

# Pupil Premium Strategy Statement



1. Summary information					
School	Hunnyhill Primary School				
Academic Year	2016-17	Total PP budget	£104,860	Date of most recent PP Review (internal)	Dec 16
Total number of pupils	335	Total number of pupils eligible for PP	89	Date of next internal review of this strategy	April 17

2. Current attainment (End of Summer 2016)					
Key Stage 2 (Data from Raise online Oct 16)		Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP (National)	Pupils not eligible for PP (National)
% working at the expected standard or above in reading		40	42	52.4	71.5
% working at the expected standard or above in writing		60	77	63.5	77.4
% working at the expected standard or above in maths		30	46	56.9	75
% working at the expected standard or above in GPS		30	42	60.5	77.4
% working at the expected standard or above in reading, writing and maths (combined)		30	27	38.5	59.4
Average progress score in reading, writing and maths	R	-3.93	-3.79	-0.8	0.3
	W	-4.04	-4.11	-0.4	0.0
	M	-6.40	-5.60	-0.6	0.2
		(-4.79 overall)	(-4.5 overall)	(-0.6 overall)	(0.2 overall)
The average scale score in reading and maths	R	97.9	99.2	99.8	103.8
	M	99.6	97.6	100.6	104.0

Key Stage 2 (School data Dec 2016)	Pupils eligible for PP	Pupils not eligible for PP
% working at the expected standard or above in reading	68	79
% working at the expected standard or above in writing	64	76
% working at the expected standard or above in maths	64	76
% working at the expected standard or above in GPS	60	79
% working at the expected standard or above in reading, writing and maths (combined)	50	68

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> (issues to be addressed in school)		
A.	Reading attainment – The least gap in achievement compared to non PP and the highest progress score- albeit from low scores.	
B.	Writing attainment – Despite the progress being better than non PP the progress score is very low.	
C.	Maths attainment – The area of lowest progress score and biggest gap from non PP.	
D.	Combined attainment – Low combined score for PP and non PP.	
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)		
E.	Attendance for PP <b>2015- 2016</b> Y6= 94.6% Y2= 95.79% Whole Score = 94.26% <b>2016 – Jan 17'</b> Y6= 92.95% Y2= 94.92% Whole Score= 93.17%	
F.	Aspirations of pupils are low and is the impact of living in a mixed social area.	
<b>4. Desired Outcomes</b> (Desired outcomes and how they will be measured)		<b>Success criteria</b>
A.	<p>Reading attainment – Using the interactive Raise and removing 3 higher needs pupils; 57% of pupils achieved the standard, this is above national disadvantaged 53%. Our desired outcome is to continue to raise outcomes above national.</p> <p>Raise data shows poor performance of pupils working at a higher standard. Our desired outcome is to improve using data from previous starting points as a measure.</p>	<p>Improve the outcomes in Reading KS2 2017 test.</p> <p>Pupil progress meetings across all year groups show progress in pupils 'on track' and 'Exceeding/higher standard' in reading.</p>
B.	<p>Writing attainment - Data analysis show grammar, punctuation, spelling and handwriting are areas we need to improve performance, especially for previously lower attaining pupils.</p> <p>Raise data shows poor performance of pupils working at a higher standard. This is an area to improve and using data from previous starting points as a measure.</p>	<p>Improve the outcomes in GPS test in KS2 2017 test.</p> <p>Pupil progress meetings across all year groups show progress in pupils 'on track' and 'Exceeding/higher standard' in writing.</p>
C.	<p>Maths attainment – Using the interactive Raise and removing 3 higher needs pupils; 43% of pupils achieved the standard, this is below national disadvantaged 57%. Our desired outcome is to raise outcomes above national.</p> <p>Raise data shows poor performance of pupils working at a higher standard. This is an area to improve and using data from previous starting points as a measure.</p>	<p>Improve the outcomes in maths test in KS2 2017 test.</p> <p>Pupil progress meetings across all year groups show progress in pupils 'on track' and 'Exceeding/higher standard' in maths.</p>

