

Pupil premium strategy statement for East Hunsbury Primary School

1. Summary information					
School	East Hunsbury Primary School				
Academic Year	2020-2021	Total PP budget	MS = £51075 SU = £20140	Date of most recent PP Review	October 2020
Total number of pupils	418	Number of pupils eligible for PP	55 = 13.2%	Date for next internal review of this strategy	March 2021

2. Current attainment		
	<i>Pupils eligible for PP End of year data for 2019 WITHOUT SU</i>	<i>National Average for All Pupils</i>
% achieving EXP in reading, writing and maths	64%	65%
% achieving EXP in reading	73%	73%
% achieving EXP in writing	83%	78%
% achieving EXP in maths	73%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(NB : A, B and C are all interlinked and directly affect/influence one another)</i>		
A.	Lack of background knowledge and experiences e.g. visiting places <i>(links to B and F also)</i>	
B.	Poor oracy skills and limited vocabulary	
C.	Lack of exposure to books, rhymes and literature	
D.	Insecure number sense and not being able to move through CPA processes in order to reason and work with variation	
External barriers		
E.	Low attendance	
F.	Emotional, social and physical wellbeing including diet and sleep.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	An increase in participation of extra-curricular activities alongside exposure to experiences outside of the classroom.	Children will have more experiences to draw upon in their daily lives. They will have attended more and participated in additional activities.

	<ul style="list-style-type: none"> Children will participate in extra-curricular experiences, visits and workshops. <p>Children will have the opportunity to take part in activities such as: Forest Schools, to learn a Musical instrument, Science Outside the classroom and RSC workshops etc to broaden their knowledge and experiences outside of the classroom.</p>	
B	<p>An increase vocabulary and ability to communicate and express themselves clearly.</p> <p>Children will experience more opportunity to overlearn and consolidate key vocabulary throughout the curriculum.</p> <p>Teachers will consciously and purposely plan for the learning and teaching of Tier 1 and 2 words across the curriculum and through QfT support children to acquire the vocabulary.</p> <p>Oracy and vocabulary enrichment will be prioritised in the teaching methodologies that underpin the reading and writing curriculum.</p> <p>Where necessary, children will participate in targeted intervention focussed on developing oracy and conversational skills by trained practitioners.</p> <p>Children will receive high quality phonics teaching and when appropriate be exposed to pre-and post-learning.</p>	<p>Children will acquire more vocabulary and this will be evident in their:</p> <ul style="list-style-type: none"> day to day conversations written work reading attainment (comprehension and phonics) and contribution to dialogic discussion ability to express themselves access to new learning in the classroom
C	<p>Children develop positive reading attitudes, read widely, confidently and frequently.</p> <p>Children will be taught a well sequenced reading and writing curriculum that is based on utilising high-quality literature.</p> <p>Children will have access to: phonics books which match their attainment, a wide variety of reading for pleasure books, regular access to the class (and school Covid permitting) library, class novel.</p> <p>Where appropriate, children will attend a bookclub and be heard read regularly by an adult in school.</p> <p>Teachers will understand their children as readers and become, where necessary, their significant reader.</p>	<p>Children see themselves as readers and have a positive reading attitude.</p> <p>Their reading scores are at least expected in phonics and comprehension.</p> <p>Children attend book clubs and targeted interventions as necessary.</p> <p>Children can talk about books well.</p>
D	<p>Children have a better understanding of number and can use the knowledge to problem solve and reason with more accuracy.</p> <p>Children will have a better understanding of number and be able to manipulate concrete resources in order to move through and work with pictorial and eventually abstract concepts.</p> <p>Children's gaps in mathematical knowledge are reduced and teachers consider carefully the substantive and declarative knowledge that children need in order for them to accelerate progress.</p>	<p>Children's mathematical progress and attainment will increase.</p> <p>They will have more knowledge to draw upon when applying to other mathematical areas.</p>
E	<p>Children attend school.</p> <p>Children's attendance is monitored carefully and steps put in place to improve attendance by ascertaining the root cause of any issues.</p>	<p>Children's attendance increases and is at least 97%+</p> <p>Through parent surveys and communication families show that they feel supported and work in partnership with the school to overcome and barriers that could impeded their child's attendance.</p>

