

Pupil premium strategy statement (primary)

1. Summary information					
School	Hedon Primary School				
Academic Year	2019/20	Total PP budget	£50160	Date of most recent PP Review	
Total number of pupils	183	Number of pupils eligible for PP	39	Date for next internal review of this strategy	July 2020 (Full review)

2. Current attainment		
Year 6 (2018) 8 pupils	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving 'expected' in reading, writing and maths	50%	64%
% achieving 'expected' in reading	50%	79%
% achieving 'expected' in writing	50%	86%
% achieving 'expected' in maths	25%	67%
% achieving 'expected' in Grammar, Punctuation and Spelling	50%	86%
% achieving 'greater depth' in reading, writing and maths	0%	14%
% achieving 'greater depth' in reading	13%	29%
% achieving 'greater depth' in writing	13%	36%
% achieving 'greater depth' in maths	0%	14%
% achieving 'greater depth' in Grammar, Punctuation and Spelling	0%	36%
Scaled score reading progress in reading	-1.2	-0.9
Scaled score in writing	0.9	1.6
Scaled score in maths	-4.7	-4.1
Scaled score in Grammar, Punctuation and Spelling	-1.6	0.7
Year 2 (2018) 6 pupils	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>

% achieving in reading, writing and maths	83.3%	78.3%
% achieving 'expected' in reading	100%	87%
% achieving 'expected' in writing	83.3%	78.3%
% achieving 'expected' in maths	100%	95.7%
% achieving 'greater depth' in reading, writing and maths	0%	4.3%
% achieving 'greater depth' in reading	33.3%	21.7%
% achieving 'greater depth' in writing	33.3%	17.4%
% achieving 'greater depth' in maths	16.7%	21.7%
Phonics (2018)		
Year 1 Phonics screening check (6 pupil premium pupils)	83%	75%
Year 2 Phonics recheck	100%	100%
EYFS (2018) 4 pupils		
% achieving GLD	50%	72.7%
% achieving expected or exceeding in all ELGs	50%	72.7%
Average Points	29.3	36.9

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	A low communication, language and literacy levels on entry to the school has an impact upon formulation of sentences, speaking, listening and writing of well-structured sentences, ability to decode texts and readiness to learn in group situations.
B.	Disadvantage students have low aspirations as they fail to see their own potential and often limited home support which has led to historical underachievement of pupil premium children in Key Stage 2, particularly in Maths. Few pupil premium children across the school are working at greater depth.
C.	Parental engagement with school events is lower for pupil premium children than non-pupil premium children.
D.	Pupil premium children at Hedon Primary School often lack wider experiences.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	63% of our current pupil premium pupils' families' access support in addition to academic intervention.
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F.	The attendance of pupil premium children is below that of non-pupil premium children.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium pupils will not be disadvantaged by starting school with lower starting points in communication, language and literacy.	The gap between pupil premium and non-pupil premium in EYFS and in the phonics test will diminish. The gap between pupil premium and non-pupil premium in Key Stage 2 in particular in maths will diminish. Progress gap will narrow between pupil premium and non-pupil premium pupils. Evidence of intervention impact recorded. Teaching good or better across the school in triangulated monitoring activities (July 2018 77% will move nearer to 100% by July 2020)
B.	A greater percentage of pupil premium pupils will achieve the national standard at Key Stage 2. A greater percentage of pupil premium pupils will achieve greater depth at the expected standard at Key Stage 2 and in Maths at Key Stage 1.	The gap will close between pupil premium pupil and non-pupil premium pupils' achievement across Key Stage 2 and in Maths at Key Stage 1. TT Rockstars in use across the school with a particular focus on Y4.
C.	Parents of pupil premium children will feel more able to support their child at home and in school.	An increased number of pupil premium parents will attend school events such as 'Stay and...' sessions, assemblies and productions. Increased take up of seesaw home access from pupil premium families. Increased numbers of pupil premium children will complete homework set. Increased attendance at parents' evening from pupil premium families.
D.	Increased numbers of pupil premium children attend school clubs and take part in sporting events organised by the school.	Attendance registers of clubs show an increase in pupil premium pupils attending events, residentials and clubs. Increased take up of instrumental lessons by pupil premium pupils (From 7 July 2018 to at least 10 July 2020)
E.	Emotional Literacy Support in place for all pupil premium children that need it throughout the year ensuring pupils are best placed to make rapid progress.	Emotional Literacy Support Assistant working across the school with pupils as needs are identified. As above progress/ attainment related success criteria.
F.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 96.2% further in line with National Average and that of non-pupil premium pupils.