D.	<p>Combined attainment – Using the interactive Raise and removing 3 higher needs pupils; 43% of pupils achieved the standard, this is above national disadvantaged 37%. Our desired outcome is to raise outcomes in line with other pupils nationally.</p> <p>Raise data shows poor performance of pupils working at a higher standard. This is an area to improve and using data from previous starting points as a measure.</p>	<p>Improve the outcomes in the combined subjects in KS2 2017 test.</p> <p>Pupil progress meetings across all year groups show progress in pupils ‘on track’ and ‘Exceeding/higher standard’ in combined subjects.</p>
E.	<p>Attendance - Analysis of attendance shows PP pupils in year 6 and whole school did not meet the school target of 95.6%. Our desired outcome is to raise school attendance in line with the school target.</p>	<p>Improve attendance in line with 2016-17 school target 96%.</p>
F.	<p>Aspirations – Pupil voice has shown low aspiration in gaining higher level qualifications and careers.</p> <p>Our desired outcome is to raise pupil aspirations.</p>	<p>Pupil voice is demonstrating a greater aspiration in future qualifications and careers.</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-2017 £104,860</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To continue to raise reading outcomes above national.	<p>Hants English advisor</p> <p>Coaching &amp; mentoring staff. CPD</p> <p>Purchase literacy texts.</p> <p>Author visit day</p>	<p>Hants advisors to support subject leads.</p> <p>Coaching and mentoring staff to support pedagogy and learning. Training / courses to keep up to date with new curriculum</p> <p>Texts have had positive outcome in Hants schools.</p> <p>Inspiring pupils to read</p>	<p>Pupil progress meetings with a focus on PP pupils.</p> <p>Performance management reviews.</p> <p>Lesson observations which will lead to further CPD.</p>	<p>TM</p> <p>NB</p>	<p>Half termly data points will show PP number and % of pupils at ARE.</p>

	Intervention	Identified pupils from pupil progress meetings. Rhythm Time for EYFS pupils to promote rhymes, songs and interaction.			
To improve performance in GPS and handwriting, especially for previously lower attaining pupils.	Interventions  Newchurch Y5/6 More Able workshops  CPD  Promote writing with visitors.  Intervention	Implement new handwriting scheme Implement new Spelling programme Both shown positive outcome in Hants schools.  Collaboration with other schools.  Development day – Writing Implement text rich literacy focus.  Promote literacy and raise the profile. Host IOW literary festival Data as a whole school shows boys writing needs to be a focus. Visitors to inspire boys.  Identified pupils from pupil progress meetings.	Book scrutiny       % pupils achieving a higher standard. Discussions in Pupil progress meetings.    Increased % of boys achieving writing ARE.	TM NB	Half termly data points will show PP number and % of pupils at ARE.
To raise maths outcomes above national.	Hants maths advisor  CPD  Newchurch Y5/6 More Able workshops	Hants advisors to support subject leads.  Coaching and mentoring staff to support pedagogy and learning.  Collaboration with other schools.	Pupil progress meetings with a focus on PP pupils.  Performance management reviews.	RA LC NB	Half termly data points will show PP number and % of pupils at ARE.  Regular book scrutiny.  Lesson observations which will lead to further CPD.

	1to1 maths  Resources  Intervention	Diagnostic 1to1 conferencing – Teacher / TA to gap fill and secure basics.  Resources / areas needed for improvement– Problem solving cards / bar models / concrete resources.  Identified pupils from pupil progress meetings.	PUMA maths results analysis  Lesson observations		
To improve reading, writing, maths and combined pupils achieving a higher standard using data from previous starting points as a measure.	Hants advisors  Mentoring  Pupil data analysis  Y6 action plan	Hants advisors to support subject leads. Coaching and mentoring staff to support pedagogy and learning. Pupil ‘flight paths’ to be created to show the individual pupils journey from previous learning points. Targets can be set for KS2 Y6 action plan to address needs within the cohort and previous outcomes.	Pupil progress meetings with a focus on PP pupils.  Actions achieved and impact measured.	TM RA LC NB	Half termly data points will show PP number and % of pupils at ARE.  Regular book scrutiny.  Lesson observations which will lead to further CPD.  Review of actions in the action plan.
<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To raise pupil aspirations.	Careers day  Growth mind set ELSA	Pupils have an introduction to careers and the skills and qualifications needed. Inviting graduates in to talk about their experiences and their journey. Growth Mind-set – Carol Dweck’s work has proven having a growth mind set not only raises attainment but aspirations.	Range of careers represented. Pupil feedback.  Pupil feedback Observations Book look	NB	Pupil Voice

	Clubs / activities  Residential trips	ELSA sessions raise self-esteem. Previous sessions have shown pupils raised self-esteem. Increased participation in school / healthy activities / music tuition / opportunities.  Giving pupils different experiences that they may not normally have access to.			
To raise school attendance in line with the school target.	Promote independence  Celebration  Working with families  Before school club	The purchase of watches / clocks will make the Y6 pupils more independent. Attendance days will raise the profile and reward good punctuality and attendance. Previous focus initiatives have shown a rise in punctuality and attendance. Attendance vouchers as an incentive reward.  SAM 'School Attendance Matters' meetings to support families. Previous meetings held have shown success for some families. Extended services / family co-ordinator to support families.  'Early Bird' reading club to encourage reading and encourage pupils to be in school early.	TA lead on attendance and reports sent to SLT and governors.  Meetings held and impact shown. CWR to lead.	NB TA  CWR	Monthly attendance monitoring.