	Families feel supported by the school and understand why attendance is vital to their child's educational success.	
F	<p>Pupils' emotional and physical health improves and is not a barrier to their learning.</p> <p>School works in close partnership with families and external agencies to improve the children's physical and mental well-being beyond the school day.</p>	Children's emotional and physical well-being improves and is not a barrier to their learning.
<p>Additional Information</p> <p>This strategy has been written in conjunction with the East Hunsbury Catch-Up funding strategy. Therefore, where the balance of one area may seem low compared to another, it may be that the catch-up strategy is fulfilling the need.</p> <p><i>The EEF (Education Endowment) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action. Red shows the impact in months from research of our chosen activity.</i></p>		

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?
An increase vocabulary and ability to communicate and express themselves clearly.	<p>Implement and resource a new writing curriculum that places oracy at the heart.</p> <p>Implement and resource a new reading curriculum that is underpinned by dialogic talk.</p> <p>Embed the teaching of vocabulary across the curriculum.</p> <p>Reduce the variation in teaching within phonics – teach in mixed attainment classes.</p>	<ul style="list-style-type: none">o In-school datao Reflections from Pupil Progress Meetingso Discussions with well-being team and teachers <p>EEF Phonics (+4 months)</p> <p>EEF Reading comprehension strategies (+6 months)</p> <p>EEF state that ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. ‘</p> <p>EEF 2019‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils ‘</p> <p>Evidence provided in Bringing Words Alive & Closing the Vocabulary gap by Alex Quigley</p> <p>E. D. Hirsch, Jr. [2013]</p> <p>30 million word gap (Betty Hart and Todd R. Risley. (2003)</p>	<p>Built into action plans and English strategy</p> <p>Led by team and held to account by Governors.</p> <p>Tight monitoring, review and evaluation systems</p>	English Team	<p>Half termly</p> <p>Pupil progress meetings</p> <p>Team meetings</p> <p>Data drops</p>

		<p><i>Spencer, M, Quinn, JM & Wagner, RK 2014, Specific reading comprehension disability: Major problem, myth, or misnomer</i></p> <p><i>Becker [1977]; Beimiller and Slonim [2001]; Clegg et al [2009];</i></p> <p><i>Hart and Risley [1995, 2003]</i></p> <p><i>EFF Improving Literacy documents</i></p> <p><i>"The Matthew Effect," Stanovich's (1986) application of Matthew, 25:29</i></p>			
<p>Children develop positive reading attitudes and they read widely and frequently.</p>	<p>Implement and resource a new reading curriculum that ensures a wide range of literature is read and taught e.g. taking into consideration Doug Lemov's 5 Plagues of Reading and our wider community.</p> <p>Introduce book clubs, including, reading gladiators where necessary.</p> <p>Children are heard read frequently by an adult in school.</p> <p>Children are assessed against the SVOR regularly.</p>	<ul style="list-style-type: none"> ○ In-school data ○ Reflections from Pupil Progress Meetings ○ Discussions with pastoral team and teachers <p>OECD research</p> <p>OU Research Rich Pedagogies</p> <p>EFF Improving Literacy</p> <p>EFF reading aloud Story Time</p> <p>Scholastic You Gov Survey</p>	<p>Built into action plans and English strategy</p> <p>Led by team and held to account by Governors.</p> <p>Tight monitoring, review and evaluation systems.</p> <p>Through data tracking and pupil surveys.</p>	<p>English Team</p>	<p>Half termly</p> <p>Pupil progress meetings</p> <p>Team meetings</p> <p>Pupil voice / surveys</p> <p>Data Drops</p>
<p>Children have a better understanding of number and can use the knowledge to problem solve and reason with more accuracy.</p>	<p>Training and staff development will be provided for all teachers on the mastery approach including assessment, using small steps and the ping-pong strategies.</p> <p>Pre- and post-teaching will be planned for.</p> <p>Introduction of Learning Teams.</p> <p>Coaching and mentoring model introduced for</p>	<ul style="list-style-type: none"> ○ In-school data ○ Reflections from Pupil Progress Meetings ○ Discussions with well-being team and teachers ○ Work with Trust Lead ○ Work with specialise maths HLTA 	<p>Built into action plans and Maths strategy</p> <p>Led by team and held to account by Governors.</p> <p>Tight monitoring, review and evaluation systems.</p> <p>Minutes from the Learning Team meetings</p>	<p>Maths Team</p>	<p>Half termly</p> <p>Pupil progress meetings</p> <p>Team meetings</p> <p>Data Drops</p>
Total budgeted cost					£7000

