

Hunslet Carr Pupil Premium Strategy Statement: January '18 Update

Summary information					
School	Hunslet Carr Primary School				
Academic Year	2017-18	Total PP budget	£315,900	Date of most recent PP Review	Jan '18
Total number of pupils	430	Number of pupils eligible for PP	238	Date for next internal review of this strategy	Apr '18

Current Attainment and	KEY: PP = Pupil Premium LA = Local Authority NA = National Average DA = Disadvantaged	
EYFS 2016-17*	Pupils eligible for PP (20) <i>Local Authority 17/Nat 16</i>	Pupils not eligible for PP (35) <i>LA 17/NA 16</i>
<i>* Only 7% of this cohort were ARE on-entry in Reading and Writing, 8% in Number.</i>		
Proportion of pupils achieving a good level of development (GLD)	45% (48%/52%) In-line with LA PP	51% (69%/70%)
Proportion of pupils achieving at least the expected standard in Reading	60% (55%/62%) Above LA PP	66% (76%/79%)
Proportion of pupils achieving at least the expected standard in Writing	44% (49%/56%)	52% (71%/74%)
Proportion of pupils achieving at least the expected standard in Number	60% (58%/64%) Above LA PP	71% (77%/80%)
Year 1 Phonics 2016-17	Pupils eligible for PP (29) <i>(National Average 16)</i>	Pupils not eligible for PP (28) (NA 16)
Proportion achieving the expected standard in Year 1 Phonics	76% (69%) Above 2016 Nat DA	89% (83%)
KS1 2016-17	Pupils eligible for PP (36) (NA 16)	Pupils not eligible for PP (22) (NA 16)
Proportion achieving at least expected standard in Reading	75% (62%) In-line with Nat Other	95% (78%)
Proportion achieving at least expected standard in Writing	72% (70%) Above Nat Other	100% (70%)
Proportion achieving at least expected standard in Maths	67% (60%) Above Nat PP	95% (77%)
Proportion achieving at least expected standard in R/W/M combined	61% (47%) Sig Above Nat Other	95% (65% FFT)
KS2 2016-17	Pupils eligible for PP (40) (NA 16)	Pupils not eligible for PP (18) (NA 16)
Proportion achieving at least expected standard in Reading	44% (53%) Ave SS 97.8	47% (71%) Ave SS 101.9
Proportion achieving at least expected standard in Writing	61% (64%)	65% (79%)
Proportion achieving at least expected standard in GPS	56% (61%) Ave SS 101.8	59% (78%) Ave SS 104.7
Proportion achieving at least expected standard in Maths	54% (57%) Ave SS 100.7	77% (75%) Ave SS 104.2
Proportion achieving expected standard or above in R/W/M	37% (39%) In-line with Nat PP	41% (60%)
Average progress score in Reading	-3.37 (-0.72)	-3.18 (0.33)
Average progress score in Writing (TA)	-2.24 (-0.30)	-2.14 (0.12)
Average progress score in Maths	-1.32 (-0.52)	-1.12 (0.24)

