



Hunslet Carr Pupil Premium Strategy

2019-20

Hunslet Carr Primary School recognises that all pupils, regardless of background, should have equal access to a curriculum which helps them reach their full potential. The Pupil Premium is a government initiative that targets extra money to pupils from less affluent backgrounds that, as research shows, may underachieve compared to their peers.

The government has used pupils entitled to Free School Meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for free school meals or have been eligible in the past six years. Children, who are looked after, adopted or a child of armed service personnel, are also eligible for funding.

The government is not dictating how schools should spend this money but are clear that schools will need to employ the strategies that they know will support pupils to increase their attainment and bring their attainment and progress in line with other pupils nationally.

Information included in this document...

From the academic year 2019-20

- **A summary of the main barriers to educational achievement faced by eligible pupils at the school**
- **School's pupil premium grant allocation amount**
- **How and why school will spend the pupil premium to address barriers**
- **How school will measure the impact of the pupil premium**
- **The date of the next review of the school's pupil premium strategy**

Academic Year 2019-20

The Main Barriers to Educational Achievement Faced by Eligible Pupils

The LSOA in which the school is located is ranked 782nd out of 32,844 in terms of deprivation, meaning that only 2% of areas in England have higher deprivation. All of the specific measures indicate very high levels of deprivation, except for 'Barriers to Services'.

Figures from the January 2019 school census reveal that:

- **39% are eligible for FSM (20% Leeds, 16% National)**
- **50% attract pupil premium funding (% Leeds, % National)**
- **27% of children are from Black and Minority Ethnic (BME) backgrounds (36% Leeds, 34% National)**
- **22% of children have English as an additional language (EAL), (21% Leeds, 21% National)**
- **23% of children have special educational needs (SEN), (16% Leeds, 14% National)**
- **71% of children who attend the school live in an area classed as being amongst the 10% most deprived in England. Moreover, 48% of children live in an area classed as being amongst the 3% most deprived.**

Of the 199 pupil premium children, 23% are BME, 17% EAL and 27% SEND. Although these statistics can be classed as 'barriers,' we are very proud of the community we serve and feel extremely lucky to work in such a diverse and unique school.

A small minority of pupil premium children have complex, significant behavioural issues and staff and resources are used to provide strategies for children to access an appropriate curriculum.

Social mobility

Not all our children enter the school from the Early Years or in KS1 and this can have a significant effect on our KS2 outcomes and progress. In our current year 6 cohort, 8 of the pupil premium children joined the school after year two and 7 of these children joined in the academic year 2018/19 with 88% of these having English as an Additional Language.

Summary Information

Summary information (at the time of the January 2019 census)					
School	Hunslet Carr Primary School				
Academic Year	2019-20	Total PP budget	£262,680	Date of most recent PP Review	July 2019
Number of pupils eligible for PP	199 x £1320 per pupil = £262,680		Date for next internal review	January 2020	

