

Hunton & Arrathorne Community Primary School

Pupil Premium Strategy 2020-2021

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	December 2021
Total number of pupils	58	Number of pupils eligible for PP	10 (inc. 9 SPP)	Date for next internal review of this strategy	January 2021 April 2021 July 2021

Attainment 2017-19 (KS1 and KS2 results)				
Attainment	Hunton & Arrathorne 2020 Data Outcomes KS1	Hunton & Arrathorne 2020 Data Outcomes KS2	Hunton & Arrathorne 2020 Data Outcomes - Disadvantaged children	National 2021 Data Outcomes
% achieving expected standard in reading	NA	NA	NA	NA
% achieving expected standard in writing	NA	NA	NA	NA
% achieving expected standard in maths	NA	NA	NA	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)

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 When classes are larger, provide opportunities for smaller break-off groups to be taught effectively or supported effectively within whole class provision.	Ensure pupils are adequately supported on their focus during whole class maths and reading teaching in classes which cross key-stages.	The current class structure of our school means that one class is split between working on the EYFS Curriculum / National Curriculum and one class crosses Key Stage 1 / 2. In order to ensure all pupils in these classes keep up with expectations adult support is increased by timetabling support in Reading and Mathematics.	<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	January 2021 March 2021 July 2021	£2995
Impact: <u>January 2021</u> 100% of Y1 Pupil Premium pupils are on track to pass their Phonics Screening Check. Y1 pupils are exceptionally well supported in the mixed EY/Y1 class through whole class provision.						
Aspiring & Excelling Ensure accurate and regular formative and summative assessment narrows gaps in attainment and progress.	Buy into Swaledale Alliance ‘Target Tracker’ and ‘Rising Stars’ assessment packages to ensure attainment and progress is measurable and accurate.	Target Tracker 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	January 2021 February 2021 March 2021 May 2021 July 2021	£600 (PUMA, PIRA & GAPS) £310 (Target Tracker)
Impact: <u>January 2021</u> In December Pupil Progress meetings gap analysis reports were used specifically for the Pupil Premium children to identify gaps within their learning. Because of this, it is possible to identify there specific gaps and they will work in small groups in the spring term to close the gap.						
Total budgeted cost					£3012	

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
Caring, Aspiring & Excelling Develop children's emotional resilience, particularly disadvantaged and and instil a love of learning for all children. This will be evidenced through: * Lesson monitoring identifying learning attitudes are a strength of the school] *Pupil Premium children exhibiting positive learning behaviours. *Pupil Voice with targeted group at review points demonstrates increase of resilience and growth mindset.	<ul style="list-style-type: none"> External metacognition training for all staff (September 2020) Growth Mindset training for all staff (September 2020) Review of behaviour policy and subsequent roll-out of whole school strategies. Continue to develop the high profile of the Arts and wider curriculum. Each class to have 10 weeks of 'Forest Schools' sessions working alongside a qualified instructor with a focus on building resilience. 	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)	<ul style="list-style-type: none"> Lesson monitoring Pupil voice Staff questionnaires before and after CPD training. 	SD	Pupil meetings termly (at review points) Lesson monitoring ongoing Staff questionnaires pre and post training.	£1200
Impact: <u>January 2021</u> Staff received Metacognition / Growth Mindset training and there is evidence of these been developed within classroom practice. All staff said they felt more confident after the training. 'Wellbeing Warriors' group established in October, with a focus on pursuing the wellbeing of all pupils and staff. R/Y1 children have accessed half term of Forest School. Opportunities to reflect and be resilient have been noticed within class and areas of learning.						
Caring, Aspiring & Excelling Support the needs of transient service pupils to settle and adapt to new routines and environments.	<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 	16 % of our school population is children of service families 13% were new to school in year groups other than Reception last year.	<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. 	SD	Behaviour for Learning monitored through informal and formal observations at least-termly.	£1340

	<div>GTA (either planned or ad-hoc)<ul style="list-style-type: none">GTA develop ‘Military Kids Heroes’ club with service children.</div>				
<div>Impact: <u>January 2021</u> 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.</div>					
Total budgeted cost					£2540
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?
<div>Caring, Aspiring & Excelling</div> <div>Finance is not a barrier to pupils accessing residential visits outside of normal classroom provision.</div>	<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..	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.	<ul style="list-style-type: none">Pupil VoiceParent Questionnaires	SD	Review of pupil voice at the start and end of the year – focus not just on residential visit but attitude to pupil learning.
<div>Impact: <u>January 2021</u> Due to Covid-19 restrictions no out-of-hours visits have taken place in Autumn term.</div>					
Total budgeted cost					£550