

# Hucklow Primary School Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Hucklow Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£219,120	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	417	<b>Number of pupils eligible for PP</b>	166	<b>Date for next internal review of this strategy</b>	April 17'

At Hucklow Primary School the children are at the centre of everything we do. Our mission is 'Achieve Excellence, Celebrate Diversity, Promote Equality. The school has a strong ethos of inclusion with high expectations and aspirations for all pupils, which encapsulates and interweaves the whole school community of wanting every child to succeed. With this in mind we focus on vulnerable groups and consider very carefully how and what school resources and initiatives can enhance every individuals' achievements.

We use the Pupil Premium that the government provides along with the main school funding to ensure all pupils who have additional needs receive the highest quality of personalised provision, which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to close the gaps in pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new pupils who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

2. Current attainment			
	<i>Pupils eligible for PP (Hucklow school)</i>	<i>Pupils not eligible for PP (Hucklow School)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the expected standard in reading, writing and maths</b>	<b>31%</b>	29%	60%
<b>Progress score in reading</b>	<b>-1.74</b>	-2.48	0.33
<b>Progress score in Writing</b>	<b>5.63</b>	5.36	0.12
<b>Progress score in Maths</b>	<b>-0.44</b>	0.32	0.24
3. Barriers to future attainment (for pupils eligible for PP)			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
<b>A.</b>	Some middle ability pupils who are eligible for PP across KS2 are attaining below national in Reading and Mathematics. This could impact on sustained attainment in Key Stage 2 and lower outcomes at the end of KS2.		
<b>B.</b>	High ability pupils who are eligible for PP are not achieving the higher standard at the end of KS2.		
<b>C.</b>	Oral language and phonic skills are lower for pupils eligible for PP than for other pupils in Y1. This could slow reading in subsequent years.		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>	A high number of pupils who are eligible for PP have additional needs such as safeguarding, emotional well-being and chaotic home life with limited access to learning at home. This could impact on the opportunities for wider learning activities and learning in different contexts.		
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria	
<b>A.</b>	All middle ability (2b+ KS1/met expected standard KS1) pupils who are eligible for PP are attaining at national. (Teacher assessment, NFER tests)	Outcomes for all year groups for PP children are in line with all pupils  A higher % of pupils eligible for PP identified as middle ability reach the expected standard in attainment across KS2 in maths, reading and writing.	
<b>B.</b>	Increase the number of PP pupils reaching the higher standard at the end of KS2.	Increase the % of pupils eligible for PP identified as high ability to reach a higher standard in attainment at the end of KS2 and across KS2 in maths, reading and writing.	

<b>C.</b>	Narrow the gap between PP and non-PP children in the national reportable outcomes; GLD, Y1 phonics screening, KS1 and KS2 SATs	Increase the % of PP children achieving the expected standard in national data. Outcomes for all year groups for PP children are in line with all pupils.
<b>D.</b>	Increase participation of PP children in extra-curricular activities, enrichment and family learning.	An increase in the % of children attending extra-curricular activities.

