-20 year were the focus of ongoing training and support-working during the Covid lockdown period.</p> <p>Staff continued to access training and to work on development of evidence-based approaches, with the return to school in mind.</p> <p>No formal / statutory assessment was carried out in the academic year 2019-20. To assess as a baseline when the children return in 20-21.</p>	
<p>Priority 1 – All PP children will met or surpass their writing targets, achieving standard or beyond</p>	<p>All staff implementing the new spelling approach and spellings now taught as a discrete, core aspect of English lessons, with overlearning and intervention in place.</p>

	<p>All classes have embedded Nelson Thorne Handwriting resources with fine motor support and alternative resources (e.g. laptops) for targeted writing support.</p> <p>Key staff attended Handwriting training with SAPTs and have cascaded or have planned time to cascade to the rest of the team.</p> <p>Consistent Talk for Writing resources in place across school.</p>
<p>Priority 2 – All PP children will meet or surpass their Reading targets, achieving standard or beyond.</p>	<p>Middle Leader for Early Reading enrolled on NPQML with Early Reading research project focus.</p> <p>All staff accessed EEF literacy resources and Bold Beginnings recommendations.</p> <p>Training in place for staff to match, track and adapt reading scheme for progress.</p> <p>NEF standardised reading assessments in place across school.</p> <p>School use of Active Learn and Phonics Tracker annual online licences ongoing.</p>
<p>Priority 3 – All PP children will meet or surpass their Maths targets, achieving standard or beyond.</p>	<p>Key intervention staff completed online White Rose C, P, A training. Findings cascaded to team.</p> <p>Purchase of TT Rockstars licence for year.</p> <p>Use of online WR resources in lockdown for consistency of home learning offer.</p>
<p>Phonics – Priority 1</p> <p>All PP pupils enabled to achieve the standard at phonics screening</p>	<p>Internal training and moderation took place this year.</p> <p>External moderation and training did not take place due to changes to statutory assessments for 2019-20</p> <p>Middle leader leading early reading rolled out programme for tracking pupils in transition from EYFS to Y1. Findings to be</p>

	<p>cascaded to the team on completion of programme.</p> <p>Daily phonics interventions in place for Y1 and Y2 pupils.</p>
<p>Wider aims – Priority 1</p> <p>SLE training whole school to support participation and resilience.</p>	<p>ELSA now in place and leading on SEL priorities.</p> <p>All staff engaged in a range of online SEL and Wellbeing training via educare package during lockdown.</p> <p>Ongoing support for families during lockdown offered by FL trained staff member.</p> <p>Power Programme unable to progress due to lockdown – to be furthered in 2020-21.</p>