

Pupil Premium Strategy Statement – Hunloke Park Primary School



Summary information					
School	Hunloke Park Primary School				
Academic Year	2021-22	Total PP budget	£61,730	Date of most recent PP Review	June 2021
Total number of pupils	251	Number of pupils eligible for PP	43	Date for next internal review of this strategy	July 2022

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% year 6 pupils (July 2021) achieving expected standard in reading, writing and maths combined – 4 pupils Non-reportable data due to Covid 19	75%	
% on track for end of Key Stage expectations in reading	71.4%	
% on track for end of Key Stage expectations in writing	57%	
% on track for end of Key Stage expectations in maths	57%	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	SEND: 36% of children in receipt of PP are also on the SEN register, 53% of these children are also in receipt of GRIP funding or have an EHCP.
B.	32.6% of the pupils in receipt of PP have either previously been in care (PLAC) or are currently in care (LAC)
C.	Low vocabulary skills including linking vocabulary to meaning, Speech and Language difficulties and Social communication difficulties

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children with additional needs receive further targeted intervention both in and out of the classroom to tackle specific barriers to learning.	PP pupils with SEN increase rates of progress. This will reduce the gaps in knowledge and understanding in order to move closer to being on track towards end of year targets
B.	The social, emotional and behavioural needs of PP pupils that have previously been or are currently 'Looked After' are met through nurture provision.	Pupils involved have increased self-esteem and confidence, helping them to access the curriculum making accelerated rates of progress.
C.	Systematic teaching of vocabulary development across school to enable PP children to recognise, manipulate and use a wider range of vocabulary across the curriculum.	% of PP pupils on track to reach end of key stage expectations in reading and writing increases and diminishes the difference with those of their non PP peers.

4. Planned expenditure						
Academic year	2021-22					
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?	Expected cost
C	Strategic planning of vocabulary acquisition across the curriculum. The aim would be to include the vocabulary in literacy, guided reading and topic lessons.	Research demonstrates gaps in vocabulary already established for pupils in low income households before primary education. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum.	Monster phonics Neli Tier 1-3 words displayed in all classrooms	IS	January 2022 and July 2022	£700 £3000
A	Teaching assistant support for pupils with SEN or who needs additional support to access of the national or early year's curriculum.	In large classes (KS2 class sizes 35, 35, 23, 22, 33) where a number of pupils struggle to process instructions and information, having an extra adult to support within the learning environment is beneficial.	SIP team to research use of TA's Provision mapping Learning walks Data review SEN reviews Deep dives	JM/FHB	January 2022 and July 2022	£22,175

B	Zone of regulation to be introduced for pupils to learn self-regulation skills.	A research based programme delivered to all classes to support pupils self-regulation that will in turn help them to focus in lessons	SIP team to establish use of Zone of Regulation Regular reviews of pupils emotional well-being. Decrease in behaviour incidents for PP pupils. Staff meeting records	CW	July 2022	
	Pro-Act SCIPr techniques to be used to avoid escalations of unacceptable behaviour.	A systematic, researched approach for de-escalation – school staffed trained by the behaviour support service.		JM		
Total budgeted cost					£25,875	
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?	
A + C	Out of class interventions: - Inference reading booster - Precision teach – spelling and vocabulary - CatchUp literacy - Daily read (for pupils that don't read at home) - Speech and language therapy - Ist class@number - Maths boosters - Phonics interventions - Maths boosters (Y6)	Additional targeted support to address the specific needs of eligible pupils in order to reduce GAPs, tackle barriers to learning and accelerate progress. Staff deployed are experienced with a proven record of success with the detailed interventions. Strategies will be shared with class teachers to provide maximum sustained impact on PP pupils. A significant number of PP pupils also have additional needs that create a barrier to accelerating rates of progress.	Intervention evidence Data collection Learning walks One-page profiles Provision mapping Reading ages Sandwell tests	JM	Jan 2022 April 2022 July 2022	£17,185
						£300
B	Qualified staff to support the nurture of eligible pupils through: - Positive Play - ELSA - Lego therapy - Forest schools	Self-esteem and confidence of the pupils are enhanced as they are given the opportunity to talk about their feelings. Social and emotional well-being will be improved which can provide children with strategies and confidence to tackle barriers and seek appropriate support in the classroom.	Provision mapping Boxall profiles Completed intervention questionnaires SEN reviews Teacher reviews	JM	Jan 2022 April 2022 July 2022	£3170 £2540 £635 £3170
Total budgeted cost					£27,000	

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?	
Safeguarding/Early help of PP pupils	Use of P4YP (early help service) for PP families if necessary	The MAT service is no longer available in Derbyshire. We pay into P4YP who provide an Early Help service and pastoral support for our school, which is accessible to all including PP families.	Early Help referrals TAFs Report to governors	JM	Gov meetings – termly	£6200
To give all pupils equal opportunities to access clubs, trips and residential visits whilst attending Hunloke Park	25% discount on residential visits and trips when requested by the PP family. Clubs and music lessons to be paid for where appropriate in order to enhance a pupils education.	It is important for all pupils to feel included by a school community and to be able to access the same opportunities as their non-PP peers.	Office staff aware of discounts etc.	JM	July 2022	£2655
Total budgeted cost					£8,855	