Barriers to future attainment (E.g. Characteristics which pupils eligible for PP are more likely to display)	
In-school barriers (issues to be addressed in school)	
A.	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years.
B.	Reduced reading comprehension, especially in KS2, due to limited receptive vocabulary and experiences.
C.	Lack of confidence and writing skills due to limited language acquisition and real-life experiences.
D.	Reduced social and emotional development (inc. mental wellbeing) of PP pupils impacts on their readiness to learn. Reduced resilience in PP children to challenge themselves and be aspirational.
E.	Reduced Reasoning skills due to lower language acquisition, resulting in lower attainment in Maths compared to 'Other' children Nationally in KS 1 and KS2.
External barriers (issues which also require action outside school)	
F.	Attendance and lower punctuality % rates are lower for PP pupils than for other pupils; this affects their attainment and progress.
G.	Parental engagement for some PP pupils is not as strong as for other pupils, (i.e. completion of homework and reading at home) and this affects attainment and progress. Parental awareness and opportunities to support children in English due to own negative school experiences and possible low aspirations in this area.
Desired outcomes (Links to 2017-8 School Improvement Plan)	Success criteria
A.	<p>Improved language acquisition; accessing the curriculum at the pupils level. (SIP objectives 4.1, 5)</p> <p>57% of current EYFS cohort FSM, compared to 36% in 2016/17. Of this 57% FSM, 21 out of the 33 children are on the SEND register (64%) Last year we had 23% of our EYFS cohort FSM and SEND. <u>Currently, we have 36% of our EYFS cohort are FSM and SEND, a 13% increase.</u></p> <ul style="list-style-type: none"> • Diminish difference between % of PP achieving ARE in Reading Specific Learning Goal, compare to School Non PP and LA PP. (2017 - 6% Difference School Vs Nat Other) ✓ From Aut Term Pupil Progress meetings, 52% of 33 FSM children are on track to meet Reading Goal. 16% difference to Non-FSM currently. ✓ This is broadly in-line with '17 LA FSM in Reading (55%) given the high SEND % of FSM this year in current EYFS. ✓ Our PP are making increased rates of progress in reading, compared to Non-PP. (82% Vs. 76%) • Continue to build on positive trend and diminish difference in Prime Learning Goal of Language and Communication (2017 Data -13% to Nat Other)

<p>B.</p>	<p>Increase the % of KS2 Pupil Premium pupils in the Middle Prior Attainment band achieving the expected reading standard, to at least in-line with National 'other' data.</p> <p>As a result, this increase will enable the cohort to meet the FFT target of 66% meeting the expected standard in reading. (17% GD) and the PP FFT Target of 71%</p> <p>Diminish difference in all cohorts between PP and Non-PP in Reading.</p> <p><i>(SIP Objectives 2.2, 2.6, 4.2)</i></p>	<ul style="list-style-type: none"> • 100% of KS1 2a children (15) to achieved at least the expected standard in Reading. (2017 Data 71% 10/14 Chn achieved) ✓ Autumn Data: 100% (12/12) on track for Exp+ in Reading. • At least 75% of the 8 PP (2b) Prior-attainers to achieve at least expected standard at KS2, in-line with National data. (2017 Data 33% 3/9 Chn) ✓ Autumn Data: 75% (6/8) on track for Exp+ in Reading. • At least 50% of the 2 PP (2c) Prior-attainers to achieved expected standard in Reading. (2017 – 20% 1/5 Chn) ✓ Autumn Data: 100% (2/2) on track for Exp+ in Reading. ✓ From Autumn Data, Pupil Premium Middle Prior Attainers are meeting or exceeding targets for Exp+ Reading. • % of PP children making good or better progress is in-line with Non-PP children. (Early Essence, Chris Quigley Depth of Learning and National Tests to be used to assess progress) ✓ Autumn Data: 5 out of 6 year groups, the PP-only children made in-line or better progress than Non-PP children in Reading. • As a result of raising standards in KS2 Reading, it will increase the % of PP achieving at least expected+ in KS2 RWM combined.
<p>C.</p>	<p>Increased confidence and positive attitudes to writing across school.</p> <p><i>(SIP objectives 2.2, 2.5)</i></p>	<ul style="list-style-type: none"> • % of PP achieving ARE in Writing Specific Learning Goal will at least be in-line with % of Local Authority Non-PP (2017 LA PP – 49% Non 71% 2016 HCPS PP – 45% Non-PP 51%) ✓ In Autumn Term Data, 91% of PP children made at least 2 Development Matters jumps in Writing (A typical target for schools ifs for a child to make 4 jumps across a full year) and was higher than Non-PP (80%) • Diminish the in-school difference at Expected standard+ in Writing between PP and Non-PP in all cohorts. ✓ From Autumn Data, Years R, 1, 2, 3 and 5 PP children outperformed Non-PP in Writing attainment. (*PP, non-SEND children)

