

# Pupil premium strategy statement (primary)

| 1. Summary information        |                               |   |  |   |        |
|-------------------------------|-------------------------------|---|--|---|--------|
| <b>School</b>                 | Hempshill Hall Primary School |   |  |   |        |
| <b>Academic Year</b>          | 2019-20                       | <b>Total PP budget</b>                  | £157,212<br>£1320 per child<br>£1900 LAC | <b>Date of most recent PP Review</b>                  | n/a    |
| <b>Total number of pupils</b> | 403                           | <b>Number of pupils eligible for PP</b> | 112                                      | <b>Date for next internal review of this strategy</b> | Mar 20 |

| 2. Current Attainment 2019                                     |  |          |         |         |  |         |         |          |  |         |         |          |
|--|--|----------|---------|---------|--|---------|---------|----------|--|---------|---------|----------|
|  | Pupils eligible for PP<br>(our school) |          |         |         | Pupils not eligible for PP<br>(our school) |         |         |          | All Pupils National<br>(progress KS1 – KS2 given as non-PP figure) |         |         |          |
| % achieving GLD  | 57                                     |          |         |         | 66   |         |         |          | 72   |         |         |          |
| % passing Y1 Phonics check                                     | 100                                    |          |         |         | 91   |         |         |          | 82   |         |         |          |
| % achieving EXS or above in KS1<br>(national figures for 2018) | Re: 72                                 | Wr: 61   | Ma: 78  |         | Re: 75                                     | Wr: 70  | Ma: 73  |          | Re:75  | Wr: 70  | Ma: 76  |          |
| % achieving GDS in KS1<br>(national figures for 2018)          | Re: 22                                 | Wr: 17   | Ma: 11  |         | Re: 20                                     | Wr: 15  | Ma: 15  |          | Re: 26   | Wr: 16  | Ma: 22  |          |
| % EXS or above KS2   | Re: 57                                 | Wr: 67   | Ma: 86  | Comb:51 | Re: 79                                     | Wr: 87  | Ma: 92  | Comb: 70 | Re :73   | Wr: 78  | Ma: 79  | Comb: 65 |
| % GDS or above KS2<br>(national figures for 2018)              | Re: 10                                 | Wr: 14   | Ma: 14  | Comb: 4 | Re: 18                                     | Wr: 26  | Ma: 23  | Comb: 12 | Re: 28   | Wr: 20  | Ma: 24  | Comb: 10 |
| Progress measure KS1 to KS2 (2018)                             | Re: 2.9                                | Wr: -1.4 | Ma: 3.6 |         | Re: 1.5                                    | Wr: 1.3 | Ma: 2.6 |          | Re: 0.3  | Wr: 0.2 | Ma: 0.3 |          |
| Attendance 2018-19   | 93.62%                                 |          |         |         | 94.34% (all pupils)                        |         |         |          | 96%  |         |         |          |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |   |
|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| <b>A.</b>   | Progress of PP chn is often slower than non-PP chn  |
| <b>B.</b>   | Poor speech and language skills on entry impact on acquisition of early phonic and reading skills   |
| <b>C.</b>   | A large proportion of PP chn have social, behavioural and emotional issues which impact on progress |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>D.</b>   | Attendance  |

#### 4. Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
|-----------|--|---|
| <b>A.</b> | Gap between PP (school) and non PP continues to narrow year-on-year  | Internal data shows attainment gap between PP & Non-PP is narrowing in all year grps<br>KS1-KS2 progress measure shows PP chn progress is better than Non-PP progress |
| <b>B.</b> | PP children make rapid progress in speaking  | Gap between PP and non-PP (speaking) narrowed entry to end of EYFS. Continues to narrow through to Y1 (phonics test)  |
| <b>C.</b> | Improvement in confidence and self-esteem of PP chn. PP chn more likely to 'push themselves' in lessons and increase in HA PP chn achieving GDS at KS1 & KS2 | Gap between PP(school) and non-PP (national) achieving GDS is narrowed KS1 & KS2  |
| <b>D.</b> | Increased attendance for identified PP chn.  | PP attendance in line with all. Reduction in PP PAs   |

