

The Keys Federation Academy Trust

Pupil premium strategy statement – Hindley Green Community Primary School – September 2019

1. Summary information					
School	Hindley Green Community Primary School				
Academic Year	2019-20	Total PP budget	£106,460	Date of most recent PP Review	N/A
Total number of pupils	393	Number of pupils eligible for PP	70	Date for next internal review of this strategy	July 2020

2. Current attainment at end of Key Stage 2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	50%	50% (65%)
% making expected standard or above in reading	56%	57% (73%)
% making expected standard or above in writing	81%	81% (78%)
% making expected standard or above in maths	63%	71% (79%)

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.	Oral language skills in EYFS are lower for those eligible for PP than other pupils. This impacts on outcomes in later years
B.	High ability PP pupils make less progress than other higher ability pupils across this school. This impacts on outcomes in UKS2.
C.	High numbers of PP children require additional social and emotional support in comparison to other pupils. This is having a detrimental impact on their outcomes.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are lower than those of their peers (94%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the oral language skills for pupils eligible for PP in EYFS	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
B.	Accelerated rates of progress for higher attaining pupils in UKS2	Higher numbers of PP achieve greater depth in KS2 outcomes
C.	Social and emotional needs of PP pupils are addressed	Improved mental health of PP pupils allowing them to meet age-related expectations
D.	Increased attendance rates for PP pupils	Reduce the number of persistent absentees among pupils eligible for PP. Overall attendance improves from 94% to 97% in line with target set

5. Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
a. Improve the oral language skills for pupils eligible for PP in EYFS	Staff CPD on narrowing the vocabulary gap and student agency Staff CPD on encouraging reading in EYFS	Current research suggests many approaches to narrowing the word gap impact on KS2 outcomes. Staff CPD will ensure that co-ordinated projects recommended by EEF are implemented	Projects selected using evidence for effectiveness. Peer observations to observe projects in practice Data analysed at regular snap-shots throughout the year to ensure impact	Tim Mooney	July 2020
b. Accelerated rates of progress for higher attaining pupils in KS2	Staff CPD for all staff to ensure that all children are challenged in their learning and have regular opportunities to master and apply knowledge, skills and understanding using traditional methods and Century Tech	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standard'.	Peer observations to observe quality first teaching in practice Data analysed at regular snap-shots throughout the year to ensure impact	Jen Hunter	July 2020
Total budgeted cost					£32,691
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
a. Improve the oral language skills for pupils eligible for PP in EYFS	Small communication and language groups Staff CPD from psychology/TESS/SALT teams	Some of our pupils need targeted small group support to catch-up. Recommended programs will be implemented as appropriate	Organise timetable of delivery. Monitor progress/outcomes on a 6 - weekly basis.	Jenny Adams	July 2020
b. Accelerated rates of progress for higher attaining pupils in KS2	Additional learning sets to target, teach and mentor higher attaining PP pupils in UKS2	Higher ability PP pupils are making less progress than other higher attaining pupils across UKS2. Intervention groups will ensure that PP not only meet the expected standard but that they are also challenged to achieve greater depth	Peer observation of intervention facilitators Data analysed at regular snap-shots throughout the year to ensure impact	Jen Hunter	July 2020

c. Social and emotional needs of PP pupils are addressed	Additional intervention groups to support nurture and social and emotional well-being Dedicated school counsellor	The EEF toolkit suggests that targeted interventions matched to pupil's particular needs can be effective, especially for older pupils	Ensure that pupils are appropriately and swiftly identified. To work alongside the CAMHs/ Startwell teams to ensure that provision is appropriate. Peer observation of intervention groups Reduced behavioural/concern incidents logged	Jenny Adams	July 2020
Total budgeted cost					£65,382
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
a. Increased attendance rates	Learning Mentor employed to monitor pupils and follow up quickly on absences. First day response provision. Bespoke support co-ordinated through Early Help and Startwell intervention	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step	Thorough briefing of Learning Mentor about existing absence issues.	Jenny Adams	Half-termly
Total budgeted cost					£8,387

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that PP children make at least expected progress from their starting points	Targeted interventions for reading, writing and maths for PP children	Mixed. Outcomes by the end of KS2 ensured that children were at least on-track given their starting points. Y6 children achieved in-line with their peers in reading and writing. There was a small gap in maths but this had been narrowed from previous year's results. Success in other year groups was variable	This approach works with rigorous implementation and consistency of trained staff.	£39,253
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To remove barriers for PP children to ensure that they can access their learning	Trained counsellor Bespoke nurture sessions, both in school by our staff and through Motivational Minds and at Forest School.	High. Pupil and staff voice demonstrated and improvement in the targeted children's mental health and well-being. For those children behavioural incidents were reduced by 50%	These sessions were deemed effective and therefore the number of counselling sessions has been doubled and the number of internal nurture sessions has been increased to accommodate more vulnerable individuals	£78,507
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To broaden the opportunities for PP children to achieve in all areas of the school curriculum	Specialist Sports leaders employed and PP pupils targeted to develop their sporting abilities.	High. 34% of PP pupils represented the school in a sporting event last academic year.	This strategy was deemed effective. Teaching staff and sports leaders to work together now to target funding to support participation of PP pupils in the wider life of school including after-school clubs, trips and residential visits.	£20,000

7. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above.

