



## Hemingbrough CP School - Pupil premium strategy statement

| 1. Summary Information |                        |                                  |         |  |          |
|------------------------|------------------------|----------------------------------|---------|--|----------|
| School                 | Hemingbrough CP School |                                  |         |  |          |
| Academic Year          | 2016 / 2017            | Total PP budget                  | £51,620 | Date of most recent PP review                  | Oct 2016 |
| Total Number of Pupils | 185                    | Number of pupils eligible for PP | 27      | Date for next internal review of this strategy | Jan 2017 |

| 2. Current Attainment   |                  |                                       |   |
|---|------------------|---------------------------------------|---|
|   | Number of Pupils | Pupils eligible for PP (Hemingbrough) | Pupils not eligible for PP (national average) |
| % achieving a good level of development at the end of F2            | 1                | 100%                                  | 66% (2015 data)                               |
| % achieving the required standard in the Y1 Phonics test            | 3                | 33%                                   | 77% (2015 data)                               |
| % achieving the expected level in reading in KS1                    | 4                | 25%                                   | 74%   |
| % achieving the expected level in writing in KS1                    | 4                | 25%                                   | 66%   |
| % achieving the expected level in maths in KS1                      | 4                | 25%                                   | 73%   |
| % achieving the expected level in reading, writing and maths in KS1 | 4                | 25%                                   | 60%   |
| % achieving the expected level in reading, writing and maths in KS2 | 4                | 25%                                   | 53%   |
| % achieving the expected level in reading                           | 4                | 50%                                   | 66%   |
| % achieving the expected level in writing                           | 4                | 25%                                   | 74%   |
| % achieving the expected level in maths                             | 4                | 25%                                   | 70%   |
| % achieving the expected level in GPS                               | 4                | 25%                                   | 72%   |

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers

- A. Literacy skills are lower for pupils eligible for PP than for other pupils
- B. Children eligible for PP find it difficult to solve mathematical problems using the skills they have been taught
- C. Social, Emotional, Communication and Mental Health difficulties for a group of KS2 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
- D. A group of children in receipt of PP require additional support in order for them to access classroom activities

### 4. Outcomes

#### Desired outcomes

- A. Improve attainment in Literacy, closing the gap between PP children and other pupils
- B. Improve attainment in Maths, particularly the ability to solve problems in a range of contexts
- C. Improve learning outcomes for children with social, emotional, communication and mental health issues
- D. Children are calm at the start of school sessions and open to learning in their peer group

### 5. Planned expenditure

Academic Year 2016 / 2017

#### i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice?  | How will ensure it is implemented well?  | Staff lead           | When will you review implementation? |
|-----------------|--------------------------|--|--|----------------------|--------------------------------------|
| A & B           | Employ GTA for classes   | To support pupil premium children within classrooms alongside their peers in order that activities can be broken down, further explanations given and additional support on hand | Classroom observation, completion of mini SEFs (termly), monitoring by SENCO and termly progress reviews | Headteacher<br>SENCO | Termly                               |

|                            |   |  |  |          |               |
|----------------------------|---|--|--|----------|---------------|
| A, B & C                   | Contribution towards three year P4C programme | P4C is a proven strategy to increase high order thinking and reasoning skills, foster confidence in speaking and listening, promote literacy and numeracy skills, increase resilience and encourages children to ask challenging questions | Appropriate training and time to implement within timetable. Outcomes of Durham University research. Visits from external P4C mentor. Observations | P4C Lead | March         |
| <b>Total budgeted cost</b> |   |  |  |          | <b>£19773</b> |