## 5. Planned expenditure

<b>Academic year</b>	<b>2016-2017</b>
----------------------	------------------

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?
<b>All middle ability (2b+ KS1/met expected standard KS1) pupils who are eligible for PP are attaining at national. (Teacher assessment, NFER tests)</b>	<p>Development of phase leaders (including EYFS )</p> <p>Phase leaders will develop phase:</p> <p><b>Addressing within school variance:</b></p> <ul style="list-style-type: none"> <li>-Ensuring consistent implementation of practice and expectations</li> <li>-Improving monitoring and evaluation</li> </ul> <p><b>Ensuring Quality first teaching:</b></p> <ul style="list-style-type: none"> <li>-Team teaching and planning</li> <li>-Modelled lessons</li> <li>-Provide targeted CPD</li> </ul> <p><b>Share best practice:</b></p> <ul style="list-style-type: none"> <li>-Use of IRIS camera to share best practice</li> <li>-Use of IRIS camera to support coaching initiatives and teacher's personal reflection and practice</li> </ul>	<p>Research shows that within school variance can have a negative effect in progress, especially for disadvantaged pupils.</p> <p>Phase leaders will support greater consistency in teaching as well as developing some of the more effective interventions as highlighted in the EEF toolkit – feedback, metacognition, collaborative learning, 1:1 tuition and targeted parent work.</p>	<p>Phase leaders will have time to monitor and evaluate practice within their phase through learning walks, book scrutiny, moderation etc.</p> <p>Phase leaders will have time to meet together, along with DHT to discuss outcomes and share best practice across school.</p> <p>Other staff will have time to provide effective support through modelling</p> <p>Bespoke CPD for NQTs, RQTs and other staff</p> <p>The IRIS camera will be used and time will be given in phase meetings to reflect on practice across the phase</p> <p>Continual staff development through staff meetings</p> <p>SLT to look at data and to highlight the needs of pupils during pupil progress meetings.</p>	DHT Phase Leaders	January 2017 April 2017 July 2017

<p><b>Increase the number of PP pupils reaching the higher standard at the end of KS2.</b></p> <p><b>Narrow the gap between PP and non-PP children in the national reportable outcomes; GLD, Y1 phonics screening, KS1 and KS2 SATs</b></p>	<p><b>Ensuring more accurate data:</b> -Supporting effective use of data and gap analysis -Moderation</p> <p><b>Ensuring effective interventions</b> -Providing targeted support/intervention for pupils to address underachievement -Ensuring effectiveness of support staff</p> <p><b>Increasing engagement of parents in learning:</b> -Targeted parent meetings (structured conversations)</p>		<p>SLT to monitor for consistent implementation of practice and expectations across school (Lesson observations/Monitoring files/Data)</p>		
	<p><b>Metacognition/Cognitive acceleration (Building Learning Power)</b></p>	<p>The EEF identifies that meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an averages of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Provide further training for staff in Building Learning Power and cognitive acceleration:</p> <p><b>Concrete preparation:</b> Explore understanding and engagement needed for higher order thinking</p> <p><b>Social construction:</b> Explore the issues arising from group work and ways to ensure their success.</p> <p><b>Cognitive conflict:</b> Explore the role of conceptual questions and the rationale for making learning difficult.</p> <p><b>Metacognition:</b> Explore how to help pupils develop their understanding of themselves as learners.</p> <p><b>Bridging:</b> How do we link learning beyond the immediate and recognise transferable skills.</p> <p><b>Planning for higher order thinking:</b> Teachers to review plans that specifically aim to develop higher order thinking alongside subject knowledge.</p> <p>Staff meeting/Phase meeting time allocated</p>	<p>Inclusion Manager</p> <p>DHT</p>	<p>June 2017</p>

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?
<p><b>All middle ability (2b+ KS1/met expected standard KS1) pupils who are eligible for PP are attaining at national. (Teacher assessment, NFER tests) Increase the number of PP pupils reaching the higher standard at the end of KS2.</b></p> <p><b>Narrow the gap between PP and non-PP children in the national reportable outcomes; GLD, Y1 phonics screening, KS1 and KS2 SATs</b></p>	Year 6 Boosters (after school) for targeted children	Previous data analysis of interventions has shown good rates of progress for children in Y6.	Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support in Reading, Writing and Mathematics	DHT/J Biggs	April 2017
	Year 6 HAPs booster	The EEF toolkit has been used to select some interventions such as 1:1 tuition, digital learning and small group tuition	Timetabled weekly		
	One to one tuition and small group in Maths and English	The data for PP pupils shows they must continue to make accelerated progress to be in line with all pupils nationally	Development of Maths and Reading skills through one to one and small group targeted support in English and Maths.	DHT/J Biggs	April 2017
	Maths tutoring		Increasing maths skills through online one to one tutoring (target gaps in learning): Thirdspace learning	DHT/J Biggs	April 2017
	Small group support – TA/HLTA/teacher facilitated – gap teaching	Previous data has been analysed fro small group interventions and children have made good progress.	Vulnerable learners in Y1, Y2, Y3, Y4, Y5 & Y6 have access to learning opportunities that enhances basic skills, develops further skills, encourages a 'thirst' for learning and improves language and communication skills	Class teachers	Dec 2016 April 2017 July 2017
Small group/1:1 interventions – FFT etc.	The EEF toolkit has been used to select some interventions such as 1:1/small group tuition.	Slow movers identified in feedback and marking, they have access to quality provision that boosts performance, develops skills and enhance QFT provision. Gaps identified and closed quickly.  Pupils with specific learning challenges have access to quality interventions that are personalised and tailored to support need.	Class teachers	Every half term	

