



# **Pupil premium strategy statement: Hipswell Church of England primary School** **2019-2020**

1. Summary information					
School	Hipswell Church Of England Primary School				
Academic Year	2017-2018	Total PP budget	£83600	Date of most recent PP Review	n/a
Total number of pupils	194	Number of pupils eligible for PP	27 FSM 110 Service	Date for next internal review of this strategy	December 2019

<b>2. Current attainment 2019</b>	<i>All pupils Hipswell</i>	<i>Service Pupil Premium Hipswell</i>	<i>Disadvantaged Pupil Premium Hipswell</i>	<b>National Results 2018</b>
<b>Attainment for: July 2019 KS2</b>	<b>26 pupils</b>	<b>12</b>	<b>8</b>	
% achieving expected standard or above in reading, writing and maths	65%	66%	63%	64
% achieving expected standard or above in reading	77%	92%	75%	75
% achieving expected standard or above in writing	73%	66%	63%	78
% achieving expected standard or above in maths	77%	75%	63%	75
<b>Attainment for: July 2019 KS1</b>	<b>30 pupils</b>	<b>18</b>	<b>4</b>	
% achieving expected standard or above in reading	73%	78	50%	75
% achieving expected standard or above in writing	73%	72	75%	70
% achieving expected standard or above in maths	73%	72	75%	76
<b>Attainment for: July 2019 FS</b>	<b>27</b>	<b>20</b>	<b>0</b>	
<b>Good Level of Development</b>	<b>70%</b>	<b>70</b>	<b>0</b>	<b>N.Yorks LA (72.5%) National (71%)</b>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
To build on the success of the 2018-19 action plan and continue to overcome the following barriers:		
A.	Low starting points, Low aspirations	
B.	Low rates of progress.	
C.	Behaviour, social & emotional	
D.	Support from home including lack of routines/boundaries, sleep, food, support with homework	
E.	Mobility	
F.	Poor reading/phonics/spelling skills	
G.	Attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	PP pupils make equal or better progress and attainment in RWM in all year groups with emphasis on Year 2 and Year 6. PP pupils achieve equal attainment in GLD.
B.	PP pupils make at least expected progress throughout the school	PP pupils make equal or better progress in RWM
C.	Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Fewer incidents and exclusions. Pupils respond to behaviour strategies and recognise they have choices and can often resolve their own issues. Pupils can articulate their feelings, emotions. Vulnerable pupils receive support through an <b>Emotional First Aid</b> approach.
D.	Parents/carers greater involvement in their children’s learning, they can readily access support from school.	Parents are able to support their children at home. Home/school reading record is a form of communication. Parents can access information to support them with their children , eg on the website, information leaflets, through workshops Parents can access family learning and Emotional First Aid support. Education Psychologist-9 days across the whole year allocated to PP Service pupils and families will provide essential support and allow parents and carere to have greater successful involvement in their child’s learning and development.
E.	Issues around mobility are minimal.	Pupils settle quickly, feel safe secure. School track, record, assess and monitor accurately and make appropriate provision. Pastorally pupils benefit from Hipswell Heroes
F.	PP children’s reading/phonics/spelling improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children use phonics/spelling skills to support their writing Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
G.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Prevention Service involvement will not be needed Attendance for the children is in line with national at 96% or above.

## 5. Planned expenditure

Academic year

2019/20

The two 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	Cost/Provision	When will you review implementation?
(A).PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	<p>-Ensure low adult to pupil ratio as much as possible throughout school.</p> <p>-Additional adult support in classrooms directed by the class teacher</p> <p>Effective additional adult support used successfully</p> <p>-Track and monitor all pupils accurately</p> <p>-Parent classes linked to supporting their child with English and Maths and the development of their own parenting skills</p> <p>Additional 16 hour support for September to October half term</p> <p>16 x £10 x 7 weeks=£1120</p>	<p>- Small classes benefit PP &amp; non PP</p> <p>- Supports EYFS pupils making the best progress possible on entry from typical low starting points.</p> <p>-Allows any gaps in prior learning and development to be addressed.</p> <p>-To develop the characteristics of effective learning – self esteem, perseverance, resilience and confidence.</p>	<p>EYFS Action Plan formulated by HT in consultation with EYFS team.</p> <p>HT regular informal and formal r meetings with EYFS leader..</p> <p>SLT monitor progress and attainment through Assessments and progress meetings.</p>	<p>J.S (HT)</p> <p>JG (EYFS Leader)</p>	<p><b>SENco additional time</b> £3825</p> <p><b>TA Staff</b> £6650(HA) £10780(KD) £7080(KS) £9920(CC) £9765(SD) £7860(PF)</p> <p>Additional Staff September to Oct £1120</p>	
(B) PP pupils make at least expected progress throughout the school	<p>Ensure low adult to pupil ratio as much as possible throughout school.</p> <p>Additional adult support in classrooms directed by the class teacher</p> <p>Effective additional adult support used successfully</p>	<p>Allows any gaps in prior learning and development to be addressed.</p> <p>-All pupils access quality first teaching supported by effective teaching assistants</p> <p>-To develop the characteristics of effective</p>	<p>SLT monitor progress and attainment through:-</p> <ul style="list-style-type: none"> <li>Assessments and progress meetings.</li> <li>Classroom observations</li> <li>Work scrutinies</li> <li>Pupil conferencing</li> </ul>	<p>J.S (HT)</p> <p>SLT</p> <p>Gov SIC</p>	<p><b>TA Staff</b></p> <p><b>Assertive Mentoring Meetings</b> £1800</p>	

