

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Hunsley Primary
Pupils in school	211
Proportion of disadvantaged pupils	20 pupils (9.4%)
Pupil premium allocation this academic year	£25,484 (predicted)
Academic year or years covered by statement	2021-22
Publish date	October 2021
Review date	July 2022
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 2020
Writing	NA – school did not have Key Stage 2 pupils in 2020
Maths	NA – school did not have Key Stage 2 pupils in 2020

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 20-21	NA – school did not have end of Key Stage 2 pupils in 2021
Achieving high standard at KS2 20-21	NA – school did not have end of Key Stage 2 pupils in 2021
	KS1 measures did not apply in 2020-21 due to the exceptional circumstances related to Covid 19 lockdown.
Meeting expected standard at KS2 21-22	Target 100% DP to achieve the expected standard
Achieving high standard at KS2 21-22	Target 50% DP to achieve the higher standard

Measure	Activity / Staff Training and Development
Measures in place to run in tandem with separate programme for Covid Catch-Up and DP Tutoring Plan (see separate planning for Tutoring Catch-Up)	
<p>Priority 1</p> <p>All PP children will meet or surpass their writing targets in teacher assessments, achieving the target standard or beyond</p>	<p>SDIP 1 – Precision Teaching for Written Literacy</p> <p>Priority Activity - Autumn Term:</p> <ul style="list-style-type: none"> - Use of additional capacity Key Stage 1 and 2 teachers for two mornings per week for two terms (Autumn October 21 onwards to end of Spring Term, April 2022 in first instance) to deliver parallel teaching across small groups from Key Stage 1 and 2 classes. These sessions to ensure targeted support, pre-teaching and over-learning are in place to support disadvantaged pupils in the first instance, followed by all targeted pupils beyond this Wave 1 approach. - An hour per week of Professional Development time to be given for all ECTs and ECT+ to continue to further research – focus being on standards, moderation, curriculum development and improving classroom practice (time to be taken as ECT+ Days, 1 day per half term) and cover costs to be paid for agreed consistent primary Trust supply staff where possible - Purchase of annual subscription to No More Marking software (£714.00) to ensure that standards of marking and assessment for writing are appropriately challenging and that pupils' work is marked against a national benchmark from Y1-Y6. <p>Further activities and training:</p> <ul style="list-style-type: none"> - Ensure all staff continue to use consistent approach to teaching and supporting spelling (introduced in 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 spelling interventions and support via Teachers and Teaching Assistants. - 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 (November 2021)

	<ul style="list-style-type: none"> - NelsonThorne Handwriting programme annual subscription purchased plus handwriting books to be purchased for EYFS - £79 per set - 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. - Daily targeted support for writing / handwriting in each class as required – teacher-planned and either teacher or TA led (EEF recommendation regarding teacher-planned interventions) - Purchase of Clicker Software for Ipad and laptop to enable writing capture in a range of accessible ways (£780.00)
<p>Priority 2</p> <p>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"> - Purchase of Lexia software for three-year subscription to support target pupils on rotation in developing their fluency skills for reading - £5544.00 - Designated TA time to monitor, collate and feedback on the use of Lexia for consistency and sharing of best practice. - An hour per week of Professional Development time to be given for all ECTs and ECT+ to continue to further research – focus being on standards, moderation, curriculum development and improving classroom practice (time to be taken as ECT+ Days, 1 day per half term) - Daily intervention for reading fluency and application of phonics across all classes – to be TA and teacher led, following the planning detailed in Bug Club Phonics - Purchase of Bug Club phonics for Early Reading across Key Stage 1 and for intervention across Key Stage 2: £463.68 - Purchase of online Bug Club Pearson reading scheme for in-class guided reading; one-to-one reading in-school and at-home learning reading activities: £1477.27

- Continued registration with Nessy online resource for targeted support of in-class reading fluency and comprehension: £262.50

Further activities and training:

- Early Reading Lead to refresh book orders and to create Reading for Pleasure accessible books boxes for all 7 classes – these to allow pupils to take home a challenge book and also a scheme book, to widen the reading range.
- 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)
- All staff trained in support of dyslexia and removing barriers to reading, delivered by Dyslexia Sparks - £395.00
- Purchase of NFER termly assessments for consistency of standardised assessment in reading to run alongside the Pearson Bug Club assessment: £554.88
- 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.
- East Riding Library service subscription to offer texts matched to subjects and curriculum progression on a half termly basis, fiction and non-fiction, as well as access to wellbeing texts on request: £513.33
- 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</p> <p>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"> - An hour per week of Professional Development time to be given for all ECTs and ECT+ to continue to further research – focus being on standards, moderation, curriculum development and improving classroom practice (time to be taken as ECT+ Days, 1 day per half term) - Purchase of annual subscription to online maths programmes to support home learning and maths fluency development: <p>Timestables Rockstars - £113.88</p> <p>Maths Factor – Active Learn - £350.00</p> <ul style="list-style-type: none"> - Daily targeted support for maths in each class as required – teacher-planned and either teacher or TA led (EEF recommendation regarding teacher-planned interventions) <p>Further activities and training:</p> <ul style="list-style-type: none"> - Liaison meetings with South Hunsley Secondary School link staff for maths subject and curriculum development to ensure matched teaching and learning pedagogy for transition (Y6 teacher meeting with working party)
<p>Priority 4</p> <p>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. cognitive load - Cycle of school improvement to focus on staff implementation of training and research-recommended scaffolds for reducing cognitive load and improving working memory

	<ul style="list-style-type: none"> - Additional books to be purchased on the above for the staff research library - Staff to be released to take part in the Teacher Development Trust PD research to have access to research-driven practice sharing - Leadership and selected teaching staff given focus projects to carry out Subject Curriculum Reviews to seek pupil voice and direct curriculum development
<p>Priority 5</p> <p>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"> - TA to lead on delivery of the NELI (Nuffield Early Language Intervention) programme for EYFS and Year 1 delivery if accepted - Training on early Speech, Language and Communication Skills to be cascaded by EYFS team to full school team.
<p>Barriers to learning these priorities address</p>	<p>Barrier:</p> <ol style="list-style-type: none"> 1) Language development or, more broadly, range of 'working' vocabulary are disadvantaged or reduced, leading to lower engagement in all areas of the curriculum. 2) Language processing is slowed due to reduced working vocabulary, leading to challenges with writing. 3) Reading fluency is reduced due to lesser range of 'working vocabulary'. 4) Reading outside of the school context is reduced, leading to lower levels of fluency. 5) Short-term recall difficulties challenge spelling pattern knowledge and create barriers for achieving writing outcomes. 6) Anxiety and disengagement resulting from cognitive overload create a switch-off when presented with more complex or layered challenges. 7) Fine motor difficulties create barriers for securing writing objectives. 8) Children with low resilience or medical / developmental challenges struggle with writing tasks which are sustained or involve motor co-ordination. 9) 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.
<p>Projected spending</p>	<p>£25,484.00 towards overall costs of staffing, resourcing and implementation of the above strategies to raise all areas of</p>

	achievement, including those of the most disadvantaged pupils.
--	----------------------------------------------------------------

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	End of KS2: Disadvantaged Pupils – 67% at least Expected Standard Non-Disadvantaged Pupils – 74% at least Expected Standard All Pupils – 79% at least Expected Standard / 45% GDS	June 2022
Progress in Writing	End of KS2: Disadvantaged Pupils – 67% at least Expected Standard Non-Disadvantaged Pupils – 74% at least Expected Standard All Pupils – 76% at least Expected Standard / 22% GDS	June 2022
Progress in Mathematics	End of KS2: Disadvantaged Pupils – 67% at least Expected Standard Non-Disadvantaged Pupils – 74% at least Expected Standard All Pupils – 83% at least Expected Standard / 45% GDS	June 2022
Phonics	Year 1: Disadvantaged Pupils – 75% WA Non-Disadvantaged Pupils – 89% WA All Pupils – 87% WA Year 2: Disadvantaged Pupils – 100% WA Non-Disadvantaged Pupils – 90% WA All Pupils – 90% WA	To be achieved by Year 1 in June 2022. To be achieved by Year 2 in November 2021 and at least by June 2022

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 (make good progress towards achieving this standard from Nov 2021 to June 2022)</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. - After-school Reading for Pleasure sessions for Y1 and EYFS to run as led by EYFS teaching staff, to increase access to reading for younger children and develop a 'readiness to read' approach - Online virtual ParentLearn for Phonics and Early Reading to be offered in Autumn Term for Year 1 and EYFS. - Staff new to Bug Club Phonics are trained by the EYFS lead teacher 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 – EYFS lead teacher to monitor and support implementation of new sound-matched scheme - New additions to the reading scheme to be purchased where phonetically matched books require top-up so that all children can access the right stage of sounds acquisition at the right time / same time