	<p>Focus groups – HLTA/Teacher facilitated</p> <p>Phonics interventions – TA/HLTA facilitated</p>		<p>Pupils are taught in smaller focus groups where learning and provision is tailored and differentiated to needs and assessment led. These groups are flexible and pupils are able to move between groups depending on need.</p> <p>Letters and Sounds programme for children who have missed early phonics teaching</p> <p>Rapid phonics for pupils who have been identified as having gaps in their phonological awareness.</p> <p>Children identified at target setting meetings.</p>	Class teachers	On-going
	<p>Targeted support for EYFS pupils – LEAP/VIP/NIP/Stories for talking</p>	<p>The EEF highlights the benefit of early years and oral language intervention. This intervention has been used to target low levels of language skills and poor communication.</p>	<p>All children in F2 screened for Speech and language.</p> <p>Targeted support and a tailored programme of support is recommended by the speech and language therapist.</p>	EYFS Lead F2 teachers	<p>September 2016</p> <p>December 2016</p> <p>April 2017</p> <p>July 2017</p> <p>December 2017</p> <p>March 2017</p> <p>June 2017</p>
	<p>Outdoor learning lessons focusing on developing oral language/speaking and listening opportunities in Y2 and Y5.</p>	<p>The EEF toolkit has been used to select some interventions such as 1:1/small group tuition.</p> <p>Outdoor learning experiences, especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit)</p>	<p>Through data analysis, PP children identified to target to develop oracy and improve reading and writing skills. Y5 and Y2 teachers meet with lead teacher (SMac) and Inclusion manager to develop a programme of activities that link to learning in the classroom. Activities will extend learning experiences of different contexts will build creativity and language skills. Will build confidence and enthusiasm. Minibus used to take children off school site to enhance learning opportunities.</p>	SMac PP champion (Inclusion manager)	<p>January 2017</p> <p>April 2017</p> <p>July 2017</p>
	<p>Emotional well-being project(Hope Attachment project)/Art therapist</p>	<p>In the EEF toolkit, interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment.</p>	<p>Target children identified at pupil progress meetings. Contact external agencies to provide support where necessary. Support children with emotional problems to improve communication</p>	Inclusion Team	<p>April 2017</p> <p>July 2017</p>
<b>Total budgeted cost</b>					<b>160,000</b>