| <b>ii. Targeted support</b> |   |   |   |                   |   |
|-----------------------------|---|---|---|-------------------|---|
| <b>Desired outcome</b>      | <b>Chosen action / approach</b>                                       | <b>What is the evidence and rationale for this choice?</b>  | <b>How will ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| A                           | 1 <sup>st</sup> Class @ Writing training & Resources                  | We want to support pupil premium children in their writing using a structured, small group, engaging and proven intervention strategy   | Termly assessment of writing to monitor progression. Termly meetings with local authority group. English Leader to monitor and support implementation | English Lead      | Every 12 weeks                              |
| A, B, C & D                 | Employ GTA to implement specific interventions across each year group | Some pupils need targeted support to address gaps in learning, some need support and intervention to address a wide range of needs. These will include: ELSA, Nessy, Phonics Literacy Programme, Lucid, Wordshark, Socially Speaking, Rainbow 'nurture' Group | Teachers will plan these sessions into their timetable. Termly mini SEFs. SENCO termly summary  | SENCO Headteacher | January                                     |
| A & B                       | Employ teacher 1 day per week   | We wanted to be able to teach children in bespoke small group situations focussing on specific needs and gaps in knowledge  | Suitable qualified and experienced member of staff. Regular progress meetings   | SENCO Headteacher | December                                    |

|                            |  |   |  |                      |               |
|----------------------------|--|---|--|----------------------|---------------|
| C & D                      | Use a proportion of the PPG to purchase resources and external support and advice and training to enhance provision for children in school | Resources, advice and training required to carry out Rainbow group sessions and mindfulness club. These include eg. Nurture Group conference, 60 mindful minutes, educational psychologists costs, therapeutic play materials, weighted blankets etc. | Discussion with parents, monitoring behaviour, advice from outside agencies                      | SENCO<br>Headteacher | Half termly   |
| A & B                      | Provide ICT resources for specific children  | We want to provide children with access to technologies to support all areas of their learning  | Following discussion with parents and other agencies, hardware/software is provided where needed | Headteacher          |               |
| <b>Total budgeted cost</b> |  |   |  |                      | <b>£25191</b> |

| <b>iii. Other approaches</b> |                                  |   |   |                     |   |
|------------------------------|----------------------------------|---|---|---------------------|---|
| <b>Desired outcome</b>       | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will ensure it is implemented well?</b>                                | <b>Staff lead</b>   | <b>When will you review implementation?</b> |
| A, B, C & D                  | Employ Home School Link Worker   | Provide member of staff to be available for parents to assist in home/school dialogue. Provide advice on curriculum matters and assist in areas such as funding applications. | Regular updates with HSLW   | HSLW<br>Headteacher | Termly                                      |
| A, B, C & D                  | Fund local and residential trips | Enable all children to participate in activities that enhance and extend both the national and school curriculum  | All children have the opportunity to attend all school trips                  | SBM                 | Ongoing                                     |
| A & B                        | BAGs Scheme                      | Provide termly books, games and other resources to support and promote learning at home, across   | Consult parents on child's interests. Headteacher to put together bags termly | Headteacher         | Termly                                      |

|                            |                          |   |  |                        |              |
|----------------------------|--------------------------|---|--|------------------------|--------------|
|                            |                          | the curriculum, and to help parents support their child at home   |  |                        |              |
| B                          | Maths Library            | Purchase resources for Maths Games Library which is run weekly to enrich the maths curriculum, supporting both children and adults in working at home | Discussion with parents and termly school assessment | Maths Lead Headteacher | Termly       |
| C & D                      | Sensory Room Development | We want to create a sensory area to address children's sensory needs, and address social, emotional and mental health difficulties                    | Children are calm when coming into class             | Headteacher SENCO      | TBA          |
| <b>Total budgeted cost</b> |                          |   |  |                        | <b>£7300</b> |

| 6. Review of expenditure              |                          |                   |                 |      |
|---------------------------------------|--------------------------|-------------------|-----------------|------|
| Previous Academic Year                |                          |                   |                 |      |
| <b>i. Quality of teaching for all</b> |                          |                   |                 |      |
| Desired outcome                       | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
|                                       |                          |                   |                 |      |
|                                       |                          |                   |                 |      |
| <b>ii. Targets support</b>            |                          |                   |                 |      |
| Desired outcome                       | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
|                                       |                          |                   |                 |      |
|                                       |                          |                   |                 |      |
| <b>iii. Other approaches</b>          |                          |                   |                 |      |
| Desired outcome                       | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
|                                       |                          |                   |                 |      |
|                                       |                          |                   |                 |      |

**7. Additional detail**

Please see previous reports for previous academic year review