



Hemingbrough CP School - Pupil premium strategy statement

1. Summary Information					
School	Hemingbrough CP School				
Academic Year	2018 / 2019	Total PP budget	£31778	Date of most recent PP review	Sep 2018
Total Number of Pupils	162	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Mar 2019

2.	Progress of children eligible for the PPG
Subject	Expected Progress or better
Reading	59%
Writing	73%
Maths	64%

3. Barriers to Learning
In-school barriers
In 2017 / 2018, 15 out of 22 (68%) of pupil premium children also had additional needs Currently in 2018 / 2019, 14 out of 23 (61%) of pupil premium children also had additional needs Therefore outcomes for these pupils are lower than that of 'other' pupils
Some pupils eligible for pupil premium find it difficult to retain and apply knowledge and skills taught
The progress of pupil premium children is lower than that of non-vulnerable learners in reading, writing and maths
Social, emotional, communication and mental health needs for groups of pupils affect progress and attainment
External barriers
Contact visits can have a detrimental affect on children's learning and emotional wellbeing for significant periods of time
Parental engagement and understanding of curriculum expectations
Access to wider opportunities

4. Desired Outcomes
The pupil premium grant for 2018 / 19 will be targeted in the following areas:
A. To increase the number of children reaching ARE at the end of the academic year in reading, writing and maths to 65%
B. To ensure children make at least expected progress in reading, writing and maths
C. To close the gap between children who are eligible for the Pupil Premium Grant and those who are not at the end of each key stage
D. To ensure effective support for pupils both in and out of the classroom
E. To address and support the social, emotional and behavioural wellbeing and needs of pupils
F. To encourage parental engagement

5.	6. Planned expenditure					
Academic Year			2018 / 2019			
Desired outcome	Chosen action / approach	What is the evidence and rationale for these choices?	How will ensure it is implemented well?	Staff leads	Review Date	Cost
A, B, C	<ol style="list-style-type: none"> 1. In school pupil premium review 2. Introduce reciprocal reading approach 3. English lead attend FFT wave three training 4. Participate in AFA 2 year programme 5. Attend cluster vocab / word gap training 6. Introduce PIRA reading assessment 7. Introduce PUMA maths assessment 	<ul style="list-style-type: none"> • Ensure effective support for children eligible for the Pupil Premium (PPG) across the school • Proven strategy to improve progress • Raise aspirations, access and achievement • Ensure effective interventions from other agencies are used to promote specific areas of need • Ensure targeted support to close the gap for specific children 	<ul style="list-style-type: none"> • Lesson observations / learning walks • Data tracking • Pupil voice • Parent voice • Training through staff meetings and training days • Record of interventions and their impact on progress and attainment • Regular progress reviews with class teachers • Target setting and monitoring • Review impact of interventions both internal and external 	SC RH HT	Termly	£7775

	8. Staff meetings led by Maths and English leads 9. Asst. Head to attend "Achievement Unlocked" event 10. Access other support eg. EMS 11. Whole school and individual provision mapping 12. Employ pre-teaching techniques 13. Paired reading project 14. Financial contribution towards cost of residential and other school trips 15. Introduce whole school writing scheme 16. Continue to provide BAGs 17. English and Maths lead attend SLA and LA network meetings 18. Maths lead to work in partnership with other cluster leaders	<ul style="list-style-type: none"> AFA programme – recognised by Ofsted, DfE evaluation. AFA states 50% increase in progress in reading, writing and maths, 75% children's confidence increased 	<ul style="list-style-type: none"> Book scrutiny SDP review Reciprocal reading training and wave three intervention training 			
D	Employ skilled GTA / HLTA support to deliver interventions for targeted children both in and out of the classroom	<ul style="list-style-type: none"> To address specific gaps in knowledge, skills and understanding To prepare children for future lessons To ensure effective use of support staff 	<ul style="list-style-type: none"> Lesson observations / learning walks Data tracking Pupil voice Training through staff meetings and training days Record of interventions and their impact on progress and attainment 	SC	Termly	£19354