Current Attainment / Progress	KEY: PP = Pupil Premium LA = Local Authority NA = National Average DA = Disadvantaged	
EYFS 2018-19 <i>(Less than 50% were ARE on-entry in RWM)</i>	Pupils eligible for PP (18)	Pupils not eligible for PP (33)
Proportion of pupils achieving a good level of development (GLD)	67% (49% LA/57% Nat) Above Nat PP	61% (71% LA/74% Nat)
Proportion of pupils achieving at least the expected standard in Reading	63% (55%/62%) Above Nat PP	61% (77%/79%)
Proportion of pupils achieving at least the expected standard in Writing	67% (50%/59%) Above Nat PP	61% (73%/76%)
Proportion of pupils achieving at least the expected standard in Maths	78% (61%/66%) Above Nat PP	61% (80%/82%)
Year 1 Phonics 2018-19 <i>(Only 54% of this cohort achieved a GLD)</i>	Pupils eligible for PP (30)	Pupils not eligible for PP (29)
Proportion achieving the expected standard in Year 1 Phonics	60% (LA – 67.7%)	76% (LA – 83%)
KS1 2018-19	Pupils eligible for PP (27)	Pupils not eligible for PP (28)
Proportion achieving at least expected standard in Reading	56% (55% LA) Above LA PP	89% (75%)
Proportion achieving at least expected standard in Writing	56% (47%) Above LA PP	86% (69%)
Proportion achieving at least expected standard in Maths	59% (56%) Above LA PP	93% (75%)
Proportion achieving at least expected standard in R/W/M combined	56% (43%) Above LA PP	85% (65%)
KS2 2018-19	Pupils eligible for PP (29)	Pupils not eligible for PP
Proportion achieving at least expected standard in Reading	37% (NAT 62%)	59% (NAT 78%)
Proportion achieving at least expected standard in Writing	47% (68%)	69% (83%)
Proportion achieving at least expected standard in GPS	47% (67%)	72% (83%)
Proportion achieving at least expected standard in Maths	37% (67%)	59% (84%)
Proportion achieving expected standard or above in R/W/M	27% (51%)	48% (71%)
Average progress score in Reading	-5.60 (LA -0.43)	-2.33 (LA +0.48)
Average progress score in Writing (TA)	-3.20 (LA -0.42)	-1.70 (LA +0.49)
Average progress score in Maths	-6.48 (LA -0.25)	-3.40 (LA +0.94)

Barriers to future attainment (E.g. Characteristics which pupils eligible for PP are more likely to display)	
In-school barriers <i>(issues to be addressed in school)</i>	
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.	Reduced social and emotional development (Inc. mental wellbeing) of PP pupils impacts on their learning behaviours. Reduced resilience in PP children to challenge themselves and be aspirational.
D.	Reduced Reasoning skills due to lower language acquisition, resulting in lower attainment in Maths compared to 'Other' children Nationally in KS1 and KS2.
External barriers <i>(issues which also require action outside school)</i>	
E.	Attendance and lower punctuality % rates are lower for PP pupils than for other pupils; this affects their attainment and progress.
F.	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.

Priorities for Pupil Premium spending 2019/20

<u>Priority 1.</u>	Increase the progress and attainment of pupil premium children to diminish the difference between PP and non-PP children in Reading, Writing, Maths and Phonics.	(Barriers A, F)
<u>Priority 2.</u>	To improve the language acquisition throughout the school so that the children can access the curriculum successfully.	(Barriers A, F)
<u>Priority 3.</u>	To foster positive learning behaviours so that the children can have a growth mindset to learning and are resilient learners.	(Barriers C, E, F)
<u>Priority 4.</u>	Increase punctuality and attendance for PP children to diminish any in-school difference.	(Barriers E, F)
<u>Priority 5.</u>	To further engage parents and strengthen the partnership between home and school, to include increased home reading, homework completion and attendance at information events.	(Barrier F)

