

## Hinguar Primary School and Nursery 3 Year Pupil Premium Strategy plan 2021-2024

### SUMMARY INFORMATION

#### Pupil premium strategy

At Hinguar Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Achieving, Caring and Respecting with Confidence.

### CURRENT PUPIL INFORMATION (October 2021)

Total number of pupils (R-Y6):	241	Total pupil premium budget, plus COVID recovery premium funding:	£58,765,00 + £6,525
Number of pupils eligible for pupil premium:	54	Amount of pupil premium received per child:	£1,345 + 1 x £2,300- £800 Held by Virtual School (LAC)

### COHORT INFORMATION

CHARACTERISTIC:	NUMBER IN GROUP	PERCENTAGE OF GROUP
PP Boys	30	56%
PP Girls	24	44%
SEN support	12	22%
EHC plan	0	0%
EAL	2	4%

## Assessment data

EYFS					
	Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
				2017/18	2018/19
Good level of development (GLD)	19/20 20/21 Due to COVID-19 no results collected			75%	80%

YEAR 1 PHONICS SCREENING CHECK				
Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
			2017/18	2018/19
	19/20 20/21 Due to COVID-19 no results collected		75%	100%

END OF KS1					
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years	
		School average	National average	2017/18	2018/19
% achieving expected standard or above in reading, writing and maths	19/20 20/21 Due to COVID-19 no results collected			70%	75%
% making expected progress in reading	19/20 20/21 Due to COVID-19 no results collected			100%	75%
% making expected progress in writing	19/20 20/21 Due to COVID-19 no results collected			33%	75%
% making expected progress in maths	19/20 20/21 Due to COVID-19 no results collected			75%	75%

END OF KS2					
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		PP Data from previous years	
		School average	National average	2017/18	2018/19
% achieving expected standard or above in reading, writing and maths	19/20	20/21 Due to COVID-19 no results collected		71%	100%
% making expected progress in reading	19/20	20/21 Due to COVID-19 no results collected		86%	100%
% making expected progress in writing	19/20	20/21 Due to COVID-19 no results collected		71%	100%
% making expected progress in maths	19/20	20/21 Due to COVID-19 no results collected		86%	100%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	96% (2019 – National) Good attendance during COVID time – PP children	2021 Autumn Term 1 <sup>st</sup> half is low 92.7% One pupil DV social care involved. 2 pupils medical reason – school nurse involved.

## LONG-TERM PLAN (3 YEAR TIMESCALE):

### Key Priorities: 1

To identify and fill the gaps in prior learning. Gaps are identified and targeted through Quality First Teaching and bespoke interventions (A, B including COVID Catch Up)

*The Sutton Trust's report (2011) states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.*

*The NFER report on Supporting Attainment of disadvantaged pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.*

### Key Priorities: 2

To raise the percentage of disadvantaged children achieving above age -related expectations in all year groups across the curriculum (C and E)

*National Literacy Trust 'Reading for Pleasure – a research overview' 2006 '—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.'*

*The EEF recognise that reading comprehension strategies can improve learning by an additional 5 months across the school year.*

### Key Priorities: 3

Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn Parents work collaboratively with the school. (D & E)

*EEF research evidence suggests parental and community involvement programs are often associated with reported improvements in school ethos or discipline Harris and Goodall (DfE Research) concluded that parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant.*

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

- A. A low-starting points on entry into the EYFS. Speaking, listening, and understanding skills in Reception are lower for pupils eligible for PP than for other pupils. This leads to lower starting points on the National Curriculum for Reading, Writing and Maths in KS1.
- B. Gaps in prior learning due to missed education following the COVID outbreak
- C. Social and Emotional needs have a detrimental effect on their academic progress, these children need are met on the SEND register.
- D. Financial constraints can provide life limited experiences and opportunities to access extracurricular activities and raise aspirations and expectations.
- E. High numbers of children and families face challenges with mental health and wellbeing including daily experiences. A number of families supported historically or currently by Social Care. Parents need support from school to help them to support their children’s learning at home.

