



Hunslet Carr Pupil Premium Strategy

2020-21

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 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 2020-21

- **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 2020-21

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 2020 school census reveal that:

- **44% of children are eligible for Free School Meals (22% Leeds, 16% National)**
- **51% of children attract pupil premium funding**
- **27% of children are from Black and Minority Ethnic backgrounds (37% Leeds, 34% National)**
- **21% of children have English as an additional language, (23% Leeds, 21% National)**
- **18% of children have special educational needs, (15% Leeds, 13% National) and 1% have an EHCP**
- **92% of children who attend the school live in an area classed as being in one of the 20% most deprived areas of England**
- **78% of children who attend the school live in an area classed as being amongst the 10% most deprived in England**
- **53% of children live in an area classed as being amongst the 3% most deprived.**

Of the 198 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. Typical the school experiences mobility of around 20% each year.

Summary Information

Summary information (at the time of the January 2020 census)					
School	Hunslet Carr Primary School				
Academic Year	2020-21	Total PP budget	£274,320	Date of most recent PP Review	July 2020
Number of pupils eligible for PP	198		Date for next internal review	April 2021	

EYFS Attainment and Progress	KEY: PP = Pupil Premium LA = Local Authority NA = National Average DA = Disadvantaged	
2017-18	Pupils eligible for PP (32) Local Authority 18/Nat 17	Pupils not eligible for PP (27) LA 18/NA 17
<i>Only 22% of this cohort were ARE on-entry in Reading, 17% Writing, 29% in Number.</i>		
Proportion of pupils achieving a good level of development (GLD)	41% (48%/57%)	74% (70%/74%)
Proportion of pupils achieving at least the expected standard in Reading	45% (56%/63%)	71% (76%/80%)
Proportion of pupils achieving at least the expected standard in Writing	42% (51%/59%)	71% (72%/76%)
Proportion of pupils achieving at least the expected standard in Maths	52% (58%/65%)	71% (77%/81%)
2018-19	Pupils eligible for PP (18) Local Authority /Nat 19	Pupils not eligible for PP (33) LA /NA 19
<i>Less than 50% of this cohort were ARE on-entry in Reading, Writing, and Number.</i>		
Proportion of pupils achieving a good level of development (GLD)	67% (49%/57%) <i>Above Nat PP</i>	61% (71%/74%)
Proportion of pupils achieving at least the expected standard in Reading	63% (55%/62%) <i>Above Nat PP</i>	61% (77%/79%)
Proportion of pupils achieving at least the expected standard in Writing	67% (50%/59%) <i>Above Nat PP</i>	61% (73%/76%)
Proportion of pupils achieving at least the expected standard in Maths	78% (61%/66%) <i>Above Nat PP</i>	61% (80%/82%)
2019-20		
<i>Due to COVID-19 school closures in 2020 there are no results for this cohort of children.</i>		

Year 1 Phonics Check	KEY: PP = Pupil Premium LA = Local Authority NA = National Average DA = Disadvantaged	
2017-18	Pupils eligible for PP (15) (LA 17)	Pupils not eligible for PP (38) (LA 17)
Proportion achieving the expected standard in Year 1 Phonics	67% (66%) Above 2017 LA PP	95% (83%)
2018-19	Pupils eligible for PP (30) (LA 19)	Pupils not eligible for PP (29) (LA 19)
54% of this cohort achieved a Good Level of Development in EYFS		
Proportion achieving the expected standard in Year 1 Phonics	60% (LA – 67.7%)	76% (LA – 83%)
2019-20		
Due to COVID-19 school closures in 2020 there are no results for this cohort of children.		

KS1 Attainment and Progress	KEY: PP = Pupil Premium LA = Local Authority NA = National Average DA = Disadvantaged	
2017-18	Pupils eligible for PP (21)(NA 17)	Pupils not eligible for PP (34) (NA 17)
Proportion achieving at least expected standard in Reading	57% (50%) Above Nat PP	79% (78%)
Proportion achieving at least expected standard in Writing	52% (53%) In line Nat PP	74% (73%)
Proportion achieving at least expected standard in Maths	62% (61%) Above Nat PP	85% (79%)
Proportion achieving at least expected standard in R/W/M combined	52% (48%) Above Nat PP	74% (69%)
2018-19	Pupils eligible for PP (27)(17)	Pupils not eligible for PP (28) (NA 17)
Proportion achieving at least expected standard in Reading	56% (55%) 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%)
2019-20		
Due to COVID-19 school closures in 2020 there are no results for this cohort of children.		