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?
An increase vocabulary and ability to communicate and express themselves clearly.	<p>Introduce more opportunities for children to talk and chat e.g. chatty café, during forest school activities.</p> <p>Introduction of Learning Teams</p> <p>Pre- and post-learning of key vocabulary e.g. Tier 1 and 2 words in order to access learning.</p>	<i>As above in Quality teaching for all.</i>	<p>Built into action plans and English strategy</p> <p>Led by team and held to account by Governors.</p> <p>Tight monitoring, review and evaluation systems</p> <p>Monitoring of the intervention grids.</p> <p>Minutes from the Learning Team meetings</p>	English Team	<p>Half termly</p> <p>Pupil progress meetings</p> <p>Team meetings</p>
Children develop positive reading attitudes and they read widely and frequently.	<p>Book clubs</p> <p>Reading Gladiator (for HA)</p> <p>Introduction of reading ambassadors</p> <p>Increased amount they are heard read.</p> <p>Access to a diverse and well sequenced reading 'scheme.'</p> <p>Reading books, where necessary provided.</p>	<p><i>As above in Quality teaching for all</i></p> <p>EEF research indicates that one to one and small group work which is well matched to specific children can be of particular</p>	<p>Built into action plans and English strategy</p> <p>Led by team and held to account by Governors.</p> <p>Tight monitoring, review and evaluation systems</p> <p>English lead meeting half termly with children.</p> <p>Intensive monitoring and tracking of PP data across the school.</p>	English Team	<p>Half termly</p> <p>Pupil progress meetings</p> <p>Team meetings</p> <p>Data drops</p>

<p>Children have a better understanding of number and can use the knowledge to problem solve and reason with more accuracy.</p>	<p>Pre- and post-teaching to enhance QfT</p> <p>Interventions planned on gaps in learning and necessary skills required to manipulate knowledge. E.g.</p> <ul style="list-style-type: none"> • NTS Shine intervention resources • Numicon Breaking Barriers • Teacher designed using the 8-week intervention planner. <p>Tech equipment and online maths subscriptions such as:</p> <ul style="list-style-type: none"> ○ Numicon overcoming barriers ○ SATs booster (online programme) ○ Numbots (online programme) <p>Use of maths HLTA specialist for targeted support</p>	<p>Through data and question level analysis, number sense is an area that children are finding a barrier to their progression.</p> <p>Evaluations from learning walks and external reviews.</p> <p>Tech equipment and online subscriptions will allow children to complete work at home as well as during extra sessions in school.</p> <p>Ongoing maths training in maths will ensure teacher's subject knowledge is up to date and secure which will benefit all vulnerable learners.</p> <p>EEF research indicates that one to one and small group work which is well matched to specific children can be of particular</p>	<p>Built into action plans and Maths strategy</p> <p>Led by team and held to account by Governors.</p> <p>Tight monitoring, review and evaluation systems</p> <p>Intensive monitoring and tracking of PP data across the school.</p> <p>Monitoring of the intervention grids.</p> <p>Minutes from the Learning Team meetings</p>	<p>Maths Team</p>	<p>Half termly</p> <p>Pupil progress meetings</p> <p>Team meetings</p> <p>Data drops</p>
<p>Total budgeted cost</p>					<p>£9600</p>
<p>iii. Other approaches</p>					
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>An increase in participation of extra-curricular activities alongside exposure to experiences outside of the classroom.</p>	<ul style="list-style-type: none"> • Access to a wide range of experiences and activities outside of the classroom including trips, clubs and opportunities such as Forest School. • Part funding music tuition 	<p>Targeted Interventions matched to specific students can be effective to raise well-being, emotional regulation and self-esteem and so impact upon learning outcomes.</p> <p>Arts participation (+3 months – EEF Toolkit)</p> <p><i>The Sutton Trust recommends that schools' pupil premium money could be</i></p>	<p>Trained practitioners will deliver the activities.</p> <p>Monitored by PP lead</p> <p>Tracked through PP provision map</p>	<p>KP as PP lead</p>	<p>Termly</p>

