



Hopping Hill Primary School

Pupil premium strategy statement 2019-20

1. Summary information				
Academic Year	2019-20	Total PP budget inc LAC/Post LAC	£148,660	Date for next internal review of this strategy July 2020
Total number of pupils eligible for Pupil premium	114	Number of pupils eligible for PP plus	7 (6 currently on roll, 1 LAC, remainder are post lac)	

2. Current attainment Key stage 2 2019 21 out of 60 pupils	20/19	19/20
% achieving expected level in reading, writing and maths	71%	N/A
% achieving expected level in reading	76%	N/A
% achieving expected level in Writing	85%	N/A
% achieving expected level in Maths	86%	N/A

3. 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.	32% of pupils who are pupil premium eligible also have social care. Early help involvement	
B.	Speaking and listening skills on entry in school are significantly below non pupil eligible	
C.	Free school meal children arriving late in school missing key introductions to lessons	
D.	External factors such as low incomes, lack of outdoor space, low self-esteem, low aspirations have led to a cycle of children following similar patterns to adults in their family. Lack of experiences beyond the home means they have little imagination to draw upon which impacts on reading and writing	
E.	Lack of reading beyond school	
F.	Poor emotional resilience, self-regulation skills effect behaviours and willingness to accept challenge.	
G.	Lack of effort to do beyond the minimum in all aspects of school, many pupils are lethargic and passive in their learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reduced incidents of lateness for PP children	PP children to have attendance above 90% with no more than 5% late
B.	Increased achievement for disadvantaged children.	PP cohort achieve academic outcomes in line with Local and national data
C.	Improved attitudes towards self and increased self-esteem.	PHSE curriculum to support self-esteem and well being Focused specific assemblies Sharing of PSHE resources between home and school Lunch time nurture group to support well being Children retain more friendships Children use coping strategies to stop a situation escalating. Children learning to accept and deal with failure and then moving forward to succeed. Improved self-esteem.
D.	Increased involvement in extra-curricular activities and wider school life	Core offer of free after school club in addition to homework, maths and English skills. Pupils attendance tracked
E.	Increased engagement from parents to support reading at home	All parents to attend TLC Reading 3 times weekly

5. Planned expenditure						
Academic year		2019-2020				
Expenditure						
Uniform : 2 x families on special guardian orders £200						
1 free after school club per child weekly £2,000						
Breakfast club provision £1,000						
Staffing allocations 1 TA per year group						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Nov 2020 review
PP children's reading (including phonics), writing and maths improves in line with non-pp children and disadvantaged children have full access across the curriculum.	Children will receive extra weekly reading. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Phonics provision to be monitored to ensure sessions are engaging and purposeful. Books will be celebrated and enjoyed in school. The English curriculum will continue to be enhanced to ensure engagement and	When children read daily/weekly, their reading improves as does their acquisition of language and vocabulary. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed using individual targets. Phonics will be encouraged as a strategy to reading in the classroom when appropriate. Books will be on display in the classrooms and work on the walls will show the children's interest in books.	Pupil progress meetings will review intervention given and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk about the author they are celebrating and learning about.	SLT Class teacher	Within staffing PP allocations Intervention reading £250 Reading books £500	All reading areas were developed by CTs Daily reading slots and promotion of reading by all staff. Reading was included in all phonics sessions At closure Year 1 on track for 80% + in phonics screening

	<p>structure. Home readers to be strengthened in KS2 and explicit reading time mapped into class timetables</p> <p>Reading intervention programme to be accessed by all PP children</p>					
<p>The attendance in particular late arrivals of PP children improves.</p>	<p>The curriculum and lessons will interest and engage all children and especially PP children.</p> <p>Phase leaders and office admin to continue to rigorously monitor and address poor attendance.</p> <p>Termly rewards and attendance linked to star of the week</p>	<p>When a child cares is interested and eager to find out more about what is being learnt and their purpose this can be a hook to make them want to come to school.</p> <p>Themed days will encourage children to want to attend</p> <p>Wake up fitness activities to engage and attract them to learning</p> <p>Star of the week must be in school on time everyday</p> <p>Our PP children enjoy hands on activities and outdoor learning.</p>	<p>Regular liaison with the office attendance admin</p>	<p>SLT LB</p>	<p>£150</p>	
<p>Strong social and emotional support provided by Phase leaders and FSW to assist children to improve attendance, confidence and emotional wellbeing.</p>	<p>Use of emotional literacy, counselling and time to talk. Specific time out 1:1 sessions, nurture club available to talk through friendships etc and space to share thoughts</p>	<p>Providing children with the time they need to discuss worries and issues from both inside and outside of school will enable them to concentrate on classwork and therefore make good progress and achieve in line with their peers.</p>	<p>Review nurture provision , who attends and reasons</p>	<p>June 2020 SLT FSW</p>	<p>Within staffing PP allocations</p>	<p>Flexible use of staff SLT and family worker during lunch at nurture.</p> <p>FW check in slots with children recorded on my concern</p>

Sustain improved provision for communication and language through the EYFS.	Specific interventions linked to performance management research questions Continuous provision adapted to allow time for quality modelling of communication and language.	EY staff to be aware of the PP children in their classes and identify these children for intervention. Early intervention will reduce the risk of these children not making progress in line with their peers.	EYFS team to monitor interventions. SENDCO meetings to discuss individual children and their needs.	EYFS team		EYFS staff prioritising communication opportunities, use of colourful semantics, handover information for Year 1 completed so the PP children identified moving into Year 1
Parental involvement/ communication	September meetings to complete questionnaires and establish relationships Parent Meetings (October and July) SLT to encourage relationships and communication with parents on the playground	<i>Developing effective parental engagement to improve their children's attainment is challenging but can have a positive impact. (+3 months) (EEF Toolkit)</i>	TLC and other informal discussions Involving parents in their child's education through curriculum letters, text communications, trips, welcoming environment and open door policy. Parent questionnaires and feedback	All staff		Informal relationships via conversations on the playground very strong. Open door policy. Communication about learning to be developed. Questionnaire not sent out pre lockdown
Cultural Capital	Inclusion of all PP pupils in wider school experiences Improved self-esteem and mental well-being To ensure all children have	<i>Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. (EEF toolkit)</i>	Subsidised funds for trips, music and residential at discretion of SLT School systems allow for parents to seek support for funding trips, if required	Phase leaders	£2,000	Residentials and majority of trips cancelled due to covid. Support for some with uniforms and spare PE kits bagged up and

	access to school residential experience in Year 6 and 4 All PP children to be offered after school club					given to identified children
--	---	--	--	--	--	------------------------------