5. Planned expenditure

Academic year

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 of 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?
A/B. Ensure the quality of teaching remains good or outstanding across the school.	Introduction of a 'Disciplined Enquiry' approach to CPD.	John Tomsett's discursive writing regarding Huntington's approach to CPD.	Follow up on Whole school/Cluster training on Metacognition and learning behaviours. Disciplined Enquiries linked to Appraisal for individual members of staff.	HT	July 2020
	Whole school learning culture ensuring staff maintain current, up to date knowledge and are not afraid to risk take.	Dylan William's 'Creating the Schools our Children Need.	Regular monitoring through learning walks and book scrutiny.	SLT	
	Introduce use of White Rose Maths and test base to build on good teaching in Maths ensuring adequate challenge and swifter movement onto reasoning activities.	Evidence from Sutton trust on Metacognition and collaborative learning.	Governors enquiry weeks termly.	Governors	
	Further Numicon purchased to enable all staff to use manipulatives regularly to boost pupil understanding and thus progress.	Continued school focus on Growth Mindset and personalised learning (Linked to Investors in Pupils) to ensure challenge for all.	Regular staff opportunities to share good practice and discuss their enquiry activities.	HT	
	Develop music provision to ensure high quality teaching gives pupils the best chance to experience playing an instrument and developing this if they wish.	White Rose Hub and Numicon materials proven, in above research, to have an impact on pupil progress and their ability to manipulate number.	Staff know who the pupil premium children are in their class and are versant with the support put in place for them and its impact.	HT	
		Ensure pupils have the highest aspirations both academically and in sports or music.	The majority of pupil premium pupils will make expected progress or better with a particular focus on Maths.	All staff	
			Increase number of pupils taking music lessons or playing an instrument in music lessons.	All staff	