KS2 Attainment and Progress	KEY: PP = Pupil Premium LA = Local Authority NA = National Average DA = Disadvantaged	
2017-18	Pupils eligible for PP (20)(NA 18)	Pupils not eligible for PP (28) (NA 17)
Proportion achieving at least expected standard in Reading	55% (60%) Ave SS 99.7	57% (79%) Ave SS 101.
Proportion achieving at least expected standard in Writing	50% (63%)	75% (82%)
Proportion achieving at least expected standard in GPS	55% (62%) Ave SS101.2	75% (81%) Ave SS 103.7
Proportion achieving at least expected standard in Maths	60% (59%) Ave SS 99.7 <i>In line w.Nat PP</i>	71% (79%) Ave SS 102.8
Proportion achieving expected standard or above in R/W/M	40% (46%)	54% (68%)
Average progress score in Reading	-2.35 (-0.85)	-3.76 (0.14)
Average progress score in Writing (TA)	-3.10 (-0.74)	-3.19 (0.13)
Average progress score in Maths	-1.76 (-0.89)	-1.32 (0.13)
2018-19	Pupils eligible for PP (27)(17)	Pupils not eligible for PP (28) (NA 17)
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)
2019-20		
<i>Due to COVID-19 school closures in 2020 there are no results for this cohort of children.</i>		

Barriers to Future Attainment

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	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.
E	Reduced Reasoning skills due to lower language acquisition, resulting in lower attainment in Maths compared to 'Other'
External barriers <i>(issues which also require action outside school)</i>	
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.
H	Analysis of the home conditions of children who attend HCPS show that they are living in households that are crowded, where alcohol or drug dependency is above the national average and where crime rates are amongst the highest in the country. This leads to disengagement, particularly with white, boys during the course of KS2.

Priorities for Pupil Premium spending 2020/21

<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, H)
<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 & H)
<u>Priority 4.</u>	Increase punctuality and attendance for PP children to diminish any in-school difference.	(Barriers E, F, H)
<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 2020/21

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
Effectiveness of Quality first teaching (QFT) is at least good with some outstanding practise	<ul style="list-style-type: none"> • SENCo/SEND team mentor teachers in effective strategies to include all children QFT. • QFT staff training throughout the year including effective differentiation strategies. • A system of teacher peer observations timetabled throughout the year to share best practice. • From spring term (due to COVID) a timetable of leverage drop-ins and learning. • A restructuring of TA staff to put in place a system of Universal and High-Needs TAs to support the majority of children accessing the curriculum through QFT. • Robust TA Performance management to be introduced from Apr 21'. 	DB / ML	TA costs £45,000	<ul style="list-style-type: none"> • Evidence through leverage drop-ins show that 85% of lessons have QFT which meets the needs of all children. • Evidence from LCC deep dives conducted by SIA Jackie Reid and LCC consultants Colin Davies or Steve Dawson state that all children's needs were being met through QFT & Same Day Intervention. • Correspondence from SEND specialists at STARS, SENIT all report excellent levels of provision and outcomes for SEND children and those with SEMH needs. • Restructuring of the TA staff took place and the new structure began Jan 2021.
Increase Reading standards of PP children (particularly in KS2)	<ul style="list-style-type: none"> • English leaders continue to mentor teachers in effective reading strategies. • Shared reading & guided reading peer observations timetabled throughout the year. • Rigorous monitoring of the implementation of the school's reading strategies and processes through drop-ins, learning walks and children interviews. • 1-2-1 readers carried out in school; every child is listened to at least 3 times a week. • Investment in increasing variety of challenging KS2 texts to support outcomes. • QFT to ensure that staff work with specific children to pre teach vocabulary, increase opportunities to read and build reading strategies. • Timed reading stamina activities to build fluency added to our reading strategies. • Children in Year 5 and 6 identified as requiring intervention/catch-up supported with comprehension skills, stamina and fluency. 	KS / EW	Training costs £1,000 Book costs £1,500 HLTA reading £35,000	<ul style="list-style-type: none"> • 83% of all children in school interacted with our curriculum in Lockdown 3 (Jan-Mar 21') either in school or via home learning. • Remote Learning in Lockdown 3 was effective in teaching children new content via the platform 'Loom'. This was crucial in children in EYFS/KS1 continuing to learn phonics, as evidenced by the 70% of children in Year 1 (2020-21) who passed the Year 1 phonic screening check. • The % of children attaining the required standard at the end of Year 6 (2020-21) taking the 2019 suite of SAT papers in strict SAT conditions showed the impact of the school's teaching pre-COVID and during the pandemic. • 76% EXP and 24% GDS in Reading • CL (Zoom – Catch Up Reading) • 86% of all children who worked with CL returned to ARE by the end of 2020-21.