OUTCOMES		
	Desired outcomes and how they will be measured	Success Criteria
A.	To improve speech and language skills in EYFS and KS1 to further develop literacy and oracy for future learning	Pupils make progress in achieving age related expectations in CLL and PSED
B.	To identify and fill the gaps in prior learning in all year groups. Gaps are identified and targeted through interventions/QFT Pupils make accelerated progress from their starting points.	An increased number of pupils meet age related expectations in R/W/M. Gaps between PP and NPP pupils are reduced over time
C.	Pupils with SEND make improved progress from individual starting points linked to their ISP SEMH outcomes.	Individual PP pupils with SEMH have made good progress from starting points in line with their ISP target.
D.	Children to have high aspirations and prepare for success for all aspects of their future.	Pupils have a good understanding of the opportunities available to them and strive to achieve their best
E.	Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn Parents work collaboratively with the school.	Parental engagement and interactions with school and children are positive Parents have increased knowledge and understanding of supporting children at home. Pupils are motivated and ready to learn.

**PRIORITY 1** To identify and fill the gaps in prior learning. Gaps are identified and targeted through Quality First Teaching and bespoke interventions (A, B including COVID Catch Up)

Objectives	Actions to be taken	Research evidence basis	Resources needed	Progress indicators	Impact
<p>To ensure effective high-quality everyday personalised teaching for all PP pupils.</p>	<p>Staff training based on Quality First Teaching (COVID Catch Up)                      Bespoke CPD Opportunities Course selected using evidence of effectiveness.                      Feedback to staff on courses attended to share good practice and new initiatives</p>	<p>Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. The EEF Toolkit states there is clear evidence that it is more beneficial for areas like writing.</p>	<p>Use staff meetings to deliver training. Lessons from training embedded in classroom practice</p> <p>£2,400</p>	<p>Good practice observations within school staff</p>	<p>PP pupils make accelerated progress from their starting points.</p>



<p>Pupil Premium Strategy To ensure all staff have a clear understanding of the Pupil Premium Grant and the needs within their classes.</p> <p>To track and monitor progress and attainment of PP children across the school. To ensure strategy report is completed and funding is allocated and spent effectively to ensure progress.</p>	<p>Pupil Premium Review Days to ensure that early identification for pupils supports their learning and progress</p> <p>Dedicated Pupil Premium Co-Ordinator to oversee the strategy report and review spend and impact.</p>	<p>Targeted pupils will benefit from targeted interventions matched to own needs. This personalised programme has proven to be effective in previous years and outcomes have been very good</p>	<p>Academy Committee have a dedicated PP link and are proactive in ensuring development and progress of disadvantaged pupils</p> <p><i>No additional costs through staff budget.</i></p>	<p>PP lead will provide regular reviews to HT on the funding allocation and strategy report PP Lead to attend any relevant updates and training based on the PP funding Staff training to keep abreast of new information</p>	
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<p>Reading To raise the attainment in pupils achieving age related expectations in Reading.</p> <p>Writing To raise the attainment in pupils achieving age related expectations in Writing.</p> <p>To support the development of writing and enable children to become independent writers</p> <p>To clearly monitor and track progress in Maths from individual starting points.</p>	<p>To provide training and resources to support comprehension of reading and the teaching of reading</p> <p>Dedicated Teacher to provide high quality interventions in KS2.</p> <p>Dedicated HLTA – High Level Teaching Assistant to provide high quality interventions for all Premium Pupils</p> <p>Specific interventions for support staff through LSA training</p> <p>Writing for purpose is evident in classes</p> <p>Whole school assessment</p> <p>Year 5/6 LSAs trained to deliver math catchup</p>	<p>To teach a more challenging curriculum in the primary years, research supports evidence-based teaching alongside developing mastery (Department of Education, 2015, p89). This involves building a solid foundation in maths and quantitative skills. Research demonstrates these skills can be transformational for future generations in their social, cultural and educational settings (National Numeracy for everyone, for life, 2016).</p>	<p>£14,000</p> <p>£18,000</p> <p>SENCO allocated budget</p> <p>£32,000</p>	<p>Termly monitoring of Accelerated Reader data Pupil Voice to monitor engagement in Reading Parent voice through surveys and questionnaires Data analysis showing progress in Reading across the school</p> <p>Monitor the quality of teaching writing</p> <p>Writing progress monitored through samples at the beginning and end of the year</p> <p>Clear identification of areas to develop for individual pupil’s interventions for Math</p>	
<p>For identified gaps in learning to be addressed</p>	<p>Various interventions to be provided, based on the individual needs of pupils’. Some of the students need targeted support to catch up.</p>	<p>The NFER report on Supporting Attainment of disadvantaged pupils’ states that schools who identify pupils underachieving and plan to target these pupils do well.</p>	<p>The EEF toolkit indicates that targeted interventions matched to children’s needs can be effective.</p> <p><i>No additional costs through staff budget.</i></p>	<p>Ensure identification of target pupils is tracked and monitored. Progress will be checked half termly. Class Teachers</p>	