	<ul style="list-style-type: none"> - Priority reading – one-to-one with an adult trained to deliver phonics to focus on children with reduced access to a reading adult at home - Online Active Learn Phonics Bug annual subscription to be purchased for annual subscription to enable home reading to be online as well as paper-copy text-based (see above) - 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. - <i>Long-term focus: Trust ‘No Child Left Behind’ agenda to be targeted at the most vulnerable and youngest pupils in school as well as the most vulnerable and oldest in the school (EYFS/Y1 and Y6) – focus on acquisition of motor and sensory skills for success in reading (EYFS)</i>
Barriers to learning these priorities address	<p>Barrier:</p> <ul style="list-style-type: none"> - Limited access at home to high quality reading and phonics practice – this to be addressed via offering parents and carers access to Parent Learn sessions and after-school modelled reading groups - Language and speech development delays prevent children from sounding out key phonemes for segmenting and blending – this to be addressed via NELI and SALT interventions in EYFS and KS1 - Lack of fluency with memory and application of phonemes prevents secure learning of spelling patterns later on in Key Stage 1 and 2 – this to be addressed via use of the Phonics Bug designated intervention programme, as well as Lexia support programme
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 – this priority has been extended from 2020-21 to 2021-22 due to the delay to implementing this focus.</p> <p>All targeted pupils benefit from a programme of Social and</p>	<p>SDIP 5 – Wellbeing, Health and Growth</p> <p>Establishing the Social and Emotional support provision in school</p>

<p>Emotional Learning support to engage children in school and support participation and resilience.</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 - Training of replacement ELSA – dependent on the EIS and Educational Psychologist team - HP staff who have agreed to take up Mental Health First Aid / Mental Health Senior Lead roles undertake further training in line with Trust-wide initiatives and are given time and resources to deliver high quality provision in targeted way to individual pupils and small groups (training arranged for the January Training Day) - Selected staff are trained as mental health first aiders – ECT+ identified to work on development of PSHE curriculum and provision of mental health and wellbeing resources for pupils. This will be the focus of the ECT+ R&D time. - Delivery of the Power Programme in Upper Key Stage 2 – all pupils able to access the programme as a means to support S&EL in transition to KS3. - School identifies a key adult to include in each child's Achievement Plan as a named 'ambassador' for that child. - <i>Next steps: Time given to allow trained staff to deliver school based Family Links provision in tandem with wider professional support – dependent on access to school post-Covid and the work provided by Children's Centre Family Co-ordinators in school.</i>
<p>Barriers to learning these priorities address</p>	<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 issues - Reduced capacity to support of parents / carers at specific times in the year – where familial challenges or Covid measures may provide

	<p>barriers for support – Use EEF working with parents / carers guidance.</p> <ul style="list-style-type: none"> - 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 absence / catch-up delays due to missed schooling
Projected spending	<p>Approx £1500 for training of Mental Health support staff (2 members of staff to then cascade to a core group of staff offering pastoral role) including cover, cost of training, implementation of strategies and purchase of resources.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring the teaching and learning team is able to retain cohesive, shared focus on the key curriculum priorities and the agreed principles of delivery as the ECTs transition into more experienced teachers with more complex and demanding roles.</p> <p>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.</p>	<p>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.</p> <p>ECT+ staff continue to be given designated research and professional development time with a focus on working to embed best practice derived from evidence-based pedagogy.</p> <p>Funding spend derived from Recovery and School-led tutoring to be planned as a discrete and separate spend to the Pupil Premium Disadvantaged planning.</p>
Targeted support	<p>Ensuring staff use evidence-based whole-class teaching and planned interventions and that there is regular review of the methods which are impactful in school to cascade to others.</p>	<p>School Development Planning places evidence-based practice at the heart of implementation.</p> <p>Staff professional development priorities are selected based on evidence-based methods, e.g. those which underpin the TEAL Teaching Charter and the Teacher Development Trust mentoring and coaching models.</p>

		Key school leaders support 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.	<p>School leaders are focused on building a strong family partnership and community ethos to be able to work collaboratively to personalise the support offered to these children.</p> <p>Inclusion project for school focuses on the development of QFT for all, with waves of intervention thereafter, e.g. introduction of Lexia</p> <p>School continuing to work in partnership with Early Help and the Children's Centre Family Co-ordinators, therefore enhancing the support offer for families and strengthening the network of professionals involved with the school.</p>

