

Pupil premium strategy statement: Hunts Grove Primary Academy.

1. Summary information					
School	Hunts Grove Primary Academy				
Academic Year	20-21	Total PP budget	£ 29590	Date of most recent PP Review	Sept 20
Total number of pupils	193	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017)
% achieving expected level or above in reading, writing & maths	48%	71%
% achieving expected level or above in reading.	65%	78%
% achieving expected level or above in writing.	65%	77%
% achieving expected level or above in maths.	70%	85%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Below national average starting point on Reception intake.(CEM screening on entry)	
B.	Below average speech and language skills.	
C.	Ability to self-regulate behaviours is poor. (Thrive Approach Assessments)	
External barriers		
D.	Low attendance and late arrival at school.	

E.	Low engagement of families and less opportunities to extend skills and personal qualities.	
4. Strategy and Desired outcomes		Success criteria
a	<p>Much of the pupil premium funding at Hunts Grove Primary Academy is used to support the deployment of a teaching and support staff in the early years.</p> <p>The Trust Early Years Lead will support quality first teaching at Hunts Grove:</p> <p>Coordinate planning on weekly basis</p> <p>Monitor teaching and learning</p> <p>CPD on all aspects of EYFS</p> <p>Construct an EYFS curriculum and support its implementation.</p> <p>Support on assessment and moderation of judgements.</p> <p>Coach and mentor staff</p>	<ul style="list-style-type: none"> • Children have a secure understanding of the team around them and who to go to for targeted support. • Teaching staff feel supported and can seek advice on classroom strategies for behaviour or pastoral support. • Pupils are appropriately targeted and gaps in learning identified in all year groups to ensure maximum progress • Speech and Language skills of specific pupils improve enabling greater access to the curriculum • Opportunities for parents to become involved in school activities and learn more about how they can support their children are increased and well attended

<p>b.</p>	<p>The Trust recognises the importance of ensuring that all Teaching and Learning is of the highest quality and that all staff have the opportunity to develop skills through high quality CPD and coaching and mentoring for teachers and teaching assistants. <i>High quality CPD organised for all staff (teachers and teaching assistants) through effective performance management arrangements and engagement with external trainers/consultants</i></p> <p><i>Assistant Headteacher will monitor lessons and data to ensure that Pupil Premium Pupils are performing to the best of their ability.</i></p>	<ul style="list-style-type: none"> • All teaching is good or outstanding. • Pupil Premium children’s needs are met within lessons
<p>c.</p>	<p>Pupil Premium children are able to access the curriculum with confidence. <i>Teaching assistants deployed throughout the school delivering in class support and structured interventions to meet specific needs of pupils (identified through tracking and pupil progress meetings)</i></p> <p><i>Interventions to be monitored by SENCO and Assistant Head of School</i></p>	<ul style="list-style-type: none"> • The gap between PP and Non PP children is closing. • Children make good progress in maths, reading and spelling catch up intervention programs.
<p>d.</p>	<p>Reception and KS1 children make accelerated progress in spoken language and phonics. <i>Trust Early Years Lead will provide: Coordinate planning on weekly basis; Monitor teaching and learning; CPD on all aspects of EYFS; Construct an EYFS curriculum and support its implementation; Support on assessment and moderation of judgements; Coach and mentor staff.</i></p> <p><i>Assistant Head of School will organise and monitor the teaching of Phonics across the school; provide staff training; track the progress of Pupil premium pupils.</i></p>	<ul style="list-style-type: none"> • Children access catch up programs with targeted speech and language support. • A high quality Phonics program is delivered that allows all children to keep up and succeed.
<p>e.</p>	<p>Improved behaviour across all year groups with pupils moving into Hunts Grove more able to make the transition with confidence and engage with all aspects of school successfully. <i>Key members of staff trained as Thrive practitioners to enable them to support pupils with behavioural, emotional and social needs and all staff trained in Restorative Practice. SENCO will oversee delivery of Thrive programme.</i></p>	<ul style="list-style-type: none"> • Classroom observations show excellent classroom management • Pupils able to negotiate and manage outcomes more successfully following an incident.

