



## **PUPIL PREMIUM SPEND AND IMPACT SEPTEMBER 2018 - JULY 2019**

Huntington Primary Academy actually received  
**Pupil Premium total funding of £63,900**

### **THE MONIES WERE SPENT ON THE FOLLOWING PROVISION:**

- To fund a further increase in teacher time to enable pupils to learn in smaller teaching groups or to access small group interventions for literacy and numeracy (**COST: £37,000**)  
**(Addressing barriers to acquiring basic skills)**
- To continue to fund some ELSA time and resources to help address the social, emotional and mental health needs of pupils in receipt of pupil premium across the academy (**COST: £4,675**)  
**(Addressing SEMH needs that were barriers to learning)**
- To fund training for staff and purchase of interventions that have had a proven impact on literacy and numeracy skills (e.g. Lexia) (**COST: £1,000**)  
**(Addressing barriers to acquiring basic skills)**
- To fund some transportation to and from school and to and from a specialist offsite provision (**COST: £5,225**)  
**(Addressing attendance issues that were a barrier to learning)**
- To continue to fund extra TA time for in class support and interventions for pupils in receipt of pupil premium. (**COST: £15,000**)  
**(Addressing SEMH needs and barriers to acquiring basic skills)**
- To part fund pupil attendance on visits (**COST: £1,000**)  
**(Addressing attendance issues, physical needs, barriers to learning and to promote healthier lifestyles)**

**The effectiveness of the provision for pupils in receipt of pupil premium funding was reviewed at termly progress meetings with SLT, teachers, TA's and the SENDCO.**



## IMPACT FOR PUPILS FROM EYFS

to Y6

The measures put in place have had a positive impact on the progress, attainment and/or wellbeing of pupils in receipt of pupil premium monies across the academy.

Year	Extra Funded Provision for PP pupils.	Impact
<b>EYFS</b>	Pupils in EYFS had targeted support and intervention including some transportation to the academy, attendance at breakfast club and ELSA input.	SEMH needs met and behaviours for learning improved. All pupils made good progress from their baseline in all areas for learning. 2 out of 4 pupils achieved a good level of development.
<b>Y1</b>	Pupils benefitted from extra adult support and challenge in the classroom and had support for phonics in a small group with an extra adult and ELSA input. Transportation to school.	SEMH needs met and behaviours for learning improved. At the end of Y1, 3 out of the 4 pupils passed the phonics screening test, the other pupil significantly improved their score from their baseline. 100% attendance in summer term for pupil with previous low attendance.
<b>Y2</b>	Pupils benefitted from extra adult support and challenge in the classroom and had support for phonics in a small group with an extra adult and ELSA input.	SEMH needs met and behaviours for learning improved. 2 out of the 3 pupils had passed the phonics screening test by the end of year 2. 3 out of the 3 pupils achieved the expected standard or higher in maths and science. 2 out of the 3 pupils achieved the expected standard or higher in reading and writing and passed the phonics check
<b>Y3</b>	Pupils benefitted from extra adult support and challenge in the classroom, interventions to address barriers to acquiring basic skills and ELSA support for SEMH needs.	SEMH needs met and behaviours for learning improved. Pupils made good progress and are at expected or working towards standard for the year group.
<b>Y4</b>	Pupils benefitted from extra adult support and challenge in the classroom and interventions to address barriers to acquiring basic skills.	SEMH needs met and behaviours for learning improved. Pupils made good progress and are at greater depth, expected or working towards standard for the year group.
<b>Y5</b>	Pupils in this year group were taught in smaller groups for maths and benefitted from extra adult support in reading and writing. Some pupils had transportation to school, ELSA input, specialist teaching or a personalised programme.	SEMH needs met and behaviours for learning improved. Improved attendance. Pupils made good progress and are at expected or working towards standard for the year group.
<b>Y6</b>	Pupils in this year group were taught in smaller groups for maths, reading and writing. Some pupils had transportation to school and ELSA support for SEMH needs.	SEMH needs met and behaviours for learning improved. Improved attendance. 2 out of the 8 pupils were at the expected standard or higher for reading, 6 out of the 8 pupils were at the expected standard or higher for writing and maths. All pupils were at the expected standard for science.

In the 2019-2020 academic year, we will be addressing barriers to learning so that Y6 pupils in receipt of pupil premium meet the expected standard in reading in KS2 national tests.