Hunslet Carr Primary School
Leeds

Hunslet Carr Pupil Premium Strategy Statement Reviewed – July 2020

Summary information					
School	Hunslet Carr Primary School				
Academic Year	2019-20	**Total PP budget**	***£277,830***	**Date of most recent PP Review**	July 2020
Total number of pupils	403	**Number of pupils eligible for PP**	197(49%)	**Date for next internal review of this strategy**	Jan 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***
Only 22% of this cohort were ARE on-entry in Reading, 17% Writing, 29% in Number.	
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***
Less than 50% of this cohort were ARE on-entry in Reading, Writing, and Number.	
Proportion of pupils achieving a good level of development (GLD)	67% (49%/57%) Above Nat PP	61% (71%/74%)
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%)
2019-20		
Due to COVID-19 school closures in 2020 there are no results for this cohort of children.	

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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		
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KS2 Attainment and Progress	**KEY: PP =** Pupil Premium **LA =** Local Authority **NA =** National Average **DA =** Disadvantaged

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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 ***In line w.Nat PP***	*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		
Due to COVID-19 school closures in 2020 there are no results for this cohort of children.		

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.
E	Reduced Reasoning skills due to lower language acquisition, resulting in lower attainment in Maths compared to 'Other'
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.
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.

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Review of the last year

Barrier	Outcome	Success Criteria	Actions we took	Impact	Cost
A	To Improve earyly language acquisition so children can access the curriculum at a level which allows them to take part in QFT.	• Children continue to be identified in Nursery and Reception for Speech and Language intervention and progress is shown in pre/post intervention scores. • *Diminish the difference* between % of PP achieving ARE in Reading Learning Goal at EYFS, compare to Non PP in School, Non PP in LA and Non PP Nationally. • Children who did not achieve the Reading Learning Goal in EYFS are identified and tracked in KS1 so that they continue to receive SALT support.	• Buy NHS Traded Service SALT Therapy • Identification of SALT during Stay and Play • Employment of an EYFS SALT HLTA • Staff above the legal ratios in Early Years • Employment of a KS1 SALT HLTA	• All children in EYFS who are identified as requiring SALT receive this at least 3 times each week • Traded Therapist undertakes the pre/post assessments and sets the work that is delivered by the HLTA • Data from pre/post assessments show the progress children make within the intervention • No EYFS data to show that the gap was diminished for PP children.	£27,000 £35,000 £24,000 £35,000

B	To 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.	• *90% of children* who achieved Expected in Yr2 achieve at least the expected standard in Reading. • % of KS2 PP children making good or better progress in Reading is in-line with Non PP in School, Non PP in LA and Non PP Nationally. • As a result of raising standards in KS2 Reading, it will increase the % of PP achieving at least expected+ in *KS2 RWM combined.*	• Introduction of the school's reading scheme in Sep 2018 and embedded in 2019-20 • Talk 4 Writing adapted to ensure model texts are sufficiently challenging in terms of reading level • Children in Year 5 and 6 identified as requiring intervention supported with comprehension skills • Books bought to improve the KS2 reading spine • During topic weeks children read around the topic with additional texts	• During Reading Deep Dives with the school's LA improvement officer, the quality of Reading provision and learning was at least good – Nov 19' and Jan 20' • Internal data showed that children were making good progress and attainment was increasing towards national average • No KS2 data to show that the gap was diminished for PP children.	£2,000 £1,000 £1,000 £1,000

C	To increase children's confidence and positive attitudes to writing across school through embedding T4W and providing engaging experiences.	• *Diminish the difference* between % of PP achieving ARE in Writing Learning Goal at EYFS, compare to Non PP in School, Non PP in LA and Non PP Nationally. • *90% of children* who achieved Expected in Yr2 achieve at least the expected standard in Writing in KS2. • % of KS2 PP children making good or better progress in Writing is in-line with Non PP in School, Non PP in LA and Non PP Nationally.	• Introduction of T4W in 2016 with the scheme being embedded and further improved in 2019-20 • Talk 4 Writing adapted to ensure model texts are sufficiently challenging in terms of reading level • Year 6 teacher became an LA writing moderator • Handwriting scheme purchased and put in place since Sept 2019 • Spelling scheme purchased and put in place since Sept 2019	• Internal data showed that children were making good progress and attainment was increasing towards national average • No KS2 data to show that the gap was diminished for PP children.	£2,000 £1,000 £1,000 £500 £200

D	To develop positive learning behaviours and learning stamina through the use of: • Trackit Lights • You, Me and PSHE • Restorative Learning	• 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 through the my health, my school survey • The incidents of red and amber behaviour (as measured by Trackit Lights decreases for the PP children across school.	• 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	• Internal data showed that there was a significant reduction in the number of red, amber behaviours, internal and external exclusions. • No data from My health, my school survey as not taken in 2020	£3,000 £1,000 £60,000

E	To improve reasoning skills in Maths resulting in an increase in PP children achieving expected Standard at KS1 and KS2.	• *Diminish difference* between % of PP achieving ARE in Maths Learning Goals at EYFS, compare to Non PP in School, Non PP in LA and Non PP Nationally. • *90% of children* who achieved Expected in EYFS achieve at least expected standard in Maths at KS1. • *90% of children* who achieved Expected in Yr2 achieve at least expected standard in Maths in KS2. • % of KS2 PP children making good or better progress in Maths is in-line with Non PP in School, Non PP in LA & Non PP Nationally. • As a result the % of PP achieving at least expected+ in *KS2 RWM combined.*	• Employment of an EYFS Intervention HLTA • Staff above the legal ratios in Early Years • Introduction of daily fluent in five maths skills • Introduction of both numbots and TTRock stars • The embedding of MNP! across all year groups including resources and training • School took part in EYFS mastery maths run by Leeds City Council • School took part in a mastery maths TRG at KS1 and KS2	• Internal data showed that children were making good progress and attainment was increasing towards national average • No EYFS, KS1 or KS2 data to show that the gap was diminishing for PP children.	£35,000 £250 £1,000 £2,000 £500 £1,000

F	To increase attendance and reduce late marks for PP children to diminish any in-school difference between the attendance of PP and Non-PP children.	• Reduce the % difference in lates between PP and Non-PP in each class from Sept 19' to July 2020. • Reduce the % difference in attendance between PP and Non-PP for each class from Sept 19' to July 2020.	• Continue employment of an attendance officer • Buy LCC Attendance Support Offer • Prizes to reward good attendance and punctuality	• Internal data showed that between Sep 19' and Feb 20' attendance was at 95% and increasing towards national average • No end of year data to show that the gap was diminishing for PP children.	£20,000 £200

G	To engage parents in the life of school, including: • Attendance at parent workshops • The introduction of a school tuck shop • Open mornings • Parents' evenings	• Through the workshops, parents will be able to support their children at home with homework and reading. • Increased 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.	• Continue employment of a Parent Support Worker and a Safeguarding Lead • Continue to buy into the South Leeds Cluster of support	• Attendance figures for all parental sessions showed a significant increase from previous years.	£28,000

H	To engage children in KS2 who are at risk of becoming NEAT at Secondary School.	• Through the workshops, support parents with routines and boundaries so they can support their children to stay engaged. • Increased numbers of afterschool clubs, competitions and events with pathways to local clubs to keep children engaged on an evening and weekend.	• Continue employment of a Parent Support Worker and a Safeguarding Lead • Continue to buy into the South Leeds Cluster of support • Increased afterschool club provision so that a child in any year group could attend at least three clubs each week	• Internal data showed that attendance at afterschool clubs was increasing	£5,000

Total spend = £282,650