Allocation of the Pupil Premium Grant 2019-2020

Priority 1. Increase the progress and attainment of pupil premium children to diminish the difference between PP and non-PP children in Reading Writing, Maths and phonics.				
Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
Quality of Wave 1 High Quality teaching increased so 90% is at least good with 20% outstanding	<ul style="list-style-type: none"> • Assistant Headteacher allocated to coach and mentor staff in each class. • Bespoke staff training throughout the year. • Peer observations timetabled throughout the year. • Rigorous monitoring timetable of drop ins, learning walks and lesson observations. • TA's daily hours incorporate a morning meeting before school, for a collaborative approach to high quality teaching. • TA hours to include a Friday 'review' meeting with teachers to reflect on practice and prepare for following week of learning and Teaching. • Robust TA Performance management to be introduced from Nov 19'. 	KS, EW, AP All SLT	TA costs £45,000	Monitored by AP and ML Nov 19', March 20' and June 20'
Increase Reading standards of PP children (particularly in KS2)	<ul style="list-style-type: none"> • Bespoke staff training throughout the year for Reading. • Peer observations timetabled throughout the year. • Rigorous monitoring timetable of drop ins, learning walks and lesson observations both in house, and with our school improvement adviser Jackie Reid. • 1-2-1 readers carried out in school to ensure that every child is listened to at least 3 times a week. • Daily discrete guided reading sessions. • Level 2 Prior Attainers and GD children tracked throughout KS2 to ensure progress is at least on track. Discussed in Pupil progress meetings. • Investment in increasing variety of challenging KS2 texts to support outcomes. • Investment in SATs style question papers. • QFT to ensure that staff work with specific children to pre teach vocabulary, increase opportunities to read and build reading strategies. • Year 6 reading buddies to read to Reception children to build on love of reading. • Timed reading stamina activities to be planned throughout the year to build on children being able to complete all the questions on the SATS papers. • Breakfast clubs for Year 6 children undertaken by teachers throughout the year. 	KS, EW, AP All SLT	Training costs £1,000 Reading Test costs £3,500 Breakfast Club £3,500	Monitored by AP and ML Nov 19', March 20' and June 20'
Increase Writing standards of PP children (particularly in KS2)	<ul style="list-style-type: none"> • Bespoke staff training throughout the year for Talk for Writing. • Peer observations timetabled throughout the year. • Rigorous monitoring timetable of drop ins, learning walks and lesson observations both in house, and with our school improvement adviser Jackie Reid. • Robust TA Performance management to be introduced from Nov 2019'. • Continue to build on the successful Intervention of dedicated Phonics TA. • QFT to ensure that staff work with specific children to pre teach SPAG, increase opportunities to write and build writing strategies. • Spelling shed – scheme introduced (Aut term) to provide discrete spelling lessons to improve outcomes for all. 	KS, EW, AP All SLT	SPAG Test cost £3,500	Monitored by AP and ML Nov 19', March 20' and June 20'

Increase Maths standards of PP children (particularly in KS2)	<ul style="list-style-type: none"> Bespoke staff training throughout the year for Maths. Peer observations timetabled throughout the year. Rigorous monitoring timetable of drop ins, learning walks and lesson observations both in house, and with our school improvement adviser Jackie Reid. Robust TA Performance management to be introduced from Nov 19'. Introduction of Fluent in Five – to consolidate and teach arithmetic skills. Maths books to continue to highlight key vocabulary for sessions. Continue to Invest in Maths No Problem! Scheme across whole school, developing a no ceiling to learning approach to Maths. Investment in MNP! SATS style tests for years 1, 3, 4 and 5. 	CS, AP All SLT	MNP! Training cost £1,000 MNP! Test costs £3,000	Monitored by AP and ML Nov 19', March 20' and June 20'
Increase phonics outcomes for PP children in Early Years & KS1	<ul style="list-style-type: none"> Half termly pupil progress data meetings. Bespoke phonics staff training in the Autumn term for teachers and TAs. Peer observations timetabled throughout the year. Rigorous monitoring timetable of drop ins, learning walks and lesson observations both in house, and with our school improvement adviser Jackie Reid. Robust TA Performance management to be introduced from Nov 19'. Continue to build on the successful Intervention of dedicated Phonics TA. New phonics tracking on O Track to closely track attainment of children. 	KS, EW, AP All SLT	Supply costs to cover PPMs £1,000	Monitored by AP and ML Nov 19', March 20' and June 20'

Priority 2. To improve the language acquisition throughout the school so that the children can access the curriculum successfully.

Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
Improved language development	<ul style="list-style-type: none"> Early identification of Speech and Language delay through rigorous baseline being completed using the SALT program. Weekly SALT sessions by specialist SALT and traded SALT. Pre-teach sessions carried out for the children who need longer to grasp key vocabulary. QFT to identify and provide scaffolds for children who need further models. From Autumn term, focussed Narrative groups being carried out, with the majority of group PP children. Specialist in-house training provided by SENIT team for those children who are PP and SEND. 	SENDCo, AP	SALT SLA £27,000 SALT HLTA wage £22,000	Monitored by AP and ML Nov 19', March 20' and June 20'
Improved language acquisition for PP EAL children across the school.	<ul style="list-style-type: none"> Employment of a dedicated EAL specialist HTLA. Delivery of weekly EAL 1:1 sessions to help the children develop their use and understanding of the English Language. QFT in classrooms to provide additional support for the EAL children. 	SENDCo, AP	EAL HLTA wage £22,000	Monitored by AP and ML Nov 19', March 20' and June 20'

Priority 3. To foster positive learning behaviours so that the children can have a growth mindset to learning and are resilient learners.

Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
Improved social and emotional development through curriculum-rich experiences	<ul style="list-style-type: none"> Class budgets used to subsidise class trips and experiences, so all learners access the same opportunities. Subsidise the Yr 4 trip to the Peak Distirct, Yr 6 trip to Kingswood, day trip to London by 60% of the actual cost; enabling all learners to access these experiences, developing key life skills. Continuation of home learning scheme used to engage all learners and develop the whole child through #30Menus. Employment of a Parent Support Adviser to support and provide opportunities for: tailored support at home and in school, home-school learning and parental engagement. Whole school to continue restorative behaviour approaches following Paul Carlisle training. 	AP, EVC, PSA All SLT	Trip Subsidy £7,000 Yr4/6 Trips Subsidy £5,000 PSA wages £25,000	Monitored by AP and ML Nov 19', March 20' and June 20'
Improved learning behaviours of PP children to ensure they have a growth mindset and are resilient	<ul style="list-style-type: none"> Nurture group Staff training and coaching provided by the Attendance and welfare officer. Specialist staff to lead restorative learning for our children who need additional support with their learning behaviours. Employ staff for daily Breakfast club. Employ staff for a Walking Bus to support 'Readiness to Learn' Employment of a full time PSA to develop positive learning behaviours between school and home through meetings and parent workshops. 	AWO,AP All SLT	AO wages £13,000 Brkfst Staff wages £9,000 Walking bus wages £4,000	Monitored by AP and ML Nov 19', March 20' and June 20'

Priority 4. Increase punctuality and attendance for PP children to diminish any in-school difference.

Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
Increased attendance and punctuality rates for PP pupils	<ul style="list-style-type: none"> Attendance Officer employed to be responsible for meeting parents, home visits and working with cluster staff for PP pupils whose attendance/ punctuality is causing concern. Attendance officer to promote incentives for attendance i.e. prizes, vouchers and certificates. External services employed to support attendance procedures. Employ resources for Walking Bus to collect children so they arrive to school and on time. Employ staff for daily Breakfast club. Employment of a full time PSA to develop positive learning behaviours between school and home through meetings and parent workshops. Employment of full time CP officer to oversee and intervene with any attendance concerns also support and manage the AO and PSA in their roles. 	AWO,AP All SLT	Staff wages already costed for CP officer wages £29,000	Monitored by AP and ML Nov 19', March 20' and June 20'

Priority 5. To further engage parents and strengthen the partnership between home and school, to include increased home reading, homework completion and attendance at information events.

Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
Increased parental engagement/ awareness of value of home support	<ul style="list-style-type: none"> • Employment of a full-time PSA. • Employment of a full-time CP Lead. • Targeted parenting support groups to improve quality of home/school liaison and support. • PSA present on playground every morning to build relationships with parents. • Parent learning courses carried out throughout the year e.g. behaviour support, Story sacks. • PSA to support parents in gaining qualifications and employment. • Cluster referrals made where necessary. 	SLT, PSA, CP Lead	Staff wages already costed for Cluster contrib'n £27,000	Monitored by AP and ML Nov 19', March 20' and June 20'

How Impact will be measured

We will continue to measure the impact of our pupil premium funding by analysing class data 3 times a year, studying gaps in performance. Where children are not meeting school targets, provision will be adapted to diminish the difference, e.g. pre-teach sessions, phonics booster sessions. All provision will be reviewed in its effectiveness through progress and outcomes measures.

Date of the Next Review

This strategy will be reviewed in January 2020.