<p>g.</p>	<p>Develop a sense of awe and wonder in the world and aspiration for new opportunities, with special trips/events.</p>	<ul style="list-style-type: none"> • Children who would like to participate in residential trips and one day visits who may ordinarily not be able to are given financial support enable to attend
<p>h</p>	<p>The attendance of Pupil Premium Children is good (above 95%). Any persistence absenteeism is promptly dealt with by the school.</p> <p><i>The school administrator will monitor attendance of all key groups. This will be ongoing with reviews of attendance every 3 weeks.</i></p>	<ul style="list-style-type: none"> • Lateness of pupil premium children is ket to a minimum • Attendance of Pupil Premium children is classed as good (95%+)

5. Planned expenditure					
Academic year		2020-21			
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
Teaching assistants will also be deployed to deliver high quality, recognised interventions.	Teaching assistants to target specific intervention teaching.	Targeted support to fill gaps in learning will accelerate the progress of Pupil premium children.	Monitoring and performance management of staff. Data collection for targeted interventions. Regular liaison between teachers/teaching assistants and HOS	HOS	On going

Pupil Premium Children are closely monitored and assessed. Assistant Head of School and SENCO works with class teachers to produce the best outcome for Pupil Premium children	Pupil Premium Learning walks to be carried out by Assistant head of School and SENCO. Data Monitoring and Pupil voice to be collected. Action Tracker to be completed to direct next steps.	Teaching will be good or outstanding in the majority of lessons. Attainment standards will improve across all year groups.	Monitoring and performance management of all teaching staff and teaching assistants.	EXH/ HOS	
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	Review
Pupil Premium children are able to access the curriculum with confidence	Assistant Head of School and SENCO to provide mentoring and support to teaching staff. Effective deployment of teaching assistants to support pupils of all abilities	The removal of barriers to learning will allow Pupil premium children to have full access to the curriculum	Analysis of Data. Review of myplans Learning walks Pupil Voice Book Looks	SENCO AHOS	On Going

<p>Pre-school, reception and KS1 children make accelerated progress in spoken language and phonics.</p>	<p>Speech and Language therapist will plan and implement a bespoke package for all children who are behind in speech or phonics</p> <p>Assessment of Speech and language by SENCO</p> <p>Support provided by Trust EYFS Lead</p>	<p>Increased numbers of children join school with poor spoken language and the ability to make progress in Phonics.</p> <p>Focussed targeted support in speech and language is planned to support development across R&KS1.</p>	<p>Regular liaison between SENDCo, class teachers and specialist speech and language therapist to evaluate impact and progress</p> <p>Evaluation of impact on pupil attainment / progress to be discussed at pupil progress m Meetings</p>	<p>SENCO</p> <p>Trust EYFS Lead</p> <p>HOS</p>	<p>On-going/termly</p>
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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	Review
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<p>Improved behaviour across all year groups with pupils moving into Hunts Grove more able to make the transition with confidence and engage with all aspects of school successfully.</p>	<p>The Thrive Approach Training and resources.</p> <p>Implementation of Restorative Practice in all schools to support behaviour management and develop resilience amongst pupils.</p>	<p>Children require increased support for appropriate behaviour choices and have gaps in their development for behaviour. Annually children join our school on managed moves and require increased support to structure this transition.</p> <p>Children need to develop skills of managing behaviour and negotiating outcomes of actions more independently to help them develop greater levels of resilience.</p>	<p>Staff trained in The Thrive approach will disseminate their expertise across the school with staff training and working with small groups or one to one to deliver high quality planned and targeted therapy.</p> <p>Number of fixed term exclusions will decrease.</p> <p>Restorative Practice training will continue to be embedded in school.</p> <p>New children trained as restorative stars to support during playtimes.</p> <p>Detailed of incidents to be logged and effectiveness of approach analysed on termly basis</p>	<p>HOS/ SENCO</p>	<p>July 2020</p>
<p>Develop a sense of awe and wonder in the world and aspiration for new opportunities.</p>	<p>Children are not excluded from trips and events on the grounds of non-payment of voluntary contribution.</p>	<p>Children have limited access to opportunities beyond their local area due to financial or environment constraints.</p>	<p>Children throughout the school will attend extra-curricular events, which promote awe and wonder with no exclusions on the grounds of cost.</p>	<p>HOS/AHOS</p>	<p>July 2021</p>

Improve the attendance of pupil premium Children	Administrator to monitor attendance of Pupil Premium children and liaise with HOS if any issues arise.				
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TOTAL INCOME FROM PUPIL PREMIUM FUNDING	£29590
Staffing Costs(PP contribution)	
EYFS Trust Lead	£7537
Assistant Head of School (Pupil Premium Champion)	£3819
School Administrator to Monitor Attendance	£2336
SENCO	£13692
Total Staffing Costs	£27384
Trips and Visits	£400
Enrichment	£1600
TOTAL	£29384

Contingency available for uniform, additional visits,	£600
TOTAL ALLOCATED TO SUPPORT STRATEGIES	£29950

6. Additional detail

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

We provide pastoral support during challenging times for Service PP children to help mitigate the negative impact on service children of family mobility or parental deployment. Hunts Grove currently has no pupils who are eligible for service pupil premium.