5. Review of expenditure				
Previous Academic Year		January 2022 July 22		
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
PP children with additional needs receive further targeted intervention both in and out of the classroom to tackle specific barriers to learning. The social, emotional and behavioural needs of PP pupils that have previously been or are currently 'Looked After' are met through nurture provision. Systematic teaching of vocabulary development across school to enable PP children to recognise, manipulate and use a wider range of vocabulary across the curriculum.	Teaching assistant support for pupils with SEN or who needs additional support to access of the national or early year's curriculum. Zone of regulation to be introduced for pupils to learn self-regulation skills. Pro-Act SCIPr techniques to be used to avoid escalations of unacceptable behaviour. Monster phonics Neli Tier 1-3 words displayed in all classrooms	See PP support plan and SEN provision map – altered after PPM's See table below, See data below Zones of regulation used within an action research project. Presentation of results given to staff and governors ready for roll out for all classes. Has not been needed this term. Sanction procedure needs to be written which includes links to physical intervention. Y2 – 75% of pupils passed phonics assessment in Autumn 2 Tier 1-3 words now up in all classrooms Neli pupils assessed and have started the 20 week programme. 74% GLD including pupils attending NELI Reading Y6 data – 78.1%	We need a blanket nurture provision for PP pupils that are PLAC/LAC and separate those who also have SEN. Wellbeing lead and senior mental health lead appointed and attending specific training. In class learning behaviours are very good with all teachers now using kagan and zones of regulation. 'Zones' Materials to be shared with parents for use at home. Subject monitoring has led to improvements in how the tier words are used and added too to ensure consistency of importance throughout school. Neli to be completed for another year as it has been somewhat inconsistent with cover needed due to covid staff absence etc.	
ii. Targeted support				

Desired outcome		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
PP children with additional needs receive further targeted intervention both in and out of the classroom to tackle specific barriers to learning. Systematic teaching of vocabulary development across school to enable PP children to recognise, manipulate and use a wider range of vocabulary across the curriculum. The social, emotional and behavioural needs of PP pupils that have previously been or are currently 'Looked After' are met through nurture provision. Safeguarding/Early help of PP pupils To give all pupils equal opportunities to access clubs, trips and residential visits whilst attending Hunloke Park	Out of class interventions: - Inference reading booster - Precision teach – spelling and vocabulary - CatchUp literacy - Daily read (for pupils that don't read at home) - Speech and language therapy - Ist class@number - Maths boosters - Phonics interventions - Maths boosters (Y6) Qualified staff to support the nurture of eligible pupils through: - Positive Play - ELSA - Lego therapy Forest schools Use of P4YP (early help service) for PP families if necessary 25% discount on residential visits and trips when requested by the PP family. Clubs and music lessons to be paid for where appropriate in order to enhance a pupils education	See data below And PPM proforma's See data below And PPM proforma's Ongoing support for vulnerable children. See governor report for amount of families accessing Early Help and social care support and differing levels. No considerable behaviour concerns currently, all children who are on site are entering well in the morning. Very few trips have taken place due to covid. 25% discount for upcoming residential in the spring and summer terms.	Interventions assessed and changed appropriately after PPM meetings discussed. See updates provision maps SEN and PP. Parent Pledge Proforma to be designed and ready for approval at the next Gov's meeting – Sep 22 The selling section of catch up literacy isn't giving us the progress desired. Lexia Package bought for Sep 22. Doodle maths online package bought for Sep 22 to support maths catch up. Emotional literacy still a considerable issue, Zones of regulation has now ended the research phase for our SIP team and will be rolled out throughout all year groups. Sanctions procedure being written to ensure consistent approaches for children after general behaviour management approaches. Carry this on next year, it has helped out a number of families to enable their children to attend residential and trips this term.	

6. Additional detail

January 2022 data

	Reading		Writing		Maths	
	ARE or above	Expected progress	ARE or above	Expected progress	ARE or above	Expected progress
Y1	60%	60%	80%	100%	60%	100%
Y2	33.3%	66.7%	33.3%	55.5%	44.4%	66.7%
Y3	33.3%	33.3%	33.3%	33.3%	50%	50%
Y4	40%	60%	40%	60%	40%	80%
Y5	22.2%	44.4%	44.4%	44.4%	66.7%	66.7%
Y6	42.9%	57.1%	42.9%	57.1%	42.9%	42.9%

July data

	Reading		Writing		Maths	
	ARE or above	Expected progress	ARE or above	Expected progress	ARE or above	Expected progress
Y1	60%	80%	20%	60%	40%	100%
Y2	33.3%	66.7%	33.3%	55.6%	44.4%	55.6%
Y3	33.3%	16.7%	33.3%	33.3%	50%	16.7%
Y4	80%	80%	60%	80%	80%	80%
Y5	55.6%	66.7%	44.4%	33.3%	33.3%	55.6%
Y6	71.4%	57.1%	57.1%	42.9%	57.1%	14.3%

End of year progress data in categories

	Broadly Expected Progress across core subjects	Broadly better than expected across core subjects
Pupil Premium	82.4%	29.4%
PP+ SEND and SEND + LAC/PLAC	47%	5.8%
PP + Homelife	88.8%	23.5%
PLAC/LAC	37.5%	12.5%
Service Children	100%	0%