

Pupil premium strategy statement – East Hunsbury Primary School

| 1. Summary information | | | |
|------------------------|------------------------------|----------------------------------|---------|
| School | East Hunsbury Primary School | | |
| Academic Year | 2018-2019 | Total PP budget | £62,640 |
| Total number of pupils | 466 | Number of pupils eligible for PP | 43 |

| 2. Current attainment by End of Y6 | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>National average for all pupils</i> |
| % achieving expected level in reading, writing and maths | 50% | 64% |
| % achieving expected level in reading | 75% | 75% |
| % achieving expected level in Writing | 75% | 78% |
| % achieving expected level in Maths | 63% | 76% |
| % achieving expected level in GPS | 75% | 78% |
| Reading Progress Score | -0.62 | |
| Writing Progress Score | +0.97 | |
| Maths Progress Score | +0.23 | |
| Y6 pupils in our Specialist Unit who are eligible for Pupil Premium made at least expected progress in all areas and in most areas made better than expected progress. | | |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers | |
| A. | Security in Number Sense and articulate reasoning in Maths |
| B. | The ability to construct sentences and organise their writing |
| C. | The ability to spell |
| External barriers | |
| D. | Emotional well-being |
| E. | Attendance |

| | | |
|----------------------------|--|---|
| F. | Significant difficulties with speech, language and communication related to SEND | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improved security in Number Sense and articulate reasoning in Maths | Accelerate progress to reach Age related expectations |
| B. | Improved ability to construct sentences and organise their writing | Accelerate progress to reach Age related expectations |
| C. | Improved ability to spell | Accelerate progress to reach Age related expectations |
| D. | Improved confidence and emotional well-being | Positive attitudes to school and self Increased resilience |
| E. | Improve % attendance | Increased attendance |
| F. | Improved ability to communicate successfully using preferred method of communication | Increased attainment in speaking and listening and across other areas of the curriculum |

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality First Teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|--|--|---|
| Improved security in Number Sense and articulate reasoning in Maths | <p>Sarah White CPD for all staff</p> <p>Training on Metacognition teaching methodology to support children's resourcefulness in Mathematics</p> | <p>Increased security in Number Sense developing in all year groups</p> <p>Increased use of apparatus – concrete- pictorial – abstract approach</p> | <p>Use of staff meetings and INSET days</p> <p>Triangulation</p> | <p>Ruth Brown – Maths Lead + Maths Team</p> | Termly |
| Improved ability to construct sentences and organise their writing | <p>Talk for Writing CPD for all staff</p> <p>Kinetic Letters</p> | <p>Talk for Writing - Working with Pie Corbett in school training other schools in the use of Talk for Writing.</p> <p>Increased rigour in presentation using Kinetic letters approach</p> <p>Training on Metacognition teaching methodology to support Staff's understanding of how the strategies and tools of Talk for Writing can add to children's resourcefulness in Writing and in Reading</p> | <p>Use of staff meetings and INSET days</p> <p>Triangulation</p> <p>½ day release of English Lead</p> | <p>Liz Martin – English Lead + writing team</p> | Termly |
| To improve rich vocabulary and increase Reading outcomes | <p>Transforming Reading Project – Talk for Reading</p> <p>To ensure teachers and support staff have the appropriate subject knowledge and teaching strategies to support children's achievement and attainment in Phonics Reading in all classes.</p> | <p>Talk for Reading – transforming Reading project hosted at EHPS with 13 schools training with our staff and children – Pie Corbett</p> | <p>Use of staff meetings and INSET days</p> <p>Triangulation</p> <p>½ day release of English Lead</p> | <p>Liz Martin – English Lead + writing team</p> | Termly |

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|--|--|--|---|------------------------|--------|
| Improved ability to communicate successfully using preferred method of communication | Additional Speech and Language Therapy investment - to include training for staff Continued investment in TA (CSW) released every morning to focus on Alternative and Augmentative Communication and building a communication rich environment. | Increase in pupils achieving at least expected progress in 2019 New staff requiring further training to build confidence and competence in working within a communication rich environment. Specific training in: <ul style="list-style-type: none"> • Colourful Semantics • PECS Teachers and pupils demonstrate they are well supported by CSW TA. | Use of staff meetings and INSET days Regular review meetings with Lead SaLT and Junior Therapist Feedback from staff Feedback from pupils re their communication needs | SU Lead Lucy Ingman | Termly |
|--|--|--|---|------------------------|--------|

Total budgeted cost £25,000

ii. Targeted support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|--|--|---|---|
| Improved security in Number Sense and articulate reasoning in Maths | 1-1 Tuition for Targeted pupils Quality First Teaching Target support in class as necessary Online learning support at home e.g. My Maths, Study guides 1-1 Support by Teaching Assistant Maths extra-curricular club for targeted pupils | Sutton Trust Research/ EEF research Best use of Teaching assistant research - EEF | Triangulation of PP pupils | Subject Lead Class Teacher | Termly |
| Improved ability to construct sentences and organise their writing. Improved ability to spell | 1-1 Tuition for Targeted pupils Quality First Teaching Target support in class as necessary Online learning and home support e.g. SPAG. com, key word practise, study guides 1-1 support by Teaching Assistant | Sutton Trust research/ EEF research Best use of Teaching assistant research - EEF | Triangulation of PP pupils | Subject lead Class Teacher Pupil Premium Co-ordinator/HL TA | Termly |

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|--|---|--|--|---------------------------|---|
| Improved confidence and emotional well-being | Access to Learning Mentor/Family Support worker | Targeted Interventions matched to specific students can be effective to raise well-being, emotional regulation and self-esteem and so impact upon learning outcomes. | Termly Review | SENCO | Termly |
| | Access to targeted interventions with Behaviour Support Assistant e.g Red Beast, Drawing and Talking, Relax Kids, transporters, anxiety interventions | | | | |
| | Access to Rainbow Room | | | | |
| | Access to Forest School | | | | |
| | 1-1 Mentoring | Sutton Trust | Pupil and staff feedback via assessments during and after minibus visits | SU Lead | Termly |
| | SU Learning taken into the community on weekly curriculum minibus trips | Feedback by pupils at annual reviews, Feedback by families via questionnaires. Lesson visit evidence | | | |
| Total budgeted cost | | | | | £32,640 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve Attendance | Learning Mentor/Family Support worker to work in partnership with parents and follow up quickly on absences | Attendance is key to increased attainment | Liaison with DSL | DSL/ Learning Mentor | Termly |
| Access to enrichment and extra- curricular opportunities | Free residentials, trips and snacks. Discounted Music Tuition Discounted or free clubs | Improved attitudes to school and self | PASS Survey | Pupil Premium Coordinator | Termly |
| | Enrichment opportunities within the SU including horse riding, specialist dance teacher, Forest School and relax kids resources. | High well-being witnessed in pupils and recorded in pupil surveys. Positive feedback from staff, specialists and families | Pupil, staff & specialist's feedback via surveys and staff meetings | SU Lead | Termly |
| Total budgeted cost | | | | | £5,000 |