**PRIORITY 2 - To raise the percentage of disadvantaged children achieving above age -related expectations in all year groups across the curriculum (C and E)**

Objectives	Actions to be taken:	Research evidence basis	Resources needed	Progress Indicators	Impact
<p>Parental Engagement</p> <p>To develop positive reading behaviours between children and their families and in still a love of reading from an early age.</p>	<p>Library club Reading competitions FRED Project Community reading</p>	<p>Pupils need to be ready to learn. EEF Toolkit research suggests interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The support of the pastoral team has proven to impact on pupils' achievement and progress in class.</p>	<p>FRED £500 Rewards £200  £700  £1400</p>	<p>Data analysis shows an increased number of pupils achieving age related expectations Pupil voice showing engagement in Reading Parent feedback from workshops and reading sessions</p>	
<p>Pupil Progress meetings will be used effectively.</p>	<p>Release time and termly PP review meetings</p>	<p>The NFER report on Supporting Attainment of disadvantaged pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.</p>	<p><i>No additional costs through staff budget</i></p>	<p>Ensure identification of target pupils is tracked and monitored. Data analysis and half termly pupil progress reviews will be used effectively</p>	

<p>Support the development of spoken language, including vocabulary and sentence structure.</p>	<p>Specialist S&amp;L Teacher and LSA (NN, RB) to work with targeted children in reception and KS1</p>	<p>The WELCOMM / Eklan / Talk Boost Programme / ICAN used as tools for interventions Early intervention for identified children will help children develop the skills necessary to overcome barriers to learning.</p> <p>Pupils will benefit from more adult support at the earliest stages of their school life. The EEF Toolkit suggest that on average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. Year on year the additional support in the early years has ensured an upward trend in progress and</p>	<p><i>No additional costs through staff budget.</i></p>	<p>Timetable of support monitored Progress and outcomes monitored Specialist T/LSA's in the Early Years. – DHT</p>	
<p>Pupil Progress meetings will be used effectively.</p>	<p>Release time and termly PP review meetings</p>	<p>The NFER report on Supporting Attainment of disadvantaged pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.</p>	<p><i>No additional costs through staff budget</i></p>	<p>Ensure identification of target pupils is tracked and monitored.</p>	
<p>SEND Pupils make progress from their starting points  Increased outcomes for SEN pupils</p>	<p>Dedicated SENCO SEND Action Plan Bespoke Assessments for referred pupils in school Training programme for all support staff supporting SEND</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>SEN trained staff implement intervention/support programmes. Progress will be checked half termly.  <i>No additional costs through staff budget</i></p>	<p>Data analysis to show progress from starting points.</p>	

**PRIORITY 3 - Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn Parents work collaboratively with the school. (D & E)**

Objectives	Actions to be taken:	Research evidence basis	Resources needed	Progress Indicators	Impact
<p>Curriculum Enrichment</p> <p>To increase pupil and parental engagement in learning, through the development of the curriculum, including workshops and bespoke sessions.</p>	<p>Enhanced Healthy School's Award project participation</p> <p>Subsidy of trips</p> <p>Visitors and additional curriculum events to motivate, enhance and engage learning</p> <p>Growth Mindset</p> <p>Well-Being Advocate</p> <p>PHSE lessons</p> <p>Assemblies</p> <p>£6000</p>	<p>The EEF Toolkit suggests parental involvement is consistently associated with pupils' success at school but developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation. Impact from support provided last year shows barriers to learning have lessened, more parental support and family engagement. Pupils were able to focus on their learning.</p> <p>Pupils' horizons will be broadened and they will learn more about culture, history, geography and the world they live in.</p>	<p>Performance and plays (virtual)</p> <p>£4000</p> <p>Trip Subsidy - £2000</p> <p>£6000</p>	<p>PP parents engage further in school activities and have the knowledge and understanding of how to support their children in home learning</p> <p>Working towards and achieving Enhanced Healthy School status can help schools further develop parental engagement</p> <p>Increased attendance at parents Consultations</p> <p>Increased attendance at events</p> <p>Positive feedback from parents</p>	