### 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?
<p><b>Narrow the gap between PP and non-PP children in the national reportable outcomes; GLD, Y1 phonics screening, KS1 and KS2 SATs</b></p> <p><b>Increase participation of PP children in extra-curricular activities, enrichment and family learning.</b></p>	<p>Targeted parent meetings (Structured conversations)</p>	<p>Targeting/supporting parents has been a successful intervention for us in previous years.</p>	<p>All children identified as PP targeted for structured conversation (twice a year)</p>	<p>Inclusion Manager PP champion</p>	<p>April 2017 July 2017</p>
	<p>Targeted parent workshops/ parent forums</p>	<p>It has resulted in better attendance and in children making improved progress.</p>	<p>Release time for staff to link with parents to discuss and identify barriers to learning, to support parents to overcome barriers to children's learning and increase engagement of parents in learning.</p> <p>Targeted family work, provision of family learning ops and focused work on improving attendance and punctuality, behaviour and wellbeing, learning in reading, phonics and maths. Use of the Iris camera to show case learning alongside parent discussion.</p>	<p>Inclusion team PP champion</p>	<p>January 2017 April 2017 July 2017</p>
	<p>Targeted extended school places</p> <p>Extra curricular activities – provide clubs e.g. Cricket Football Basketball Athletics Children taking part in Children's University (activities and graduation) Dance Tag rugby</p>	<p>Past experience has shown us that through providing targeted places before and after school, children's attendance and attitudes to learning have improved.</p> <p>Enhanced social skills, through participation and interactions with other children in school and across school. Children understand that talents and skills developed and used through the activities impact on learning in class, their general wellbeing and self-confidence.</p>	<p>Places provided in Breakfast club for PP children (free breakfast) and Home learning club after school.</p> <p>Learning mentors to support home learning so that children can access support from TA and use of ICT equipment to complete homework.</p> <p>Archers and team to provide range of fitness and sports activities for KS2 and KS1 during lunchtimes and after school.</p> <p>Learning mentors provide extra-curricular activities for groups and individuals.</p>	<p>PE leader/Senior Learning mentors</p>	<p>January 2017 April 2017 July 2017</p>

	Assertive mentoring	Mentoring has been highlighted in the EEF toolkit as having a positive impact on progress.	All Y6 children to have assertive mentoring. PP children through school targeted for assertive mentoring.  Set up individual mentoring sessions with pupils to discuss their learning, provide quality feedback and develop clear , next steps for improvement.	Inclusion team Y6 teachers	February 2017 July 2017
	Developing pupils as enablers		Children have a range of monitor and mentor opportunities to apply for throughout school.  Learning mentors to train pupils in role to develop confidence, self-esteem and to develop pupils as leaders.	Inclusion team	February 2017 July 2017
	Engagement in learning and widening experiences	Contribute to the raising of progress and attainment for pupil premium pupils in each year group. To broaden the children's artistic/creative experiences with practical, hands on experiences to enhance their class based learning.  Outdoor learning experiences, especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit)	Provide life style initiatives e.g. Fun to cook  Provide a range of themed days /weeks e.g. aspirations day/Spanish day etc.  Teachers to discuss and plan visits from different places e.g. Range of people from different professions (aspirations day) Secondary school links Fire Brigade Police Librarian Theatre companies etc.  Subsidising the cost of school visits, residential visits or visitors into school to enhance the curriculum	SLT/Teachers/C urriculum lead	February 2017 July 2017
	Subsidise cost of subscription to online learning systems to support pupil learning at home.	The EEF toolkit has been used to select some interventions such as digital learning.	Provide a range of online learning systems e.g. education city, my maths, accelerated reader to improve engagement within school and with home learning and to improve attainment.	ICT lead/Teachers	February 2017 July 2017

	Provision of Y6 home learning booster revision books.		All PP children in Y6 to receive study books in literacy and numeracy.	Y6 teachers	December 2016 March 2017
<b>Total budgeted cost</b>					<b>18,000</b>

The total figure exceeds our Pupil Premium income (-3880) but this reflects the fact that some Non-Free School meal pupils also benefit from some of the above. The above does not represent an exhaustive list of provisions made which benefit Free School Meals (and those entitled to PP) pupils but is a reflection of the nature of our financial expenditure to ensure that all pupils thrive during their time at Hucklow Primary School.

### Impact of Pupil Premium Spending 2016 - 2017

The School's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop strategies and interventions to promote improvement.

The impact of interventions is analysed half termly as assessment data is gathered and input. Further strategies are put in place if an intervention is not having the desired impact.

In 2016-2017 we will use a range of data to analyse impact of spending:

End of KS1 and KS2 data

Phonics outcomes

EYFS data

Current attainment and progress data

Intervention analysis

Outcomes of observations, work scrutiny, learning walks

Pupil questionnaires

Stakeholder feedback