## Planned expenditure Academic year 2019/20

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 attainment of PP children             | Metacognition- learning to learn/child led learning<br>Feedback sessions  | High impact low cost from EEF toolkit, fits with actions already identified in SIP   | SIP monitoring including governors,<br>Data analysis<br>Monitoring of PP feedback sessions<br>Pupil Questionnaires   | Ruth Bond              | Termly   |
| PP chn making better progress than their peers | Regular feedback sessions with PP children (at least 3/week)<br>Targeted questioning during input/ whole class sessions<br>Carefully chosen interventions | EEF toolkit supports feedback model.<br><br>Most experienced staff working directly with PP children<br><br>Adapt in line with EEF toolkit, following intervention audit | Observations of feedback sessions<br>Timetables will show identified feedback slots (checked by SLT)<br>Book scrutiny<br><br>Intervention tracker and Pupil progress dialogues | Class teachers and TAs | Termly<br>Monitored by<br>EYFS: HC/SB<br>KS1: HR/ RB<br>Y3/4: EG/ RB<br>Y5/6: JM/ JW |
| Increased awareness of PP attainment           | Staff appraisal targets include a specific target for PP group  | Class % for children meeting ARE allows PP children to 'slip through the net year on year.   | Pupil progress dialogues   | Ruth Bond/ Jon Wright  | Termly   |
| PP children taught by strongest teachers       | Analysis of groupings   | Internal audit<br>Suggestions within SIA report  | Impact of Tara?<br>Class organisation – check planning for target/ focus grp. Who is TA working with?<br>Lesson observations   | Ruth Bond              | Termly   |
| <b>Total budgeted cost</b>                     |   |  |  |                        | £52, 212   |

### 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? |
|--------------------------|---|---|--|-------------------------------|--------------------------------------|
| Close the gap in Y6      | Additional teacher<br>Booster groups<br>Feedback and catch up teaching      | Analysis of internal data<br>EEF                    | Tracking and monitoring particularly for small groups. Looking at year on year data for individual PP children | Jon Wright<br>Ruth Bond       | Termly                               |
| Close the gap in phonics | Amend teaching of groups so skilled teachers teach most challenging groups. | Suggestions within SIA report. Phonics results 2017 | PP make accelerated progress in both F2 and Y1   | Hannah Rushton<br>Sally Dakin | Termly                               |

|   |   |   |  |  |   |
|---|---|---|--|--|---|
| To ensure a higher proportion of PP chn are making expected progress in writing in EYFS | Amend timetable to allow more direct teaching of writing<br>Adjustments to learning environment to support writing  | Suggestions from SIA report<br><br>Internal audit of PP provision   | Data analysis<br>Pupil progress meetings   |  |   |
| <b>Total budgeted cost</b>  |   |   |  |  | £50,000                                     |
| <b>iii. 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> |
| Increased ability to learn  | Nurture Grps  | Increased self-esteem, raised aspirations, removing barriers to learning  | Improved monitoring, check targets are set and monitored for all chn in nurture grps   | P Lydon,<br>R Bond   | End of each term                            |
| Improved attendance   | Attendance awards<br>Earlier and more robust challenge in writing<br>Individualised provision for persistent absentees<br>Free breakfast provision for identified PP chn (low attendance) | EEF<br>Attendance will directly affect progress.  | Esther to monitor through SIMs<br>Print out<br>Meetings with PA to suggest strategies<br>Invites to breakfast for low attenders. | Esther<br>Horsley &<br>Karen<br>Gregg/<br>Sally<br>Dakin     | Each half term                              |
| Increased enrichment  | Pay for all trips and residential visits<br>Music tuition<br>PE kits<br>Free book at Book Fair  | Enable pupils to access the same opportunities as their peers<br><br>Encourage a love of reading outside of the classroom | Pupil & parent interviews<br><br>Pupil feedback  | Esther<br>Horsley &<br>Ruth bond<br><br>S. Dakin &<br>N. R-P | July 20                                     |
| <b>Total budgeted cost</b>  |   |   |  |  | £55, 000                                    |

## 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    |
|---|---|--|---|---------|
| <p>Improved attainment for PP chn.</p> <p>PP chn to make better progress than their non-PP peers.</p> | 1:1 and small grp PP feedback sessions delivered to all PP chn by class teachers. | <p>See tables below:<br/> <u>Table 1. PP progress 2019 vs PP progress 2018</u><br/>                     F1 PP progress in 2019 was lower due to the additional needs of this cohort. PP feedback sessions have not been appropriate for F1</p> <p><u>Table 2. 2019 PP progress vs progress of ALL pupils</u><br/>                     Overall PP chn compared favourably to 'all pupils' in writing and maths. With the exception of Year 3, progress of PP pupils in reading was not as high as progress for 'all pupils' in reading.</p> | <p>Investigate the possibility of F1 PP feedback sessions in order to accelerate progress. Ensure PP chn clearly identified in F1</p> <p>PP feedback sessions have been successful in writing and maths</p> | £40,000 |

