

Pupil Premium Strategy Statement – Hunloke Park Primary School



Summary information					
School	Hunloke Park Primary School				
Academic Year	2020-21	Total PP budget	£42,950	Date of most recent PP Review	June 2020
Total number of pupils	251	Number of pupils eligible for PP	34	Date for next internal review of this strategy	July 2021

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% year 6 pupils (July 2019) achieving expected standard in reading, writing and maths combined	N/A due to Covid 19	
% on track for end of Key Stage expectations in reading	N/A due to Covid 19	
% on track for end of Key Stage expectations in writing	N/A due to Covid 19	
% on track for end of Key Stage expectations in maths	N/A due to Covid 19	

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: 18% of children in receipt of PP are also on the SEN register, 75% of these children are also in receipt of GRIP funding. 33% of KS2 PP pupils are also SEND.
B.	36% 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	2020-21				
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?
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.	Introduction of Monster Phonics as a way to teach through a multi-disciplinary approach. The programme will also be used as an intervention for the pupils who do not pass phonics by the end of year 2.	IS	January 2021 and July 2021
A	Teaching assistant support for pupils with SEN to support the access of the national or early year's curriculum.	In large classes (average class size 30, 33 in Y6) where a number of SEN pupils struggle to process instructions and information, having an extra adult to support within the learning environment is beneficial.	Provision mapping Lesson observations Learning walks Data review SEN reviews	JM	January 2021 and July 2021

B	Mindfulness and relaxation techniques to be taught as part of our PE and PSHE curriculums.	Social and emotional well-being improved which can provide children with strategies and confidence to tackle curriculum barriers and seek appropriate support in the classroom.	SIP team to review and re-write behaviour policy. Regular reviews of pupils emotional well-being. Decrease in behaviour incidents for PP pupils. Staff training records Long term planning documents on website.	CW	July 2021
	Pro-Act SCIPr techniques to be used to avoid escalations of unacceptable behaviour.	Review and re-write of behaviour policy. A systematic, researched approach for de-escalation – school staffed trained by the behaviour support service.		JM	
Total budgeted cost					£15,000
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?
A + C	Out of class interventions: - Inference reading booster - Precision teach – spelling and vocabulary - Turnabout – working memory intervention - CatchUp literacy - Daily read (for pupils that don't read at home) - Speech and language therapy - 1st class@number - Maths boosters - Catch up/ tutor programmes	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 Teacher reviews Learning walks One-page profiles Provision mapping Reading ages Sandwell tests	JM	Jan 2021 April 2021 July 2021
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 2021 April 2021 July 2021

Total budgeted cost					£25,950
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
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 2021
Total budgeted cost					£2000

5. Review of expenditure				
Previous Academic Year				
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
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

6. Additional detail

--