<p>Increase Writing standards of PP children (particularly in KS2)</p>	<ul style="list-style-type: none"> English leaders continue to mentor teachers in effective writing strategies. Talk 4 Writing peer observations timetabled throughout the year. Rigorous monitoring of the implementation of the school's T4W, Handwriting and Spelling strategies and processes through drop-ins, learning walks and child interviews. QFT to ensure that staff work with specific children to pre teach vocabulary, increase opportunities to read and build reading strategies. Timed writing stamina anchor charts to show school expectations in each year group. Year 6 teacher continues to be an LA writing moderator in 2021. 	<p>KS / EW</p>	<p>H.Writing cost £1,000 Spell Shed cost £1,500</p>	<ul style="list-style-type: none"> Remote Learning in Lockdown 3 was effective in teaching children new content via the platform 'Loom'. The % of children attaining the required standard at the end of Year 6 (2020-21) taking the 2019 suite of SAT papers in strict SAT conditions showed the impact of the school's teaching pre-COVID and during the pandemic. 73% EXP and 9% GDS in Writing BH (In person Writing) worked with children in 2020-21 to ensure that the children returned to ARE. 74% of all children who worked with BH returned to ARE by the end of 2020-21.
<p>Increase phonics outcomes for PP children in Early Years, KS1 and KS2</p>	<ul style="list-style-type: none"> Bespoke phonics staff training in the Autumn term for teachers and TAs. Phonic peer observations timetabled within the year. Monitoring timetable of drop-ins & learning walks. Continue to build on the successful Intervention of dedicated Phonics TA. New phonics tracking on O Track to closely track attainment of children. Children who failed to pass KS1 phonics check monitored and supported in KS2. Parent and Carers phonic workshops using Zoom in the spring term due to COVID-19. 	<p>KS / EW / JR</p>	<p>Training costs £1,000</p>	<ul style="list-style-type: none"> Evidence through leverage drop-ins show that 85% lessons meets the needs of all children. Evidence from LCC deep dives conducted by Steve Dawson state that the teaching of phonics is effective in school. Remote Learning in Lockdown 3 was effective in teaching children new content via the platform 'Loom'. This was crucial in children in EYFS/KS1 continuing to learn phonics, as evidenced by the 70% of children in Year 1 (2020-21) who passed the Year 1 phonic screening check.
<p>Increase Maths standards of PP children (particularly in KS2)</p>	<ul style="list-style-type: none"> Staff training throughout the year for Maths, including catch-up training for teachers new to MNP! i.e. NQTs. Peer observations of MNP! lessons timetabled throughout the year. Timetable of drop-ins, learning walks and lesson observations both in house, & with our school improvement adviser Jackie Reid. The continued use of Fluent in Five – to consolidate and teach arithmetic skills. Continue to Invest in Maths No Problem! Scheme The continued use of both Numbots and TTRock stars. The continued participation in EYFS mastery maths run by Leeds City Council. The continued participation in a mastery maths TRG. 	<p>CS</p>	<p>MNP! costs £12,000</p>	<ul style="list-style-type: none"> Notes of Visit from Jackie Reid, Collin Davies on their Maths Deep Dive show that the teaching of Maths is effective. Remote Learning in Lockdown 3 was effective in teaching children new content via the platform 'Loom'. This was crucial for children in Year 4; 80% of which passed the Year 4 Multiplication Check. The % of children attaining the required standard at the end of Year 6 (2020-21) taking the 2019 suite of SAT papers in strict SAT conditions showed the impact of the school's teaching pre-COVID and during the pandemic. 67% EXP and 16% GDS in Maths