	<p>-Track and monitor all pupils accurately</p> <p>Additional Adult in Reception Class first half term</p> <p>Assertive Mentoring</p> <p>Meetings termly- Teacher and pupil</p> <p>Year 6 booster class sessions</p>	<p>learning – self esteem, perseverance, resilience and confidence. Reception Pupils induction effective</p> <p>Assertive Mentoring meetings set targets for improvement</p> <p>As a result of Booster class sessions for Year 6, Children make expected progress and attain expected levels.</p>	<ul style="list-style-type: none"> <li>• Link Governor visits</li> <li>• School Improvement Committee for the Governing Body</li> </ul>		<p><b>Additional Adult Reception First Half term £500</b></p> <p><b>Booster £1200</b></p> <p><b>Smaller class sizes in UKS2 £5820</b></p>	
<b>(C).</b> Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>-Ensure implementation of behaviour strategies/policy consistent</p> <p>-Ensure the agreed school values underpin all that we do</p> <p>-PSHE (and SEAL)curriculum – whole school approach</p> <p>-Value of pupil voice – through circle times</p> <p>-Involvement of EMS BSED</p> <p>-Emotional First Aid mentors</p>	<p>-whole school approach vital to successful impact for PP and non PP</p> <p>-Strategies to support vulnerable children such as Circle time, EFA are consistently implemented.</p>	<p>PSHE/Curriculum detailed action plan. Golden Time rewarding good behaviour log SLT monitoring through record of incidents/pupil conferencing/work scrutiny</p>	<p>J.S (HT)</p> <p>SLT</p> <p>KD (EFA lead)</p>	<b>TA Staff KD</b>	
<b>(D)</b> Parents/carers greater involvement in their children's learning, they can readily access support from school.	<p>-Further improve home/school communication – reading record way of communicating, considerable amount of information via website, giving hints/tips how to help at home,</p>	<p>- Communication key to supporting PP pupils at school.</p> <p>-Many parents willing to help their children but require guidance with this, particularly academic aspects.</p>	<p>Survey to parents about communication.</p> <p>Informal feedback from parents.</p> <p>Mathematics analysis of the impact of My Maths.</p>	<p>J.S (HT)</p> <p>SLT</p> <p>EYFS Leader</p>	<p><b>TA Staff</b></p> <p><b>Reading Challenge</b></p> <p><b>My Maths</b></p>	

