

Hunton & Arrathorne Community Primary School

Pupil Premium Strategy 2021-2022

1. Summary information					
School	Hunton & Arrathorne Community Primary School				
Academic Year	2020-2021	Total PP budget: £6,895	Expected PP expenditure: £6,895 Actual spend: £6,895	Date of most recent PP Review	July 2021 December 2021 April 2021 July 2021
Total number of pupils	63	Number of pupils eligible for PP	14 24% (14 Service Pupils (22.5% / 1 / 1 FSM 1.5%))	Date for next internal review of this strategy	December 2021

Attainment 2017-19 (KS1 and KS2 results)				
Attainment	Hunton & Arrathorne 2021 Data Outcomes KS1	Hunton & Arrathorne 2021 Data Outcomes KS1 Diasdvantaged	Hunton & Arrathorne 2021 Data Outcomes – KS2	National 2021 Data Outcomes
% achieving expected standard in reading	88%	100%	83%	NA
% achieving expected standard in writing	55%	100%	83%	NA
% achieving expected standard in maths	75%	100%	83%	NA

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Access to enrichment opportunities to develop social and emotional skills and improve self-esteem where these are barriers to learning
B.	Aspects unique to the individual pupil leading to targeted support for these areas as determined by assessments e.g. difficulties with Reading
C.	Ensuring that low expectations are not a barrier to achievement- not settling for more-able pupils only reaching expected levels for their age

External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Family situations causing barriers to learning through ongoing distress with pupils in need of emotional support, counselling and development of life skills	
F.	Completion of homework tasks that support classroom learning	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve rates of progress and raise attainment for disadvantaged / pupil premium pupils.	<ul style="list-style-type: none">Pupil Premium pupils make good progress in line with PP pupils nationally in reading, writing and mathematics. (Data Analysis)Any gaps in attainment are narrowed. (Data Analysis)Through early intervention in EYFS and KS1 PP pupils achieve in-line with their peers in EYFS Tracking & Phonics Screening. (Data Analysis)
B.	Develop resilient and inspired learners with excellent wellbeing, in line with our school values of ‘caring, aspiring and excelling’	<ul style="list-style-type: none">Observations of teaching and learning show pupils are highly engaged, motivated and resilient when overcoming barriers (T&L Monitoring)Pupils develop increasingly excellent attitudes towards their learning (Pupil Survey)Relationships with all adults are the key to our success in our school and are tangible to visitors (Visitor Book)
C.	Service pupils have access to bespoke support when they arrive mid-year and provision for them is excellent.	<ul style="list-style-type: none">Transient pupils who arrive mid-year and their families feel well supported by the school (Pupil & Families Survey)The progress and attainment of service pupils is not adversely effected by mobility (Data Analysis)
D.	Pupils in receipt of FSM or LAC are given the opportunity to access school residentials, visits, music tuition and access to Wraparound Club at no cost.	<ul style="list-style-type: none">Children attend Wraparound Club where needed and are happy and prepared for the day.Pupils have the opportunity to extend their skills beyond academic, with finance not been a barrier.

4. Planned expenditure						
Academic year	2020-2021					
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?	Cost
Aspiring & Excelling Ensure Y2 pupils (50% PP) continue to make outstanding progress and attainment.	Year 2 pupils to be taught in their own class, rather than in the mixed Year 3/4 class as has historically been the case.	The current class structure of our school means that one class is split between working on the current Key Stage 1 /2 curriculum. The new class structure eases transition at the end of Y1 and provides bespoke support in English and maths	<ul style="list-style-type: none">Monitoring of teaching and learning.Observations.Ongoing monitoring of pupil progress.Book scrutiny.Pupil progress meetings.Pupil / staff voice.	SD / GC	January 2021 March 2021 July 2021	£2000
Impact:						
Aspiring & Excelling Ensure accurate and regular formative and summative assessment narrows gaps in attainment and progress.	Buy into Insight Tracking and ‘Rising Stars’ assessment packages to ensure attainment and progress is measurable and accurate.	Insight Tracking programme allows staff to make summative judgements immediately after teaching and identify gaps in pupil’s learning subsequently, allowing for teaching staff to focus on closing gaps in line with our teaching and learning policy.	<ul style="list-style-type: none">Data analysisInternal moderationExternal moderation	SD / GC	January 2021 March 2021 July 2021	£600 (PUMA, PIRA & GAPS) £175 (Insight Tracking)
Impact:						
Total budgeted cost					£2775	
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?	Cost

<p>Caring, Aspiring & Excelling</p> <p>Develop children’s emotional resilience, particularly disadvantaged and and instil a love of learning for all children. This will be evidenced through:</p> <p>Lesson monitoring identifying learning attitudes are a strength of the school.</p> <p>Pupil Premium children exhibiting positive learning behaviours.</p> <p>Pupil Voice with targeted group at review points demonstrates increase of resilience and growth mindset.</p>	<ul style="list-style-type: none"> Focus on metacognitive strategies within lessons and roll-out staff training to support staff. Each class to have 10 weeks of ‘Forest Schools’ sessions working alongside a qualified instructor with a focus on building resilience. 	<p>Our emotions drive our behaviours. As educators, we must teach emotional regulation to our students for them to achieve goal-directed and purposeful behaviour. We must equip our students with the ability to self-identify and manage their emotions so that they can make good choices if we expect a positive classroom environment. (Jackson and Peck 2018)</p>	<ul style="list-style-type: none"> Lesson monitoring Pupil voice Staff questionnaires before and after CPD training. 	<p>SD / GC</p>	<p>Pupil meetings termly (at review points)</p> <p>Lesson monitoring ongoing</p> <p>Staff questionnaires pre and post training.</p>	<p>None</p>
<p>Impact:</p>						
<p>Caring, Aspiring & Excelling</p> <p>Continue to support the needs of transient service pupils to settle and adapt to new routines and environments.</p>	<ul style="list-style-type: none"> ‘Arrivals & Departures’ board in school entrance. GTA timetabled and trained to deliver ELSA interventions. All PP pupils can access nurture sessions with trained GTA (either planned or ad-hoc) GTA develop ‘Military Kids Heroes’ club with service children. 	<p>20 % of our school population is children of service families</p>	<ul style="list-style-type: none"> Entry questionnaires for new service pupils and families. Attitudes to learning around school. Lesson observations. Pupil voice. Parent questionnaires. 	<p>SD / SS</p>	<p>Behaviour for Learning monitored through informal and formal observations at least-termly.</p>	<p>£1450</p>
<p>Impact: April 2021</p>						

100% of SPP Children have attended 'Hunton Heroes' military kids club; GTA has designated slot of an hour a week to either work alongside the group or develop nurture strategies to support them. SPP Children have presented an assembly to the whole-school.
Wellbeing GTA having 1 hour p/w to focus on 'Care' – SPP have access to this provision.
Good Childhood Wellbeing Index – 85% of SPP children said they felt happy with their life / 100% of SPP children said they felt happy in school.
Service pupils had the opportunity to attend 'Little Troopers Virtual Day' with positive feedback.

Total budgeted cost £1450

iv. 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?
Caring, Aspiring & Excelling Finance is not a barrier to pupils accessing residential visits outside of normal classroom provision including Wraparound Club.	<ul style="list-style-type: none"> Support visits in 2021 with funding from Pupil Premium to ensure all children can access at an agreeable cost with families. School will fund attendance at Wraparound Club for LAC / FSM Pupil Premium children. 	Residential activities are proven to raise pupil's self-esteem and form positive relationships. With a relatively high proportion of service pupils, some can find it difficult to make these relationships quickly, without the support available in a larger school. PP children will receive bespoke help with homework and regular reading at Wraparound Club.	<ul style="list-style-type: none"> Pupil Voice Parent Questionnaires 	GC	Review of pupil voice at the start and end of the year – focus not just on residential visit but attitude to pupil learning.
Caring, Aspiring & Excelling Pupil premium children (including LAC children) have access to activities which will allow them to aspire and excel outside of the academic.	<ul style="list-style-type: none"> School will fund individual or group music tuition for FSM / LAC Pupil Premium children. 	Music is good for pupil wellbeing and tuition is expensive for families; school will remove the barrier for this and invest in individual tuition for PP children	<ul style="list-style-type: none"> Pupil voice Parent Questionnaires 	GC	Review of pupil voice at the start and end of the year – focus not just on residential visit but attitude to pupil learning.

Impact:

Total budgeted cost £2400