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 children who are PP/SEND. • Employment of a dedicated SALT specialist HTLA to work across the school. • Delivery of weekly SALT 1:1 sessions to help the children develop their use and understanding of the English Language. 	DB	SALT SLA £27,000 SALT HLTA wages £70,000	<ul style="list-style-type: none"> • Evidence through leverage drop-ins show that 85% of lessons have QFT which meets the needs of all children. • Evidence from LCC deep dives conducted by SIA Jackie Reid and LCC consultants Colin Davies or Steve Dawson state that all children's needs were being met through QFT & Same Day Intervention. • Correspondence from SEND specialists at STARS, SENIT all report excellent levels of provision and outcomes for SEND children and those with SEMH needs. • Restructuring of the TA staff took place and the new structure began Jan 2021. Monitored by DB and ML through 2020-21. • Very positive SALT outcomes as measured by pre- and post- assessment via our NHS Traded Therapist.
Improved language acquisition for PP EAL children across the school.	<ul style="list-style-type: none"> • Employment of a dedicated EAL specialist HTLA to work across the school. • 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. 	DB	EAL HLTA wage £22,000	<ul style="list-style-type: none"> • Evidence from LCC deep dives conducted by SIA Jackie Reid and LCC consultants Colin Davies or Steve Dawson state that all children's needs were being met through QFT & Same Day Intervention, including the needs of EAL children e.g. two Spanish children in Year 6. • Very positive SALT outcomes as measured by pre- and post- BELLS assessment.

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

Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
<p>Improved social and emotional development through curriculum experiences</p>	<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. • 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. 	<p>ML</p>	<p>Trip Subsidy £12,000</p> <p>PSA wages £35,000</p>	<ul style="list-style-type: none"> • Behaviour for children with SEMH needs has been managed well as seen through Trackit Data. • 98% of all interactions were green. • The number of Fixed Term Exclusions was the lowest for three academic years. • Trips in 2020-21, were subsidised where they took place including the Year 6 trip to Kingswood. • Andy Hinchcliffe continues to provide an excellent level of care for the families who come to school as shown by the number of successful referrals to the cluster for support.
<p>Improved learning behaviours of PP children</p>	<ul style="list-style-type: none"> • Specialist staff to lead restorative learning for our children who need additional support with their learning behaviours in both KS1 and KS2 on a full time basis. • Introduction of Trackit Lights behaviour tracking system • Introduction of weekly PSHE lessons using You, Me and PSHE scheme • Introduction of both KS1 and KS2 Restorative Learning including two staff members 	<p>ML / DB</p>	<p>RL wages £80,000</p> <p>Trackit costs £3,500</p>	<ul style="list-style-type: none"> • Behaviour for children with SEMH needs has been managed well as seen through Trackit Data. • 98% of all interactions were green. • The number of Fixed Term Exclusions was the lowest for three academic years. • The successful reintegration of 75% of children who attend RL to our mainstream classes. • Where children are not able to re-join the mainstream classroom, evidence has been gained to help with the EHCP application process.

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. 	ML / EW	CP officer wages £35,000 LCC costs £3,500 Walking bus £5,000	<ul style="list-style-type: none"> Lisa Lilley continues to work with families to improve attendance and punctuality. The role was made significantly harder in 2020-21 due to the national lockdowns, bubble collapses and time off school due to self-isolating. Despite this, Lisa continued to work with LCC to bring legal proceedings against 3 families where attendance was below 30%, historic and persistent.
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. 	ML	Staff wages already costed for Cluster contrib' n £27,000	<ul style="list-style-type: none"> Andy Hinchcliffe continues to provide an excellent level of care for the families who come to school as shown by the number of successful referrals to the cluster for support.