		<ul style="list-style-type: none"> • Targeted support for those not at ARE or at risk of underachievement • To enable daily reading for specific children • To ensure opportunities for learning to be broken down / reshaped for specific learners 	<ul style="list-style-type: none"> • Regular progress reviews with class teachers • Target setting and monitoring • Review impact of interventions both internal and external • Book scrutiny • SDP review 			
E	<ol style="list-style-type: none"> 1. Employ GTA support 2. Time out in sensory room as required 3. Specific children given opportunity to attend two times daily nurture group 4. Compass Buzz training 5. Employ Compass Buzz strategies with targeted children 6. Introduce wellbeing workshops 7. Attend Richard McCann seminar 8. Individual provision mapping 9. Employ mindful approaches across the school 10. Hold Mindful mornings event 	<ul style="list-style-type: none"> • High number of children in school with SEMH and behavioural needs • Children can have SEMH difficulties at any stage during their time in school which can be linked to a number of factors or events in their lives • Children should be educated in an environment which is empathetic to their SEMH needs and taught skills and strategies which develop and support wellbeing and engagement with learning • Nurture groups are known to support children with SEMH and behavioural difficulties. Nurture groups can foster opportunities to discuss and teach social and emotional skills in order to remove barriers to learning and help children become classroom ready 	<ul style="list-style-type: none"> • Track children's social, emotional, behavioural competences profile • Classroom observations • Staff meetings and staff training • Pupil Voice • Regular data tracking • PEPs 	SC	Termly	£5300

		<ul style="list-style-type: none"> The school desires to have SEMH as a school focus 					
F	<ol style="list-style-type: none"> AFA 2 year programme (structured conversations) Paired reading project BAGs Purchase seesaw app Curriculum sessions for parents Meet and greets Encourage hard to reach parents to attend events such as parents evening Ensure equality of opportunity for all children to attend out of school activities 	<ul style="list-style-type: none"> EEF toolkit gives parental engagements a gain of 3 months See previous AFA impact data Parents gain an understanding of the needs of the national curriculum Provide additional materials to support learning at home 	<ul style="list-style-type: none"> Regular structured conversations with parents planned into the school academic year Monitor reading age gains through paired reading project Track the use of seesaw Pupil voice Number of parents and carers attending open events Parent survey Regular data tracking 	SC	Termly	£200 (BAGS allocation in ABC)	
						Total	£32629

7. Review / impact of previous expenditure

Impact goes beyond academic achievement. The PPG has also provided memorable and enriching experience for pupils which have contributed to raising self-esteem, confidence, concentration, independence and preparing children for the next stages in their education.

GTA's have supported children alongside their peers and in small groups. This has given opportunities for pre-teaching activities in readiness for specific lessons as well as encouraging children to remain on task, allowing time for breaks and to repeat and reframe explanations and instructions in order that children gain greater access to learning opportunities. It has also meant that specific programmes of support such as SALT, OT and C&I recommendations can be fully implemented.

Nurture group sessions have facilitated opportunities for specific children to access a range of activities and be able to discuss feelings and emotions in a safe environment enabling them to enter the classroom calm and ready to learn. These sessions have developed wellbeing and addressed a variety of emotional, social and behavioural needs which can have a negative impact on progress and attainment. All of these children made progress on our social, emotional and behavioural competencies profile.

Daily structured sessions using first class at writing has enabled pupil premium children to attain within their year group ARE and make good progress in writing and communication.

Employing an HLTA and Teacher enabled them to work with specific children to address specific gaps in learning which were previously hindering their progress.

Use of the PPG has enabled the school to seek expert advice and put into place recommendations within the school day.

Children have looked forward with anticipation to receiving their termly BAG. Parents and children tell us that the children enjoy their contents and are able to use them to support learning at home.

Continued implementation of P4C across school has contributed to the development of children's communication skills and ability to listen to and respond to the views and opinions of others.

All children who have wished to attend residential and other school trips, who may have been prevented from participating due to financial constraints have been able to attend these events therefore contributing to their overall wellbeing and the impact such opportunities can have on their learning.