	<p>Communicating through OurSchools App, Facebook</p> <p>-My Maths Homework KS2</p> <p>Parents information afternoons</p> <p>-Parenting classes Nursery-ChatterBox-Family Adult Learning</p> <p>Relaunch of the Reading Challenge which emphasises the importance of reading at home and engages parent and child support.</p> <p>Ensuring full attendance at Parents Evenings (child care provided)</p>	<p>-My Maths KS2 which engages, supports and targets areas to develop – pupils can continue this learning at home.</p> <p>Many parents will hear their child read frequently (Reading Challenge)</p> <p>Parents are able to attend parents evening and work in partnership with the school in supporting their children with their education</p>	<p>Reading Challenge-100% of the school pupils to reach at least half way each term.</p> <p>66% of the school pupils to complete the termly Reading Challenge.</p>		<p><b>Parents workshops /training</b> £1000</p> <p><b>Child care provided for Parents evenings</b> £480</p>	
<b>(E)</b> Issues around mobility are minimal.	<p>System in place to settle new pupils, buddies, Hipswell Heroes provides pastoral support</p> <p>Assessment of pupils on entry to school – identify strengths, any concerns, input into TT</p> <p>PP Data Class record updated termly by teachers and monitored by HT</p>	<p>Pupils need to feel happy, safe and secure first and foremost</p> <p>School initial assessment need to be accurate to ensure progress and attainment can be monitored.</p> <p>Involvement of teachers raises awareness amongst adults, any issues/concerns swiftly identified and addressed.</p> <p>Admin Assistant/Mobility coordinator organises welcome board and leavers board photographs and information.</p>	<p>Pupil conferencing. SLT follow up through progress meetings and monitor TT. Allocated time on staff meeting for PP updates, termly.</p>	<p>J.S (HT)</p> <p>SLT</p> <p>Teachers</p> <p>Gov SIC</p>	<p><b>Hipswell Heroes lunch club</b> £1800</p>	
<b>(F)</b> PP children's reading/phonics/spelling/English Grammar punctuation, spelling	<p>Whole school approach to the teaching of English and reading.</p>	<p>Pupils enjoy reading.</p>	<p>SLT monitor progress and attainment through:-</p>	<p>J.S (HT)</p> <p>SLT</p>	<p><b>TA Staff</b></p>	

and Grammar, Writing improves in line with non-pp children	Effective and purposeful marking. Daily group phonics sessions KS1 Reading Challenge Additional Adults provide opportunities for additional reading, Guided Reading and Phonics. Regular visits to the library-school, community and Year 5/6 Risedale. .	Standards improve in Phonics, English Spelling Punctuation and Grammar, Writing.  Embedding a systematic approach to teaching of reading, phonics/spelling will impact positively on outcomes.	<ul style="list-style-type: none"> <li>Assessments and progress meetings.</li> <li>Classroom observations</li> <li>Work scrutinies</li> <li>Pupil conferencing</li> <li>Link Governor visits</li> <li>School Improvement Committee for the Governing Body</li> </ul>			
<b>(G)</b> The attendance of PP children improves	Whole school systematic approach to attendance – including certificates, Sirius Attendance Hero, rewards, letters home, information on newsletters, Follow up on non-attendance daily Ensure that school is an exciting and fun place to be - Children want to come to school.	Systematic, whole school approach will have greater impact. Providing motivation for pupils to want to be at school – attendance rewards and inspirational curriculum!  Food Technology Project – Children have the opportunity to attend Risesdale College and enjoy the experience of baking and cooking.	Admin Assistant/Mobility coordinator – one of main roles to follow up attendance. Attendance recorded weekly and shared with parents/pupils.	J.S (HT)  SLT	<b>Mobility Leader</b> £9400 ( 3 fifths of MD)  <b>Food Technology</b> TBC	

## 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	Cost	When will you review implementation?
<b>(A).</b> PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	Through Target Tracker ensure assessments and monitoring is tracked carefully and reviewed.  Through progress meetings identify any concerns and set agreed actions/intervention for individual/groups.  Individual referrals made as appropriate to EMS –	To ensure all PP make best possible progress must track accurately from point of entry.  Progress meetings provides opportunity for teachers to raise any individual concerns and for SLT to follow up any issues and assess impact.	SLT responsibility, can monitor TT remotely, Through progress meetings	J.S (HT)  SLT  Gov SIC	<b>SENco</b> <b>TA Staff</b>	