<p>D.</p>	<p>Improved positive learning behaviours and learning stamina through the adoption of the whole-school Growth Mindset Ethos e.g. confidence in talking about learning, participation in lessons, readiness to learn, resilience are noted in formal and informal monitoring. (SIP objective 2.3)</p>	<ul style="list-style-type: none"> • Pupils feel safe and happy so that they can access learning at all levels, and know where to find support should they need it. Measured and evaluated by Pupil Interviews. Monitored in AHT formally and informally. • Peer and self-feedback in books. ✓ Children are using evaluation rocket to support feedback. RAISE challenge day, AHT monitoring and SLT pupil discussions reinforce positive learning attitudes throughout school. • Increased attendance of PP children due to attendance at Breakfast club, Walking Bus, mentoring. ✓ Feb half term data: 11 classes have reduced or diminished difference between PP and Non-PP attendance, from the same point last year. ✓ In Years 3-6, all classes, the difference between PP and Non PP children has reduced or diminished from Autumn Term. ✓ 11/15 children accessing the daily walking bus are PP children. ✓ 14 Year 6 children accessing Marmalade Maths Club x 3 mornings a week, ✓ 16 Year 2 and 5 PP children taking part in a peer, check-in challenge (starts w/c 26/02) ✓ 30 PP Children are accessing breakfast club since Sept '17.
<p>E.</p>	<p>Increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS 1 and KS2. (SIP objective 2.7)</p>	<ul style="list-style-type: none"> • PP children will achieve the expected standard in KS 1 Maths so that the cohort is at least in-line with PP Other children. (2017 Maths only subject Nat Other higher than KS1 School PP) ✓ Autumn Data: 87% of PP* on track to meet Expected+, outperforming Non-PP (73%) by 14%. ✓ This data is above 2017 KS1 Nat Other (79%) and School PP Greater Depth (27%) also outperformed National Other GD (23%) (*PP, non-SEND children) • The increase number of children achieving expected standard in Maths will contribute to reducing in-school difference between PP and Non PP RWM combined at KS1 and KS2. (2017 Data: KS1 Nat Other = 77% & KS2 Nat Other = 75%) • Increase in % of 2b Prior Attainers achieving expected+ in Maths at KS2 (2017=46% to 2018 Target =60%) ✓ Autumn Data 80% (8/10) 2b Prior Attainers are on track to make at least the expected Standard in Maths at KS2.

<p>F.</p>	<p>Increase in attendance and reduced late % for PP children to diminish any in-school difference between the attendance of PP and Non-PP children throughout the school. <i>(SIP objective 3.1)</i></p>	<ul style="list-style-type: none"> • Ensure the vast majority of PP cohorts meet the School Target of 96% Attendance. ✓ From Spring 1 Attendance tracking, 5 classes have PP cohorts which are in-line with 96% target. • Diminish difference in the vast majority of cohorts between PP and Non-PP % Attendance. ✓ Feb half term data: 11 classes have reduced or diminished difference between PP and Non-PP attendance, from the same point last year. • Reduce the % difference in lates between PP and Non-PP in each cohort, from Sept to July 2018. ✓ 50% of classes have reduced the difference between PP and Non-PP lates, since September. • Reduce the % difference in lates between PP and Non-PP for each cohort, comparing 2016-17 data each half term. ✓ Feb '18: 12 out of 14 classes have PP cohorts that have reduced lates, from the same point, Feb 2017.
<p>G.</p>	<p>Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events. <i>(SIP objective 3.4)</i></p>	<ul style="list-style-type: none"> • Parents will be able to access in school support to enable them to support their children at home. • PP Reading attainment and progress in EYFS, KS 1 and KS2 to be in line with School Non-PP Reading Attainment and progress. ✓ Autumn Data: PP* Reading Attainment in Years R, 1, 2, 3 and 5 is higher than school Non-PP. Years 4 and 6 PP reading attainment is in-line with Non-PP. (*PP, non-SEND children) • School's weekly homework club is attended by at least 80% PP pupils to support homework activities. ✓ Year 6 homework club every Thursday and Friday, ✓ Homework area on the school website, regularly updated to support families, ✓ #30things concept homework to enable all families to support learning key life-skills at home, #30things display and school twitter account reflects celebration and communication of these homework activities, • Increase number of parents attending events in school to support learning at home e.g. stay and play, stay and read, meet the teacher expectation evenings, Parents evening. ✓ 116 parents took part in the stay and read event 18.10.17 ✓ 78 parents came to Open morning Feb 2018