	Enhance outdoor provision in EYFS and Y1 to enable pupils to experience high quality learning.	Evidence from Justin Dillon on the value of outdoor learning.	Increased use of outdoor area. Progress will accelerate as a result of pupil engagement in learning.	All staff	
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<p>A/B. Improve robustness of assessment data and the use of gap analysis to close the gaps.</p>	<p>Whole school approach to pupil progress meetings and planning to ensure challenge/mastery.</p> <p>Whole school approach to feedback ensuring PP books are marked first and giving adequate time for Green pen with adult support for those PP pupils that need it.</p> <p>Teacher and/or TA led interventions for pupil progress pupils.</p> <p>Use of NFER tests to support teacher assessment, enable gap analysis and ensure pupils are well verse in taking tests such as those in National tests regimes.</p>	<p>Evidence from Sutton Trust on importance of personalised feedback.</p> <p>All staff will know the pupils' weaknesses or next steps and will plan effectively for their progress.</p> <p>Coordinators will be better placed to track pupil progress and intervene swiftly when necessary.</p> <p>Close analysis of Pupil premium pupils to ensure provision of timely intervention.</p> <p>Pupil premium Ambassador release time to attend relevant training and in order to fulfil role.</p>	<p>Teaching and Learning training led my HT and DHT.</p> <p>Regular pupil progress meeting and up to date individual pen portraits for pupil premium pupils.</p> <p>Regular learning walks and book scrutiny focusing on quality of feedback.</p> <p>Increase IT provision and access in school to enable Seesaw feedback.</p> <p>Clear monitoring schedule and actions for development linked to Pupil Premium Ambassador LA best practise meetings.</p>	<p>HT/DHT</p> <p>All staff</p> <p>Coordinators /SLT</p> <p>IT Coord/HT</p> <p>HT</p>	<p>July 2020</p>
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<p>C. An increased number of pupil premium parents will attend school events such as 'Stay and...' sessions, assemblies and productions.</p>	<p>Whole school use of social media and Seesaw to ensure school news and events are accessible to all parents. Teacher-parent relationships built up over time with harder to reach parents through home visits, Seesaw, Face to face and telephone conversations.</p> <p>Termly programme of school events published well in advance with a range of opportunities on offer (Including no-threatening titles/subject matter). Tag parental workshops/information onto 'Stay and..' sessions.</p> <p>Maintain online packages to enable parents to support their child at home. Including Seesaw for flipped learning.</p> <p>Additional parental discussions for those pupil premium pupils not making expected progress.</p> <p>Calls home to all parents that did not attend parents' evening.</p> <p>Home visits and nursery visits for all EYFS new starters.</p> <p>Maintain unusual/less conventional clubs for pupils e.g. Bike Club, table tennis alongside traditional sports.</p>	<p>Evidence from EEF review of Parental Engagement and Narrowing the Gap for Disadvantaged Children.</p> <p>Staff are able to meet pupils' individual needs much more quickly with parental engagement and thus barriers can be lifted and progress accelerated.</p> <p>EEF Digital Technology Guidance report evidence to support use of flipped learning.</p>	<p>Events timetabled in advance and published to all.</p> <p>Seesaw expectations for staff in place through staff training. Work a way to ensure Seesaw follows the class through school to avoid yearly drop off.</p> <p>Monitoring of Seesaw and parental conversations via Seesaw and CPOMs.</p> <p>All pupil premium parents spoken to at least termly regarding their child's progress.</p> <p>Increased percentage of EYFS pupils have a home visit (Currently 75%)</p>	<p>HT</p> <p>All staff</p> <p>SLT/Governors</p> <p>Teaching staff</p> <p>VW/TS</p>	<p>Jan 2020</p>
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	Total budgeted cost Release time - £3000 TT Rock Stars - £135 Spelling Shed - £250 Release time for home visits - £1000 Numicon resources - £700 Numicon online - £250 NFER tests £1866 PP Coord release time - £1500 Charanga - £250 Musical Instrument - £1500 Outdoor equipment and storage - £2250 = £12701
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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?
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<p>A. Improved Communication, language and literacy skills in Early Year Foundation Stage.</p> <p>B. Improved progress and achievement for pupil premium pupils.</p>	<p>Planning bias in first term to gross/fine motor skills and communication and language activities linked to outdoors to engage all pupils. Use pupil interests to ensure engagement.</p> <p>Use of British Picture Vocabulary Scale to ensure all gaps are identified on entry to EYFS. Early referral to speech and language services.</p> <p>Ensure staffing levels in EYFS are maintained at a high level to enable staff to focus on child led play and CLL intervention alongside specific interventions one to one or in small groups as necessary linked to the BVPS findings and Speech and Language checklist</p> <p>Roll BPVS out to the rest of the school especially where there are concerns regarding communication and language.</p> <p>Ensure small group phonics in EYFS and Year 1 with all pupils moving at expected rate using intervention to repeat learning further where necessary to prevent pupils from falling behind.</p> <p>Develop reading scheme further to include phonetic readers alongside whole class guided reading texts.</p>	<p>Some of the students need targeted support to catch up. The programmes used have been independently evaluated and shown to be effective in other schools.</p> <p>Boy heavy cohorts have been found to learn best when physically active and in many cases outdoors.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Organise timetable to ensure additional staff are available for small group phonics sessions in EYFS and Key Stage 1.</p> <p>Consult other local school which has used the programme to identify any potential barriers to good implementation.</p> <p>Ensure appropriate training for staff to deliver intervention programmes including phonics/GPS knowledge refreshers.</p>	<p>EYFS staff</p> <p>SLT</p> <p>EYFS Staff/SLT</p> <p>HT</p>	<p>July 2020</p>
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<p>B. Improved progress for high attaining pupils</p>	<p>Weekly small group sessions as needed for pupils with experienced teacher and/or TA, in addition to English and Maths. Including TT Rockstars, Success@Arithmetic, Reading sessions, GPS boosters etc. Further laptop purchases to enable pupils without access at home to use these programmes and to boost use in school.</p> <p>White Rose Hub us as above to enhance challenge levels and scaffold understanding in Maths.</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Extra TA time paid for out of PP budget.</p> <p>Impact overseen by co-ordinators and SLT.</p> <p>Teaching assistant (TA) CPD.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Pupil Premium Coordinator</p> <p>Coordinators /SLT</p> <p>HT</p> <p>Class teachers</p>	<p>January 2020</p>
<p>D. Increased numbers of pupil premium children attend school clubs and take part in sporting events organised by the school.</p>	<p>Subsidised visits, music tuition, clubs and residential for pupil premium children.</p> <p>Providing a range of activities which appeal to broad spectrum of pupils and in particular give opportunities which may not be accessed out of school e.g. table tennis, art, dance.</p> <p>Whole school focus on active learning and outdoor learning.</p>	<p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p> <p>In pupil and parent questionnaires feedback is overwhelmingly positive about the quality of trip provision.</p> <p>The quality of children's writing greatly improved after educational visits</p> <p>Enhanced outdoor/provision in EYFS/Year 1 to support physical learning.</p>	<p>Curriculum map drawn up to include a range of educational trips.</p> <p>Increased number of Pupil premium pupils attending residential and attending clubs.</p> <p>Lead person for booking trips and monitoring quality Book looks following trips.</p> <p>Questionnaires and feedback from children and teachers.</p>	<p>All staff</p> <p>HT</p> <p>Teachers</p> <p>HT</p>	<p>July 2020</p>