		<p><i>used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</i></p> <p>Sports participation (+3 months – EEF Toolkit)</p>			
Children attend school	<ul style="list-style-type: none"> • Support with uniform and resources • Working with Behavioural Support lead on targeted interventions 1:1 nurture as required • Close work with Family Support Worker on an individual family and child basis. • Tighter monitoring and the erection of an attendance team (to include KP, DB and KN) 	<p>Attendance has a direct impact on outcomes and we need to ensure the children are in school for us to teach them effectively.</p> <p><i>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</i></p>	<p>Through the monitoring and communication from the attendance team</p> <p>Working with trained practioners e.g. Family support worker and Behavioural lead</p> <p>Target pupils identified and interventions in place to ensure they attend school and are punctual.</p>	<p>Attendance team</p> <p>Well-being Team</p>	<p>Half termly attendance meetings.</p> <p>Weekly attendance figures.</p> <p>PP children will be at least in light with the National Average for attendance.</p>
Pupils' emotional and physical health improves and is not a barrier to their learning.	<ul style="list-style-type: none"> • Access to targeted interventions with Behaviour Support Mentor • Family Support Worker and DSLs where necessary work, in close partnership with families and external agencies to improve the children's physical and mental well-being beyond the school day. • Opportunities such as: <ul style="list-style-type: none"> ○ Yoga ○ Relax kids ○ Forest Schools ○ Red Beast ○ Drawing & Talking ○ Transporters ○ Lego Therapy ○ 1:1 support/mentoring from BSL ○ 1:1 support/mentoring from FSW ○ Anxiety interventions 	<p>Targeted Interventions matched to specific students can be effective to raise well-being, emotional regulation and self-esteem and so impact upon learning outcomes.</p> <p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behaviour interventions +3 months (EEF Toolkit)</p>	<p>Through regular monitoring and weekly DSL meetings with pastoral team.</p> <p>Tracked through PP provision map.</p> <p>Boxhall Profiling</p> <p>Forest School - custom made tracking sheet based on Leuven's Scale of well-being and engagement.</p> <p>Regularly meetings with SENCo.</p>	<p>Safeguardin g team</p> <p>Family support worker</p> <p>Behavioural lead</p> <p>SENCO</p>	<p>Half termly / weekly monitoring reviews.</p>

	<ul style="list-style-type: none"> • Food and meals • SU learning taken into the community minibus trips • Occupational Health support • Speech and Language Support 				
Ensure who school is focused on the PP children and their specific needs and the implementation of any strategy can be monitored and the impact ascertained.	<ul style="list-style-type: none"> • Create a PP Provision Map which enables close monitoring and tracking of children's opportunities, access and needs. • Create a PP group – could be linked to the DSL and well-being team that regularly meet to monitor engagement, opportunity, progress and impact of the PP children. • Training for staff on pupil premium needs 	<p>Following the analysis of external and internal PP reviews, tracking and evaluating impact is an area which needs strengthening and seen as good practice.</p> <p>This will ensure that following we are regularly reviewing what works and taking swift, appropriate action to address any issues.</p> <p>All Pupil Premium children will receive close monitoring and learning experiences suited to their needs.</p>	<p>Regular meetings to discuss individual PP children and adjust the provision as and when necessary to achieve maximum impact.</p> <p>Minutes from meetings.</p> <p>Reports to the Trust and Governors.</p>	KP	Ongoing, reviewed at least half termly.
Total budgeted cost					£48,471.56

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk