



Pupil premium strategy statement: Hipswell Church of England primary School

Evaluation 2019-2020

1. Summary information					
School	Hipswell Church Of England Primary School				
Academic Year	2019-2020	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

Measure (No tests administered in 2020 Covid-19)					Score 2019 Average progress for disadvantaged pupils			
Reading					2.79			
Writing					0.80			
Maths					1.38			
2020 KS2 Year 6	All Pupils 23		Service Pupil Premium 10 pupils		Non-Service 13 pupils		Disadvantaged Pupil Premium	
	EXPS	GD	EXPS	GD	EXPS	GD	EXPS	GD
RWM Comb	74%	17%	60	10	77	15	60%	0%
Reading	83%	17%	60	10	85	23	60	0
Writing	83%	22%	60	10	85	23	80	0
Maths	83%	22%	60	10	85	31	60	0
Grammar PS	83%	17%	60	10	85	23	80	0

2020 KS1 Year 2	All Pupils		Service 18 pupils		Non-Service 7 pupils		Disadvantaged	
End of KS1	EXPS	GD	EXPS	GD	EXPS	GD	EXPS	GD
RWM Comb	56%	8%	50%	11%	57%	0	100	0
Reading	56%	24%	56%	33%	57%	0	100	0
Writing	60%	8%	61%	11	57%	0	100	0
Maths	56%	20%	56%	27%	57%	14%	100	0

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
To build on the success of the 2017-2018 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	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i> <i>The number on roll has increased. The class structure has changed to seven single year groups. In this climate, Hipswell aims to consolidate and further develop the achievements from 2017-2018.</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 Emotional First Aid 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.

4. Planned expenditure

Academic year **2019/2020**

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	
(A). PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	-Ensure low adult to pupil ratio as much as possible throughout school. -Additional adult support in classrooms directed by the class teacher Effective additional adult support used successfully -Track and monitor all pupils accurately -Parent classes linked to supporting their child with English and Maths and the development of their own parenting skills Additional 30 hour support for 15 weeks Autumn term in the new Reception class.	- Small classes benefit PP & non PP - Supports EYFS pupils making the best progress possible on entry from typical low starting points. -Allows any gaps in prior learning and development to be addressed. -To develop the characteristics of effective learning – self esteem, perseverance, resilience and confidence.	EYFS Action Plan formulated by HT in consultation with EYFS team. HT regular informal and formal r meetings with EYFS leader.. SLT monitor progress and attainment through Assessments and progress meetings.	J.S (HT) JG (EYFS Leader)	SENco additional time £3825 TA Staff £8000(SK) £9507(KD) £12377(DP) £9778(CC) £9654(SD) Additional Staff September to December £4100	End of Key Stage 2 Despite the disruption to the education of the pupils at Hipswell School, internal assessment data confirmed that disadvantaged pupils and service pupils perform as well as all pupils at the end of Key Stage 2 and at the end of Key Stage 1. See the table above. At the end of Key Stage 2, Service Pupils (10 pupils) did as well as children in Reading, Writing, Maths and English Spelling and Punctuation. Reading, Writing and Maths combined 60% Reading 60% Writing 60% Maths 60% At the end of KS2, Disadvantaged Pupils (5 pupils)attainment was slightly below the attainment of all pupils in Reading, Writing, Maths and English Spelling and Punctuation. Reading, Writing and Maths combined 60%

						<p>Reading 60% Writing 80% Maths 60%</p> <p>.</p> <p>End of Key Stage 1 At the end of Key Stage 1, Service Pupils attainment was slightly below all children in Reading, Writing, Maths and Science. Reading, Writing and Maths combined 50% Reading 56% Writing 61% Maths 56%</p> <p>In Year 2, the Disadvantaged pupils (small cohort) attained higher than all pupils Reading, Writing and Maths combined 100% Reading 100% Writing 100% Maths 100%</p>
<p>(B) PP pupils make at least expected progress throughout the school</p>	<p>Ensure low adult to pupil ratio as much as possible throughout school. Additional adult support in classrooms directed by the class teacher Effective additional adult support used successfully -Track and monitor all pupils accurately</p> <p>Assertive Mentoring</p> <p>Meetings termly-Teacher and pupil</p> <p>Year 6 booster class sessions</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 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</p>	<p>SLT monitor progress and attainment through:-</p> <ul style="list-style-type: none"> • Assessments and progress meetings. • Classroom observations • Work scrutinies • Pupil conferencing • Link Governor visits • School Improvement Committee for the Governing Body 	<p>J.S (HT)</p> <p>SLT</p> <p>Gov SIC</p>	<p>TA Staff</p> <p>Assertive Mentoring Meetings £1800</p> <p>Booster £1200</p> <p>Smaller class sizes in UKS2 £7586</p>	<p>Throughout KS2, in general, Service Pupils and Disadvantaged pupils make expected or better than expected progress</p>

		progress and attain expected levels.				
(C). Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	-Ensure implementation of behaviour strategies/policy consistent -Ensure the agreed school values underpin all that we do -PSHE (and SEAL)curriculum – whole school approach -Value of pupil voice – through circle times -Involvement of EMS BSED -Emotional First Aid mentors	-whole school approach vital to successful impact for PP and non PP -Strategies to support vulnerable children such as Circle time, EFA are consistently implemented.	PSHE/Curriculum detailed action plan. Golden Time rewarding good behaviour log SLT monitoring through record of incidents/pupil conferencing/work scrutiny	J.S (HT) SLT KD (EFA lead)	TA Staff KD	A low number of behaviour incidents. The impact of support for children's emotional well-being through Emotional First Aid, working with Emotion Champions was positive.
(D) Parents/carers greater involvement in their children's learning, they can readily access support from school.	-Further improve home/school communication – reading record way of communicating, considerable amount of information via website, giving hints/tips how to help at home, Communicating through OurSchools App, Facebook Parents information afternoons -Parenting classes Reception-ChatterBox- Family Adult Learning Relaunch of the Reading Challenge which emphasises the importance of reading at home and engages parent and child support. Ensuring full attendance at Parents Evenings (child care provided) Introduce Seesaw	- Communication key to supporting PP pupils at school. -Many parents willing to help their children but require guidance with this, particularly academic aspects. -My Maths KS2 which engages, supports and targets areas to develop –pupils can continue this learning at home. Many parents will hear their child read frequently (Reading Challenge) Parents are able to attend parents evening and work in partnership with the school in supporting their children with their education	Survey to parents about communication. Informal feedback from parents. Mathematics analysis of the impact of My Maths. Reading Challenge-100% of the school pupils to reach at least half way each term. 66% of the school pupils to complete the termly Reading Challenge.	J.S (HT) SLT EYFS Leader	TA Staff Reading Challenge My Maths Parents workshops /training £1000 Child care provided for Parents evenings £640	Parents agreed that the school keeps the parents well informed about their child's progress and with how they can support their child at home with their learning. Home work is set weekly. As a result of a Reception and Year 1 information afternoons, parents felt better placed to support their child's learning with phonics and writing.

<p>(E) Issues around mobility are minimal.</p>	<p>System in place to settle new pupils, buddies, Lunch Time (Hipswell Heroes) provides pastoral support</p> <p>Assessment of pupils on entry to school using records and GL Assessment– identify strengths, any concerns, input into TT 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) SLT Teachers Gov SIC</p>	<p>Lunch Time Club £585</p>	<p>As a result of effective procedures, children settle well into their new school and “hit the ground” running.</p> <p>Records from the previous schools and GL assessment confirms on entry data and informs future planning.</p>
<p>(F)PP children's reading/phonics/spelling/English Grammar punctuation, spelling and Grammar, Writing improves in line with non-pp children</p>	<p>Whole school approach to the teaching of English and reading. 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.</p>	<p>Pupils enjoy reading.</p> <p>Standards improve in Phonics, English Spelling Punctuation and Grammar, Writing.</p> <p>Embedding a systematic approach to teaching of reading, phonics/spelling will impact positively on outcomes.</p>	<p>SLT monitor progress and attainment through:-</p> <ul style="list-style-type: none"> • Assessments and progress meetings. • Classroom observations • Work scrutinies • Pupil conferencing • Link Governor visits • School Improvement Committee for the Governing Body 	<p>J.S (HT) SLT</p>	<p>TA Staff</p>	
<p>(G) The attendance of PP children improves</p>	<p>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.</p>	<p>Systematic, whole school approach will have greater impact. Providing motivation for pupils to want to be at school – attendance rewards and inspirational curriculum!</p>	<p>Admin Assistant/Mobility coordinator – one of main roles to follow up attendance. Attendance recorded weekly and shared with parents/pupils.</p>	<p>J.S (HT) SLT</p>	<p>Mobility Leader £7788 (3 fifths of MD)</p>	<p>Attendance rates are in line with the national averages 95.5%</p>

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	
(A). PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	<p>Through Target Tracker ensure assessments and monitoring is tracked carefully and reviewed.</p> <p>Through progress meetings identify any concerns and set agreed actions/intervention for individual/groups.</p> <p>Individual referrals made as appropriate to EMS – learning, communication, behaviour/social/emotional.</p>	<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>	<p>SLT responsibility, can monitor TT remotely, Through progress meetings</p>	<p>J.S (HT)</p> <p>SLT</p> <p>Gov SIC</p>	<p>SENco</p> <p>TA Staff</p>	<p>As a result of effective teaching, learning and assessment, progress meetings and support from agencies (where appropriate)</p> <p>Service pupils make, in general, expected or greater than expected progress in all year groups.</p> <p>Disadvantaged pupils make, in general, expected or greater than expected progress in all year groups.</p>
(B) PP pupils make at least expected progress throughout the school	<p>Identified PP and their learning and emotional needs are met through effective planning and successful deployment of support staff.</p>	<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>	<p>SLT responsibility, can monitor TT remotely, Through progress meetings</p>	<p>J.S (HT)</p> <p>SLT</p> <p>Gov SIC</p> <p>All Staff</p>	<p>TA Staff</p>	<p>See above</p>
(C). 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>Some individuals need very specialist support or interventions tailored to meet their needs.</p> <p>Evidence suggests over last couple of years positive impact</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>Brfst.Club</p> <p>£1000</p> <p>One to one-Disadvantaged</p> <p>£3600</p>	<p>Subsidised Breakfast Club, Travel arrangements to school, Lunch time Pastoral clubs linked to Hipswell Heroes, Support from Emotion Coaches has supported children with their emotional and behavioural needs and they have accessed their learning successfully.</p> <p>As a result of a highly effective SENCo, PP children have benefitted from positive intervention and a large percentage have made expected or greater than expected progress.</p>

	<p>Pastoral Support through Hipswell Heroes</p> <p>Pupil ready for learning at the start of the school day</p>	<p>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>				
(D) 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	J.S (HT) SLT Gov SIC	All staff	<p>As a result of effective procedures, children settle well into their new school and “hit the ground” running.</p> <p>Records from the previous schools and GL assessment confirms on entry data and informs future planning.</p>
(E) PP children’s reading/phonics/spelling improves in line with non-pp children	<p>Target pupils for additional reading with adults. 1 to 1 sharing of a book in a positive way.</p> <p>The new 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>Pupils reading will improve if they read, share and discuss a book regularly and will build their enjoyment and confidence.</p> <p>Daily Phonics sessions for small groups take place in KS1.</p>	<p>Identified pupils through progress meeting and PP tracker – this is followed up by SLT.</p> <p>Progress is measured</p>	English Leader J.S (HT) SLT	TA Staff	Standards in phonics have been maintained until the covid-19 pandemic.
(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>	Attendance will be monitored half termly, Any absence will be addressed immediately.	J.S (HT) SLT	Additional Educational visits and events £1000	Attendance rates are in line with the national averages 95.5%

Additional support for Learning and Educational Visits and Visitors.

Specific allocation of funding

Cost	Staffing
£7788	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.
£4100	Additional adult support 30 hours September to 31 ST December EYFS
£9654	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)
£12377	25 hours per week additional KS1 staff.(DP)
£9778	25 hours per week additional KS1 staff. (CC)
£9507	23 hours per week additional KS2 staff and Emotional First Aid Leader. (KD)
£6760	12 hours additional support KS2 staff
£1800	Assertive Mentoring pupil to teacher termly meetings. 1.5 days supply at £240 per day x 5 teachers x 3 terms=£1800
£585	HMS Heroes Clubs. 4 days x (1 staff X 2 weekly sessions at 45 mins each) x 39 weeks @£10 per hour= £585

£1200	Year 6 Booster classes 10 afternoons @£120 per afternoon= £1200.
£7586	Smaller class sizes in UKS2
Cost	Parental Support
£1000	Parents Classes for Nursery, Reception and Year 1 pupils linked to English and Maths.
£640	Provision of child care for Parents Evenings. 4 staff at 4 hours x 4 evenings @£10 per hour=£640
Cost	Attendance/Punctuality
£500	Breakfast Club subsidy.
£1500	Travel subsidy
£1000	Additional support for Learning and Educational Visits and Visitors.
Cost	Targeted one to one
£4000	5 hour weekly support for two identified disadvantage pupils (1 hour per day).
Total £83600	