### 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    |
|---|------------------------|--|---|---------|
| <p>Close the gap in Y6</p> <p>Close the gap in phonics</p> <p>To ensure a higher proportion of PP chn are making expected progress in writing in EYFS</p> |                        | <p>Gap between PP and non-PP chn has been reduced in reading, writing, maths and GPS from 2018 to 2019 (see table 3)</p> <p>Year 1 phonics gap between PP and non-PP reduced from 18% to 9%</p> <p>100% of PP chn made at least expected progress in 2019 in writing at EYFS (compared to 93% of non-PP chn)</p> | <p>PP feedback sessions have been successful in writing and maths- this should be extended to reading next academic year</p> <p>Continue targeted phonics support</p> | £58,000 |

### iii. Other approaches

| 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           |
|--|---|--|---|----------------|
| <p>Widen experiences for PP pupils</p> <p>PP pupils are more ready to learn</p> <p>Improve attendance for PP pupils<br/>PP chn (21%) have &lt;90% attendance</p> | <p>Offer to fund the cost of all school trips for pupils entitled to PP funding</p> <p>Provide nurture grps and SEAL for identified PP (&amp; non PP chn)</p> <p>Attendance awards<br/>Earlier and more robust challenge in writing<br/>Individualised provision for persistent absentees<br/>Free breakfast provision for identified PP chn (low attendance)</p> | <p>PP pupils attended all school trips</p> <p>SEAL grps proved successful and helped ALL children's 'ability to learn'</p> <p>Percentage Attendance 2018-19:<br/>All pupils 94.34% vs PP 93.62%</p> <p>Lateness 2018-19:<br/>49% of all pupils have 0% lates vs 41% of PP pupils</p> | <p>Continue. Also consider funding for PE kit and offering wider range of activities from outside providers (e.g. Rock Steady) for PP pupils</p> <p>Continue to offer nurture grps. Also ensure staff are using PP feedback sessions to help PP pupils be more 'ready to learn'</p> <p>Attendance continues to be a concern. Introduction of fines to be implemented (in line with other NCC schools)</p> | <p>£65,000</p> |

## 6. Additional detail

| DISADVANTAGED progress year on year |            | Reading         |                           | Writing         |                           | Maths           |                           |
|-------------------------------------|------------|-----------------|---------------------------|-----------------|---------------------------|-----------------|---------------------------|
|                                     |            | <u>expected</u> | <u>More than expected</u> | <u>expected</u> | <u>More than expected</u> | <u>expected</u> | <u>More than expected</u> |
| <b>F1</b>                           | 2018       | 97              | 53                        | 94              | 56                        | 97              | 53                        |
|                                     | 2019       | 56              | 22                        | 67              | 11                        | 78              | 44                        |
|                                     | Difference | -41             | -31                       | -27             | -45                       | -19             | -9                        |
| <b>F2</b>                           | 2018       | 82              | 36                        | 82              | 36                        | 91              | 36                        |
|                                     | 2019       | 100             | 83                        | 100             | 83                        | 100             | 83                        |
|                                     | Difference | +18             | +47                       | +18             | +47                       | +9              | +47                       |
| <b>Year 1</b>                       | 2018       | 78              |                           | 83              |                           | 94              |                           |
|                                     | 2019       | 78              | 11                        | 100             | 22                        | 100             | 22                        |
|                                     | Difference | 0               |                           | +17             |                           | +6              |                           |
| <b>Year 2</b>                       | 2018       | 79              | 42                        | 64              | 29                        | 86              | 29                        |
|                                     | 2019       | 82              | 47                        | 82              | 35                        | 94              | 53                        |
|                                     | Difference | +3              | +5                        | +18             | +6                        | +8              | +24                       |
| <b>Year 3</b>                       | 2018       | 78              | 17                        | 67              | 11                        | 83              | 22                        |
|                                     | 2019       | 100             | 45                        | 91              | 18                        | 91              | 55                        |
|                                     | Difference | +22             | +28                       | +24             | +7                        | +8              | +33                       |
| <b>Year 4</b>                       | 2018       | 80              | 5                         | 85              | 0                         | 85              | 10                        |
|                                     | 2019       | 88              | 19                        | 63              | 25                        | 94              | 31                        |
|                                     | Difference | +8              | +14                       | -22             | +25                       | +9              | +21                       |
| <b>Year 5</b>                       | 2018       | 85              | 40                        | 75              | 30                        | 80              | 35                        |
|                                     | 2019       | 90              | 10                        | 95              | 38                        | 95              | 10                        |
|                                     | Difference | +5              | -30                       | +20             | +8                        | +15             | -25                       |
| <b>Year 6</b>                       | 2018       | 71              | 43                        | 67              | 48                        | 100             | 76                        |
|                                     | 2019       | 85              | 25                        | 89              | 32                        | 75              | 35                        |
|                                     | Difference | +14             | -18                       | +22             | -16                       | -25             | -41                       |