Review: last year's aims and outcomes 2020-21

Aim	Outcome
<p>The priorities for the 2020-21 year were the focus of ongoing training and support-working during the continuing Covid lockdown period.</p> <p>Staff accessed training and were given time as planned to work on the implementation of evidence-based approaches.</p> <p>No formal / statutory assessment was carried out in the academic year 2020-21.</p> <p>The statutory baseline assessment to be undertaken for EYFS on arrival in September, 2021.</p> <p>The assessment of Year 2 for phonics will be undertaken in November, 2021.</p> <p>Assessment outcomes for June 2021 are based on internal assessment only</p>	
<p>Priority 1 – Writing 2020-21 target</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</p>	<p>Review:</p> <p>Statutory Key Stage 1 Writing assessment did not take place due to the Covid-19 measures.</p>

<p>(50%), gap to be narrowed to aim for WA at end of Year 2.</p> <p><i>NB – the low numbers of disadvantaged pupils in school create % which are not indicative of these low numbers; however, they are not appropriate to refer to in number form, due to the nature of the small group)</i></p>	<p>Writing progress against end of EYFS targets measured to internal assessment point in June 2021 and standardised by LA moderator processes and partnership school moderation.</p> <p>Writing progress was the most affected by the disruption of the Covid-19 measures; and the performance of Disadvantaged Pupils was significantly impacted by the disruptions of the year, in a situation comparable with those non-disadvantaged pupils.</p> <p>A significant proportion of pupils in Writing were impacted, with internally assessed Expected Standard achievements lower in 2021 than in 2020 and 2019 as comparators and no Greater Depth Standard writing emerging in 2021 at Key Stage 1.</p>
<p>Priority 2 – Reading 2020-21 target</p> <p>All pupils achieve at least expected progress in reading against targets set at end of EYFS (86.6%).</p> <p>Where disadvantaged pupils did not achieve EYG in Reading at the end of EYFS (50%), gap to be narrowed to aim for WA at end of Year 2.</p> <p><i>NB – the low numbers of disadvantaged pupils in school create % which are not indicative of these low numbers; however, they are not appropriate to refer to in number form, due to the nature of the small group)</i></p>	<p>Review:</p> <p>Statutory Key Stage 1 Reading assessment did not take place due to the Covid-19 measures.</p> <p>Reading progress against end of EYFS targets measured to internal assessment point in June 2021, based on NFER, past SATS and Bug Club Active Learn standardised tests.</p> <p>Reading progress was the least affected by the disruption of the Covid-19 measures; however, the performance of Disadvantaged Pupils was never-the-less impacted by the disruptions of the year, in a situation comparable with those non-disadvantaged pupils.</p> <p>A significant proportion of pupils in Reading were impacted, with internally assessed Expected Standard achievements lower in 2021 than in 2020 and 2019 as comparators.</p>
<p>Priority 3 – Maths 2020-21 target</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</p>	<p>Review:</p> <p>Statutory Key Stage 1 Maths assessment did not take place due to the Covid-19 measures.</p>

<p>(50%), gap to be narrowed to aim for WA at end of Year 2.</p> <p><i>NB – the low numbers of disadvantaged pupils in school create % which are not indicative of these low numbers; however, they are not appropriate to refer to in number form, due to the nature of the small group)</i></p>	<p>Maths progress against end of EYFS targets measured to internal assessment point in June 2021, based on White Rose and past SATS papers.</p> <p>The performance of Disadvantaged Pupils was impacted by the disruptions of the year, in a situation comparable with those non-disadvantaged pupils.</p> <p>A significant proportion of pupils in maths were impacted, with internally assessed Expected Standard achievements lower in 2021 than in 2020 and 2019 as comparators.</p>
<p>Phonics – 2020-21 target</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> <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%) 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>	<p>Review:</p> <p>The Phonics screening for 2020-21 was undertaken with in-school testing, in line with the national requirement.</p> <p>Year 1:</p> <p>100% disadvantaged pupils in Year 1 achieved phonics screening WA in June 2021.</p> <p>90% pupils, including both disadvantaged and non-disadvantaged pupils achieved the standard of Working At by the end of July, 2021.</p> <p>Year 2:</p> <p>75% disadvantaged pupils in Year 2 continued to achieve WA in June 2021. 25% of disadvantaged pupils in Year 2 achieved WT in June 2021.</p> <p>90% pupils, including both disadvantaged and non-disadvantaged pupils, achieved the standard of Working at by June 2021)</p> <p>These children continue to access targeted intervention and small-group support for phonics into the new academic year, 2021-22.</p>