<p>E Emotional Literacy Support needs are met of pupil premium children.</p>	<p>Two part-time ELSA to support Pastoral Care and professional liaison with teaching staff in identifying, monitoring and implementing support.</p> <p>Promote health life choices through the introduction of a salad bar at lunch.</p> <p>Use of CPOMs to tracking pupil needs to enable support to be best placed.</p>	<p>School staff need to provide significant pastoral support to identified pupils and their families.</p> <p>The Learning Mentor's work has significantly reduced the number of behavioural incidents in school over the past five years.</p> <p>Parent's response to questionnaires have shown that they value the work that the LM does with their children.</p> <p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Regular meetings to ensure all needs are met through early intervention.</p> <p>A range of intervention services used and families signposted to them.</p> <p>Behaviour data analysed and targeted interventions planned for and analysed for impact.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Case Studies of pupils' regular liaison with external agencies – CPOMs.</p>	<p>SLT/ELSA</p> <p>All staff/SLT</p> <p>HT</p> <p>SLT</p> <p>HT</p>	<p>Jan 2020</p>
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	Total budgeted cost	Additional TA support in EYFS - £12447.92 BPVS tests - £209.95 CPOMs - £595 Reading scheme books £2000 Whole class guided reading £500 Clubs subsidy - £2000 Trip subsidy £2000 Music tuition subsidy £750 Small group phonics £2691.33 TA interventions KS2 - £5806.12 +£9546.39 TA intervention KS1 £6960.90 + £6960.90 IT purchases £1500 Breakfast Club equipment £100 Total = £33765.64
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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?
F. Children's attendance to be above national average and to reduce number of persistent absentees.	To employ a EWO to support attendance plans and to work with parents.	Importance of attendance on school performance.	Regular meetings between EWO and Head teacher to ensure early identification of children with attendance issues. Protocol followed as per policy.	HT Class teacher	April 2018

			<p>Systematic calling when parents have not attended parent meetings to promote attendance.</p> <p>Regular review of attendance data including reporting to governors.</p>	HT/EWO	
Total budgeted cost					<p>EWO – £3000</p> <p>Admin follow up on EWO work - £700</p> <p>Total = £3700</p>

6. Review of expenditure				
Previous Academic Year		£50280		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure accelerated progress for all pupils with a focus on pupil premium through pupil progress meetings.	<p>Tracking and assessment termly with new termly assessments to support teacher assessment and ensure pupils are used to tests.</p> <p>Focussed Pupil progress meetings termly.</p> <p>To ensure pupils are taught within single age classes to maintain smaller class sizes at Key Stage 2 including small group phonics</p> <p>Promote outdoor learning opportunities adding breadth to our curriculum and engage and inspire pupils.</p> <p>Introduce the role of Pupil Premium Ambassador.</p>	<p>Pupil progress across all areas of the school was good. Those pupils not making progress were quickly identified and interventions put in place.</p> <p>Vulnerable pupils state that they are well supported in school (Pupil survey).</p> <p>Phonics pass rate for year 1 children sits at National Average. 100% of year 2's who retook the phonics check passed.</p> <p>EYFS outcomes although lower than previous years, showed good to outstanding progress from a low baseline.</p> <p>Results at Key Stage 2 met or exceeded in school cohort specific targets.</p> <p>Greater numbers of pupils achieved greater depth at National Standard.</p>	<p>Pupil progress meeting will continue with greater ownership from the class teacher and a greater emphasis on vulnerable pupils' progress through enhanced pupil premium pen portraits.</p> <p>Small group phonics will continue although TAs new to Y1/EYFS will need training in this area to ensure high quality sessions for all.</p> <p>Outdoor learning is embedded in our school curriculum. We will now further enhance this using 'Burn to Learn' physical learning across the curriculum.</p> <p>Pupil premium funding will continue to support single age classes for the next year. Next year marks the end of the period this needs to take place as pupils numbers are more sustainable from this point.</p> <p>Pupil premium Ambassador work will continue moving the role to a member of SLT. Training will be accessed as appropriate with dedicated time given to the role.</p> <p>Work still needs to be done where a pupil premium child also has SEN needs to ensure joined up thinking and a focus on how progress can be made or individual needs can be met.</p>	<p>£2450 – TA costs</p> <p>£27670 – Teacher costs</p> <p>£1500 – resources</p> <p>£1600 – release time</p>

