

Pupil premium strategy statement

1. Summary information					
School	Huntley C of E Primary School				
Academic Year	2020-21	Total PP budget	£6725	Date of most recent PP Review	09/2020
Total number of pupils	92	Number of pupils eligible for PP	5	Date for next internal review of this strategy	04/2021

2. Current attainment						
SEPTEMBER 2020 DATA (year 1-6 data)	Pupils eligible for PP (your school)			Pupils not eligible for PP		
	R	W	M	R	W	M
% achieving ARE or above in reading, writing and maths	3/5 60%	3/5 60%	3/5 60%	47/77 61%	35/77 45%	44/77 57%
% making steady or good progress in reading	-			-		
% making steady or good progress in writing	-			-		
% making steady or good progress in maths	-			-		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Gaps in curriculum due to home schooling
B.	Low self esteem
C.	Reading skills below ARE– comprehension skills need further development / Phonics not secure
External barriers (issues which also require action outside school, such as low attendance rates)	
	Home engagement

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps in curriculum knowledge have been identified and there is progress in filling them	<ul style="list-style-type: none"> PP children to make expected or better progress PP tracked closely on INSIGHT

		<ul style="list-style-type: none"> • Intervention in place for those PP children who are not working at ARE or who are not making expected progress • Personalised targets for writing, reading and maths, providing children with their next steps • 1:1 and small group interventions- Catch up and reading comprehension • Feedback and marking provides children with clear next steps • Gaps in subject knowledge to be tracked using on-going assessment
B.	PP children are happy to come to school and has increased self esteem	<ul style="list-style-type: none"> • Attendance is good and children are happy to come into school • Professional support is accessed if required. • PP children are confident to join on class and extra- curricular activities
C.	PP children make expected or better progress	<ul style="list-style-type: none"> • PP children to make expected or better progress • PP tracked closely on INSIGHT • Intervention in place for those PP children who are not working at ARE or who are not making expected progress • Personalised targets for writing, reading and maths, providing children with their next steps • 1:1 and small group interventions- Catch up and reading comprehension • Feedback and marking provides children with clear next steps • Gaps in subject knowledge to be tracked using on-going assessment

5. Planned expenditure					
Academic year	2018-2019				
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?
Improved resilience skills for PP children in KS2	Tracking for vulnerable children.	Impact of social and emotional groups tracked and individual targets set	Tracking to be monitored to ensure impact.	EC	Term 2,4 and 6
Gaps in maths subject knowledge to be closed to ensure children make expected or better progress To ensure that reading skills are developed to ensure children make expected or better progress	Staff release time to ensure that planned time is given to out interventions in place. Use of do it, twist it and deepen it in maths. Guided reading – new whole class teaching. Skills based approached Staff meetings termly looking at differentiation in reading, writing and maths and other curriculum areas.	Differentiation across the curriculum ensures all learning is personalised Personalised intervention using formative assessment to close gaps in subject knowledge. Gaps to be reviewed the personalised interventions to be planned.	Thorough use of INSIGHT tracking to ensure any gaps are identified. Work scrutiny to monitor application of intervention targets across the curriculum. SL to monitor planning and children's work to ensure specific gaps are targeted and that targets are SMART.	EC EC/SB	Term 2, 4 and 6 Term 2,4 and 6
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?
Improved resilience and self confidence for PP children in KS2	Weekly reflexology sessions Specific PSHE teaching around growth mindset. Pay for child to attend drama club to develop self-esteem and confidence	Children need targeted support to develop resilience. A more persistent attitude will lead to greater success and help children 'bounce back' from challenging situations. They need to feel confident in themselves in order to face challenges and succeed.	Strengths and weakness questionnaire used to monitor. Talking to the pupils and staff to look at development of resilience,	EC	Term 3 and 6

Gaps in reading, writing and maths subject knowledge to be closed to ensure children make expected or better progress	Personalised intervention for 1:1 and small groups.	Children needed targeted support to close gaps in subject knowledge, Gaps are identified and interventions are planned to close them.	Interventions are planned after identification of needs. Monitoring of children's work	All teachers	Every 6 weeks
Total budgeted cost					£
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?
Improved resilience for PP children in KS2 More awareness of positive mental health and how to look after your own mental health.	Work around mental health as a whole school to understand what it is and how to promote good mental health	Being aware of their own mental health and having strategies to deal with poor mental health will enable children to deal better with life.	Talking to the pupils and staff to look at understanding of mental health That during pupil progress meetings, giving up easily, will not be a barrier to learning.	EC	On- going
Total budgeted cost					3000

6. Review of expenditure

Previous Academic Year

2017-2018

Pupil Premium used for	Amount (£)	Summary of intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...'
New reading materials purchased for Y4/5 to challenge more able children and support LA Also to support whole class guided reading. – whole class copies of texts.	£600	For Y4/5 for the class and school library	. To offer a wider choice of books to develop reading skills for HA and also a sideways approach for LA offering range to consolidate before moving on.	Reading records- home school links Reading and talking about books with other children and adults in school.	SATs 100% reading achieved. Good progress made by all PP children over the last two terms. 1 PP child achieved Gold reading challenge
Small group comprehension intervention Catch up English to be continued	£300	Small group intervention to support comprehension	To improve comprehension skills linked to coverage in guided reading	Reading assessment Reading age record. Application of skills in guided reading	There has been Improvement in reading comprehension evident in guided reading sessions and through assessment.
Running of small Maths and English groups in Y6	£1620 towards cost.	Mornings 15 children in small group. 1:1 sessions within those at timetabled times.	To help fill in gaps in knowledge and to work during assembly times to consolidate subject learning.	Assessment .Outcomes of daily objectives.	Good progress recorded in reading and mathematics. Increased pupil confidence.