	learning, communication, behaviour/social/emotional.					
<b>(B)</b> PP pupils make at least expected progress throughout the school	Identified PP and their learning and emotional needs are met through effective planning and successful deployment of support staff.	<p>To ensure all PP make best possible progress must track accurately from point of entry.</p> <p>Progress meetings provides opportunity for teachers to raise any individual concerns and for SLT to follow up any issues and assess impact.</p>	SLT responsibility, can monitor TT remotely, Through progress meetings	<p>J.S (HT)</p> <p>SLT</p> <p>Gov SIC</p> <p>All Staff</p>	<b>TA Staff</b>	
<b>(C).</b> Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>SENDco designate time to work with EMS provision particularly for behaviour.</p> <p>Individual referrals when appropriate.</p> <p>Current interventions include – 1 to 1 counselling, 1 to 1 working with Behaviour/Emotional/Social wellbeing Specialist,</p> <p>Pastoral Support through Hipswell Heroes</p> <p>Pupil ready for learning at the start of the school day</p>	<p>Some individuals need very specialist support or interventions tailored to meet their needs.</p> <p>Evidence suggests over last couple of years positive impact Hipswell Heroes has had on some individuals.</p> <p>Breakfast Club subsidies ensure pupils are ready to learn at the start of the school day. Punctuality also improved.</p>	<p>EMS provision- outside agency they evaluate their interventions</p> <p>Through observing/discussing with individuals who have had accessed to this support and parental feedback.</p> <p>Feedback from pupils who attend Hipswell Heroes.</p>	<p>J.S (HT)</p> <p>SLT</p>	<p><b>Brfst.Club</b> £500</p> <p><b>One to one-Disadvantaged</b> £3600</p>	
<b>(D)</b> Issues around mobility are minimal.	Pupil Premium Tracker Record – ensures teachers identify what they do for every PP in school, progress the individuals are making and impact of any intervention/actions.	System in place ensures PP pupils' under constant review. Can clearly identify any issues and address.	Allocate staff meeting time, Deadline set for completion and given to HT	<p>J.S (HT)</p> <p>SLT</p> <p>Gov SIC</p>	All staff	
<b>(E)</b> PP children's reading/phonics/spe	Target pupils for additional reading with adults. 1 to 1	Pupils reading will improve if they read, share and discuss a book regularly and	Identified pupils through progress meeting and PP	<p>English Leader</p> <p>J.S (HT)</p>	TA Staff	



ling improves in line with non-pp children	<p>sharing of a book in a positive way.</p> <p>The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.</p> <p>Additional phonics for pupils who are falling behind – class/group level. – additional sessions with TA,</p> <p>Computer program for Maths-EasiMaths</p>	<p>will build their enjoyment and confidence.</p> <p>Daily Phonics sessions for small groups take place in KS1.</p>	<p>tracker – this is followed up by SLT.</p> <p>Progress is measured</p>	SLT		
(F) The attendance of PP children improves	<p>Attendance monitored carefully and followed up. If attendance below 95% follow up – letters to parents, Involvement of Prevention Team</p> <p>Work in partnership with some individual families. Awards given for good attendance</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p> <p>Additional support for Learning and Educational Visits and Visitors.</p>	<p>Attendance will be monitored half termly, Any absence will be addressed immediately.</p>	<p>J.S (HT)</p> <p>SLT</p>	<p>Additional Educational visits and events £500</p>	

Specific allocation of funding	
Staffing	Staffing
£9400	18 hours per week Mobility Coordinator
£3825	Additional SEN/Assistant Headship time managing mobility including liaising with transferring schools and supporting vulnerable children with emotional and

	academic needs on a regular basis.
£1120	Additional adult support 16 hours September 1 <sup>st</sup> to October half term
£9765	Appointment of additional Upper KS2 Advanced Teaching Assistant to support vulnerable pupils with their academic progress and with their well- being. (assessments on admission –GL Assessment) (proportion of SD)
£7080	15 hours per week additional KS1 staff.(KS)
£9920	15 hours per week additional KS1 staff. (CC)
£10780	23 hours per week additional KS2 staff and Emotional First Aid Leader. (KD)
£6650	17.5 hours per week additional KS2 staff. (HA)
£7860	21.5 hours per week additional KS2 staff. (PF)
£500	Additional Adult in the Reception Class for the first half term.
£1800	Assertive Mentoring pupil to teacher termly meetings. 1.5 days supply at £240 per day x 5 teachers x 3 terms=£1800
£1800	HMS Heroes Clubs. 4 days x ( 2 staff 45 mins each=1.5 hrs) x 30 weeks @£10 per hour= £1800

£1200	Year 6 Booster classes 10 afternoons @£120 per afternoon= £1200.
£5820	Smaller class sizes in UKS2
<b>Parental Support</b>	<b>Parental Support</b>
£1000	Parents Classes for Nursery, Reception and Year 1 pupils linked to English and Maths.
£480	Provision of child care for Parents Evenings. 4 staff at 3 hours x 4 evenings @£10 per hour=£350
<b>Attendance/Punctuality</b>	<b>Attendance/Punctuality</b>
£500	Breakfast Club subsidy.
£500	Additional support for Learning and Educational Visits and Visitors.
TBC	Food Technology Programme.
<b>Targeted one to one</b>	<b>Targeted one to one</b>
£3600	5 hour weekly support for two identified disadvantage pupils (1 hour per day).
<b>Total £83600</b>	

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