**Table 1**

| PROGRESS TABLE |                    | Reading         |                           | Writing         |                           | Maths           |                           |
|----------------|--------------------|-----------------|---------------------------|-----------------|---------------------------|-----------------|---------------------------|
|                |                    | <u>expected</u> | <u>More than expected</u> | <u>expected</u> | <u>More than expected</u> | <u>expected</u> | <u>More than expected</u> |
| F1             | 2019 ALL pupils    | 72              | 28                        | 72              | 17                        | 86              | 44                        |
|                | 2019 DISADVANTAGED | 56              | 22                        | 67              | 11                        | 78              | 44                        |
|                |                    | -16             | -6                        | -5              | -6                        | -8              | 0                         |
| F2             | 2019 ALL pupils    | 94              | 69                        | 94              | 63                        | 98              | 92                        |
|                | 2019 DISADVANTAGED | 100             | 83                        | 100             | 83                        | 100             | 83                        |
|                |                    | +6              | +14                       | +6              | +20                       | +2              | -9                        |
| Year 1         | 2019 ALL pupils    | 95              | 18                        | 98              | 27                        | 89              | 16                        |
|                | 2019 DISADVANTAGED | 78              | 11                        | 100             | 22                        | 100             | 22                        |
|                |                    | -17             | -7                        | +2              | -5                        | +11             | +6                        |
| Year 2         | 2019 ALL pupils    | 91              | 65                        | 86              | 39                        | 93              | 61                        |
|                | 2019 DISADVANTAGED | 82              | 47                        | 82              | 35                        | 94              | 53                        |
|                |                    | -9              | -18                       | -4              | -4                        | +1              | -8                        |
| Year 3         | 2019 ALL pupils    | 91              | 13                        | 87              | 7                         | 96              | 24                        |
|                | 2019 DISADVANTAGED | 100             | 45                        | 91              | 18                        | 91              | 55                        |
|                |                    | +9              | +32                       | +4              | +11                       | -5              | +31                       |
| Year 4         | 2019 ALL pupils    | 89              | 14                        | 79              | 18                        | 89              | 25                        |
|                | 2019 DISADVANTAGED | 88              | 19                        | 63              | 25                        | 94              | 31                        |
|                |                    | -1              | +5                        | -16             | +7                        | +5              | +6                        |
| Year 5         | 2019 ALL pupils    | 93              | 21                        | 95              | 31                        | 95              | 10                        |
|                | 2019 DISADVANTAGED | 90              | 10                        | 95              | 38                        | 95              | 10                        |
|                |                    | -3              | -11                       | 0               | +7                        | 0               | 0                         |
| Year 6         | 2019 ALL pupils    | 88              | 20                        | 83              | 28                        | 85              | 24                        |
|                | 2019 DISADVANTAGED | 85              | 25                        | 89              | 32                        | 75              | 35                        |
|                |                    | -3              | +5                        | +6              | +4                        | -10             | +9                        |

**TABLE 2**



|                | <b>reading</b> | <b>GPS</b> | <b>writing</b> | <b>maths</b> |
|----------------|----------------|------------|----------------|--------------|
| <b>2018-19</b> | 36             | 33         | 24             | 33           |
| <b>2019-20</b> | 22             | 13         | 21             | 7            |

**Table 3- PP vs non-PP gap end of KS2**