Improve pupils 'GRIT' and determination through growth Mindset.	Staff training regarding 'growth mind-set' alongside triad support network linked to the implementation of Growth Mindset across the school. Focus on challenge when planning and delivering	100% of pupil premium pupils when completing Attitude to learning surveys now identify as having positive attitudes to learning and self-motivation.	This work will continue with new staff trained using the resources we have in school.	£500 – books £200 – images and frames £300 training costs
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure pupils falling behind in Maths at KS2 are given the best chance to catch up.	Provide training and weekly allocated teaching time to Success at Arithmetic Intervention Programme. Use TT Rockstars to develop multiplication knowledge.	Pupils made accelerated progress using this intervention. This progress did not always mean the achieved expected standards but all reported that they felt more confident accessing the tests and had strategies to use when tackling more challenging questions.	This is an expensive intervention but it does have a proven impact on outcomes for pupils due to its structured nature and small group focus. Pupils scaled scores improved as a result of this intervention moving them much closer to National. We are however going to readdress how this intervention links into wider teaching using White Rose Hub resources to enable to class teacher to consolidate the impact on pupils. We are also going to look at delivering this in Y5 to ensure maximum impact. TT Rockstars has increased tables speed across the school.	£6666 TA costs £250 – resources TT Rockstars - £250
To ensure all pupils have access to high quality reading materials in school.	Provide online reading materials.	100% of pupils used Bug Club last year although not always at home. The reading scheme is doubled using this online scheme.	Maintain for one more year, monitoring usage. Reading results improved significantly last year but usage outside of school of this online reading scheme was varied. Should usage not increase we will look to radically change this spend.	£2200
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils are well supported emotionally allowing them to be the best that they can be.	Train an additional Emotional Literacy Support Assistant. Release time for ELSA work to take place.	Vulnerable pupils state that they are well supported in school, feel safe and know who to talk to should they have any issues (Pupil survey). Behaviour tracking shows that pupils supported by ELSA have had fewer incidents of poor behaviour since beginning their individual programmes. This has also had a positive impact on their attendance.	ELSA work has a huge impact across the school in terms of behaviour, attendance and attitudes to learning. Increase initial assessment is to be used to ensure progress/ impact is more carefully monitored using pupil voice.	£2100 – ELSA £800 training costs
Promote a varied, healthy diet through school meal provision especially focusing on low calorie (100 cal) snacks.	Sandwich option in school. Increase education around healthy eating.	Pupils will be more likely to staff school lunch and make healthier choices at home. Pupils will be more-able to concentrate at school as they will not be hungry.	This strategy has been really successful. Pupils are more likely to stay school meals and are often taking fruit options for dessert.	£250
Enable pupil premium children to access trips, clubs and instrument tuition.	Subsidise attendance for those families that need support.	Pupils will have a breath of experience which they would otherwise not experiences. Aspirations will increase.	A greater number of pupils are taking sporting or music lessons through to secondary school. Increased participation in sports across the school for PP pupils. Increased PP participation in residential.	£2500

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

It is also worth noting that the school supports many pupils not in receipt of pupil premium but whose parents struggle to make ends meet due to changes in the benefit system and low paid, minimum hours contracts. These families may access food banks and not be able to afford daily necessities but not qualify for free school meals. This increasingly the case for residential or school trip attendance.