



Pupil Premium Strategy Statement and Review

Hucknall National C of E Primary School 2017-18

What is the Pupil Premium?

The pupil premium was introduced in April 2011 to provide additional funding specifically for disadvantaged pupils. The amount provided has grown over the years to total £1,320 per primary pupil in the current financial year. The premium is paid for pupils who have been eligible for free school meals over the previous six years or who have been in care.

How much funding do we receive?

Here at Hucknall National we are committed to narrowing gaps and ensuring that every pupil excels. The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers

In September 2018 80 of our 420 pupils were classified as Pupil Premium. This is 19% of our children (compared to the National average of 26.2%). This year, each child receives £1,320, making a total of £112,200. We also received £3,800 for 'Looked After' Pupils. This equates to £116,000 in total.

Current Cohort of pupils at Hucknall National	Number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium
Year EYFS	60	54	6	10%
Year 1	60	53	7	12%
Year 2	60	51	9	15%
Year 3	60	48	12	20%
Year 4	60	46	14	23%
Year 5	60	45	15	25%
Year 6	60	43	17	28%
Total Cohort	420	340	80	19%



1. Summary information

Total number of pupils	420	Number of pupils eligible for PP	80	Total PP Budget	£116,000 (from April 2017-April 2018)
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2. Performance Indicators

	<i>Pupils eligible for PP at Hucknall National (16 children)</i>	<i>Pupils not eligible for PP at Hucknall National (44)</i>	<i>Pupils not eligible for PP (National Average)</i>
% achieving expected standard in Read, Writing, Maths	44% - gap 17% (12.5% in 2016 – gap 43.3%)	57.8% (55.8 in 2016)	67%
Reading scale score	95.1	104.4	105.4
GPS scale score	96.7	104.1	104
Maths scale score	97.3	102.9	105.3
Reading progress score	-5.4	-1.29	0.33
Writing progress score	-1.14	1.5	0.17
Maths progress score 3.0 0.8	-3.58	-2.74	0.28
Attendance	95.06%	96.53%	96%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Improve progress and attainment in Maths across the school (School Improvement Priority 1)
B.	Improve progress and attainment in Reading across the school (School Improvement Priority 2)
C.	Improve the communication of pupils in EYFS
D.	Improve the attainment of Pupil Premium children in GPS (Grammar, Punctuation and Spelling) in Year 6

External barriers

E.	Attendance of specific Pupil Premium families
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Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Pupil Premium children to achieve Age Related Expectations or above in Maths	80% of Pupil Premium children to achieve Age Related Expectations or above in Maths (40% in 2017 – National 80% in 2017)
B.	Pupil Premium children to achieve Age Related Expectations or above in Reading	77% of Pupil Premium children to achieve Age Related Expectations or above in Reading (50% in 2017 – National for Pupil Premium 77% in 2017)
C.	Pupil Premium children in EYFS to have better communication skills	87% of Pupil Premium to reach Age Related Expectations in Communication and Language (20% achieved Expected or Exceeding in Listening and Attention, 60% Understanding and 60% Speaking in 2017 – 87% was National Standard for Pupil Premium in 2017)
D.	Pupil Premium children to achieve Age Related Expectations in GPS (Grammar, Punctuation and Spelling) in Year 6	77% of Pupil Premium to reach Age Related Expectations in GPS in Year 6 (40% achieved this in 2017 – National for all pupils in 2017 was 77%)
E.	Pupil Premium children to close the gap with Non-Pupil Premium children so both groups are over 96%	Pupil Premium children's attendance should to be over 96% (95% in 2017)

4. Planned expenditure					
Academic year		2017-18			
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
In Maths 80% of pupils achieve ARE rises to be in line with National (2017) in all year groups	New Assessment/New Planning in KS1/New Calculation Policy in Key Stage 2	School Improvement Target due to data in Year 6 in 2017	Monitoring and Lesson Observations See School Improvement Plan Priority 1	Maths Lead	Half Termly
77% of pupils achieve ARE in Reading rises to be in line with National (2017) in all year groups	Guided Reading Training	School Improvement Target due to data in Year 6 in 2017	Monitoring and Lesson Observations See School Improvement Plan Priority 2	English Lead	Half Termly
87% of Pupil Premium to reach Age Related Expectations in Communication and Language	Training for ELKLAN for TA in EYFS	+5 months - £435	Training will be cascaded to rest of EYFS team	EYFS Lead	Half Termly



Teachers are given time to work 1-1 with children to go over any misconceptions or Pre-Teach so children understanding concepts before lessons	Feedback	1-1 Feedback between teacher and pupil +8 months - £7644	Monitor the % of pupil achieving Age Related Expectations	Class Teachers/TAs	Half Termly
Rapid closing of gaps in learning for KS1 Pupils	Early Intervention TAs in EYFS/Y1/2	+5 months - £46500	Monitor the impact of interventions	EYFS/KS1 Lead	Half Termly
Total budgeted cost					£54,579
Targeted support – Learning Interventions					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maths Interventions					
Targeted Children catch up with their Number Age	1stClass@ Number	Small group/1-1 Maths intervention +5 months - £2000	Monitoring of data Impact observations by class teachers	Maths School Improvement Team 1/Class Teachers	Half Termly
Children and are able to achieve ARE targets for their year group in Maths	Small group Maths intervention	Small group/1-1 Maths intervention +5 months - £3000	Monitoring of children's targets	Maths School Improvement Team 1/Class Teachers	Half Termly
Children are able to achieve ARE targets for their year group in Maths	After School Tuition	Small group/1-1 Maths intervention +5 months - £500	Monitoring of children's targets	Maths School Improvement Team 1/Class Teachers	Half Termly
Children are able to achieve ARE targets for their year group in Maths	Peer Tutoring	Year 6 children tutor Year 4 children Year 5 children tutor Year 3 children +4 months	Monitoring of children's targets	Maths School Improvement Team 1/Class Teachers	Half Termly
English Interventions					
Children's Reading Age catches up with or exceeds their chronological age	Switch On Reading/ Writing 1-1	Reading/Writing programme +5 months - £5000	Monitoring of data Impact observations by class teachers	Reading Lead/Class Teachers	Half Termly
Children's Comprehension Skills improve so children achieve Age Related Expectations for their year group	Group Guided Reading	Small Group Reading for Comprehension Skills +4 months - £4000	Monitoring of children's targets	Class Teachers	Half Termly



Children are able to achieve Age Related Expectations in Writing	Writing Interventions	Small group writing interventions +4 months - £1000	Monitoring of children's targets	Class Teachers	Half Termly
Children achieve a Score above 95, so their speaking and listening matches their chronological age	Language Links	Small group intervention for Speaking and Listening +5 months - £3000	Ongoing classroom observations	Class Teachers	End of year data
Children's language and Communication in Key Stage 1 and 2 is in line with their peers	Talk Boost	Small group intervention for Speaking and Listening +5 months - Cost to be investigated	Ongoing classroom observations	Class Teachers	End of year data
Children make good progress in Phonics so they successfully pass the Year 1/2 Phonics Screen	Phonics	Small group/individual intervention to catch up Phonics knowledge gaps +4 months - £4500	Monitoring Phonics	Phonics Lead	After each Read, Write Inc Assessment
Children catch up with their Reading Age	Fresh Start Phonics	Small group Reading/Writing daily intervention for Y4/5/6 children +4 months - £2000	Monitoring Reading Ages	Class Teachers	Following Star Test Reading Ages half termly
Behaviour and Attendance Interventions - £32,000					
Pupil Premium Children's attendance is at least 96%	Attendance	Target the attendance of Pupil Premium children whose attendance falls below 90% Seek appropriate support from the Local Authority to improve the attendance of these pupils	Attendance Review	Child and Family Support Worker (CFSW)/Head Teacher/Pupil Premium Lead	Half Termly
Children's self-confidence improves and they are able to access learning in the classroom more effectively	Happy to Be Me	Small group work supporting children's emotional development +4 months - £100 - resources	Monitoring	CFSW	Half Termly
Children's emotional well-being is cared for so they are able to access learning in the classroom more effectively	Nurture	1-1 support for children who need emotional support +4 months - £200 for resources	- support amended as needed	CFSW	Weekly Monitoring
Children's behaviour improves and they are confident to make the right behaviour choices	Wise Behaviour	Small group work supporting children's behaviour +4 months - £150	Monitoring	CFSW	Half Termly
To improve the behaviour of targeted Year 6 children	Skill Force	Identified children will attend this intervention - out of school - 1 day per week during the Autumn Term +4 months -cost to be investigated	Weekly Tutor Reports	Head Teacher	Weekly
Parents can support children at home	Parental Support	Parents can support children at home in terms of	As needed - targeted	CFSW	Half Termly Review of the



in terms of learning and behaviour. Parents feel supported by the school.	Family Learning Workshops	learning and behaviour +3 months - £180	at families who need particular support		impact of support
To raise children's confidence and self-esteem, helping them work as a team	Forest Schools	This involves using our Woodland as a classroom. +4 months - £300	Monitoring the Emotional	Forest Schools Lead	Half Termly Review of the impact of support
Total budgeted cost					£57,930
Other approaches-Wider Opportunities					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are fitter and their confidence levels rise	Sports After School Clubs	Children take part in after school sports, led by our Coach for free +2 months - £6000	Review the take up of PP children in After School Clubs - target pupils to attend	PE Lead/Sports Coach	Half Termly
Children learn musical instruments and their confidence level is raised	Music Lessons	Children are offered music lessons +2 months - £400	Review take up of musical instruments – target specific pupils	Office Manager	Half Termly
Children take part in residential trips	Residential visits	Children are supported to attend +3 months - £2000	Ensure Pupil Premium children are targeted to attend residential trips	Officer Manager	Before residential trips
Children take part in educational visits	Trips	Children are supported to attend +3 months - £1000	Ensure Pupil Premium children attend educational visits	Office Manager	Before after educational trips
Parents are supported during the holiday Children continue learning when on school holidays	Holiday Club	Holiday clubs held for targeted children during Easter and Summer - +3 months - £642	Target Pupil Premium children to attend Holiday Clubs	Child and Family Support Worker	Before Easter and Summer holidays
Children can access ICT equipment and are supported by a member of staff to complete their homework	After school homework club	Homework club is staffed in school once per week +2 months - £800	Target Pupil Premium children to attend	TA	Half Termly
Children are able to relax and focus on learning	Yoga	Yoga is held for children who need to relax and for children before Key Stage 2 SATS - £600	Monitor children during SATS week	Yoga Teacher	End of SATS week
Total budgeted cost					£18,442

Total Expected Expenditure for 2017-18 = £128,951



5. Review of expenditure *in 2016/ 17*

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Gaps in learning are closed immediately	Early Intervention in EYFS, Y1 and 2	Speech and Language scores rose in EYFS Phonics screen scores now above National Average at 83.3% in Year 1 Children achieving the Expected Standard or above improved in Year 2 as follows: Writing – from 45% in 2016 to 70% in 2017 Reading – from 63% in 2016 to 73% in 2017 Maths – from 58% in 2016 to 73% in 2017	Early intervention has had a really positive effect in improving standards for all children and will continue into 2017-18	£46,500

ii. Learning Interventions

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure children's Working Memory increases so they learn more effectively	Working Memory	2 pupils took part in this online intervention, which aims to increase children's capacity to concentrate and hold information in their working memory. Both pupils made progress in their average score by 6 or 7 points.	8 more pupils are in line to begin this intervention during Autumn 2017 and Spring 2018	£439

Maths Interventions

Gaps are closed so children's Chronological Age and Number Age are at least the same	1 st Class@Number	26 children received this small-group intervention, 10 of whom were Pupil Premium. On average this intervention increased children's Number Age by 13m. 16 of these now have a Number Age which is higher than their Chronological Age.	the 10 children whose Number Age is still behind will be put on intervention immediately in September. Children who received this continued to accelerate in their Maths progress 6 months after the intervention and raised levels of confidence have been apparent. We will continue this intervention in 2017-18	£1300
Gaps in learning are closed so children achieve ARE or Above ARE in Maths	1-3 teaching after school	This intervention was delivered after school, during the Spring Term for 10 weeks. There were two groups children from Year 6. All of these pupils were PP.	All six children showed higher levels of confidence as a result of their tuition. This intervention will be used again during 2017-18.	£2000
Gaps in learning are closed so children	Maths Booster Groups	67 children received small group booster interventions, 21 of whom were Pupil Premium children.	9 children who did not achieve EYFS ELG, will be monitored carefully in Year 1.	£3300



achieve ARE or Above ARE in Maths		12 of these children were in EYFS and of these 12, 3 achieved the Early Learning Goal Beginning. In the rest of the school 55 children received Maths Booster, with 40 achieving Age Related Expectations and 11 achieving Above Age Related Expectations	Targeting Pupil Premium pupils to achieve higher standards has been a particular focus this year and will continue to be developed in 2017-18.	
Gaps in learning are closed so children achieve ARE in Maths	Third Space Learning	This intervention took place in September for 8 pupils, 6 of whom were PP. The average gain was just over 4 months, but the intervention was run over 3 months.	It was considered that Third Space wasn't effective and no further pupils were added into the system in January. This will not be continued in 2017-18	£1574
English Interventions				
To ensure children achieve a pass in the Phonics Screen in Year 1 or the re-screen in Year 2	Phonics	In total 30 Year 1 pupils (8 Pupil Premium) received Phonics intervention, with 22 going on to pass the test. 6/8 Pupil Premium children who received intervention passed. In Year 2, 14 children received intervention to pass the re-test, of which 10 passed. Of the 14, 7 children were Pupil Premium, and of these 5 went on to pass the screen. In Year 3, 7 Pupil Premium children received additional Phonics support in order that they should reach a level where they would pass the Phonics Screen, which they had failed in Year 2.	At the end of Year 2 91% of our children passed the Phonics Screen (75% in 2015 and 87% in 2016) which is in line with the National Average of 91% (2016 data) We will continue to spend funding on closing the gap in Phonics	£4284
To ensure children in Key Stage 2 who did not pass the Phonics Screen receive further support to achieve ARE in Reading	Fresh Start Phonics	16 children received 'Fresh Start' Phonics to improve their Reading and Writing, as either a daily or weekly group intervention. 5 of these children were Pupil Premium children. Overall 12 children (3 Pupil Premium) achieved Age Related Expectations in Reading, with the remaining 4 children being on the SEND register.	The 4 children who did not achieve ARE in Reading will continue to be supported as they move to Year 5. Fresh Start pupils will be identified in Year 4/5	£1142
To ensure children's speech and language skills are appropriate for their age	Language Links	24 children received this intervention, 11 of which were PP. 14 pupils are now at Age Related. Four children will continue the intervention next year.	EYFS children will be particularly focussed on for this intervention for 2017-18 as well as any other pupils through school who did not achieve ARE last year.	£1000
To ensure children's Reading Age is in line with their Chronological Age	Switch-On	15 children (10 Pupil Premium) received this 1-1 intervention and their average Reading Age gain was 12.8 months. Our priority is to ensure children's Reading Age is in line or above their Chronological Age. Of the children, 12 now have a Reading Age which is in line or above their chronological age.	This intervention continues to have a really positive impact on our pupils and we will continue with this in 2017-18	£5355
To ensure children's Reading Age is in line	Reading Intervention	72 children received Reading Intervention – 23 of these were Pupil Premium. 24 children required support in EYFS as they were	Closing the gap between Reading Age and Chronological Age is a key priority for 2017-18.	£3856



with their Chronological Age		significantly below Age Related – now 7 of these are Age Related – the rest will be followed up during Y1. In Y1 12 children needed support and now 7 of these are Age Related. In Y2 12 children received help and now 6 are Age Related. In Key Stage 2 the intervention supported 24 pupils with 20 achieving Age Related.		
To ensure children reach ARE in Writing	Writing Intervention	40 children received Writing Intervention, 13 of which were Pupil Premium. In EYFS 23 children received support – 7 of these achieved the standard and the remaining children will be monitored carefully in Year 1. 9 children in Year 1 had support in Writing, 6 of whom achieved Age Related Expectations. 8 children in Year 4 took part in Writing Intervention and all of these achieve Age Related Expectations.	These interventions in writing have enabled the % of children in Key Stage 1 who reach ARE to rise from 45% in 2016 to 70% in 2017. In Key Stage 2 it has risen from 76.7% to 83.3%. This progress has been seen across the school and it is vital we continue to use Writing Intervention to maintain this progress.	£2000
Behaviour Interventions				
To ensure children feel happy about themselves	Happy to Be Me	This is a small group intervention, for children who need support socially or emotionally. The groups are changed throughout the year, according to the needs of our pupils. This intervention has had a huge impact on our pupils. 19 pupils were on this intervention, 7 of which were PP	This intervention will continue in 2017-18	£31,485
To support children who have emotional needs	Nuture	This intervention is more bespoke, according to the needs of the individual pupils. 21 children received Nurture pupils, 16 of whom were PP. This intervention helps children's confidence and self-esteem to develop. The aim is to teach the children life skills. 'First Aid for Mental Health' training session was also attended. The training will help Jane in the delivery of Nurture.	This intervention will continue in 2017-18	
To support parents to help their children	Parental Support	We support parents in a number of ways: 1. '123 Magic' – a behaviour intervention parents can use at home. 2. Supporting parents with advice e.g. how parents can access support for their child from the local and wider community. 3. Attending hospital and doctor's appointments and visiting families at home. 4. Monitoring children's attendance and uses the 'PAWS' programme to support families where attendance is low.	This intervention will continue in 2017-18. Helping parents help their child, has enabled teaching staff to focus on children's learning more quickly.	



		5. Supported families and children so their home life can become more stable – especially those who are working with outside agencies.		
To raise children's confidence and self-esteem, helping them work as a team	Forest Schools	We now have an accredited 'Forest Schools' Lead. This involves using our Woodland as a classroom. 4 children in Year 4 took part in this intervention, two of which were PP. An initial Emotional Intelligence Score was assessed and this was followed up once the intervention was completed for these children	The outcomes were really positive and the aim is to increase this intervention to more children during 2017-18.	£1000
To improve the behaviour of specific children at lunch time	Extra Mid-day Staff	An extra Mid-day member of staff who was trained as a Teaching Assistant was employed to work with children at lunchtime inside the building.	A member of staff left the Mid-day team and will not be replaced.	£3300

iii. Wider Opportunities

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
77/90 Pupil Premium children have benefitted from access to Wider Opportunities funding this year. We actively aim to provide children with this resource, especially if they do not require learning interventions.				
Children attend residential visits	Residential visits	This enabled all children who were Pupil Premium to go on Residential visits in Year 4, 5 and 6	This will continue in 2017-18	£1675
Children attend educational visits	Educational visits	This enabled children to access visits across the school	This will continue in 2017-18	£845
Children learn musical instruments	Music Lessons	The children who received subsidised music lessons are continuing to learn their instruments.	This will continue in 2017-18	£350
Children take part in sports after school	After-School Clubs	We have now received the Gold Award for School Sports and Pupil Premium children have frequently represented our school to achieve this commendation. We pay a Sports Coach to run these clubs.	This will continue in 2017-18	£5,564
Targeted pupils receive extra experiences	Visits	This year, 2 pupils went to 'Wheelgate'. These children experienced things they may not otherwise have the chance to do.	This will continue in 2017-18	£50
To ensure families are supported during school holidays	Holiday Club	50 families took part in the holiday clubs this year. This has really helped our relationship with these families and has enabled a stronger focus on learning on the return to school.	This will continue in 2017-18	£150
To enable children to relax body and mind	Yoga	Before our SATS tests in Year 6, the children part in Yoga – this enabled them to be calm during their tests.	This will continue in 2017-18	£600

Total Expenditure for 2016-17 = £117,319



6. Case studies of intervention that have shown high impact.

Phonics Intervention

Due to our continuous focus on raising the standards in Phonics, in Year 1 we achieved a pass rate of 83.3% (this was 54% in 2015 and 75% in 2016). This means we are now above the National Average of 81% (2016 data). In total 30 Year 1 pupils (8 Pupil Premium) received Phonics intervention, with 22 going on to pass the test. 6/8 Pupil Premium children who received intervention passed.

In Year 2, 14 children received intervention to pass the re-test, of which 10 passed. Of the 14, 7 children were Pupil Premium, and of these 5 went on to pass the screen. In Year 3, 7 Pupil Premium children received additional Phonics support in order that they should reach a level where they would pass the Phonics Screen, which they had failed in Year 2.

At the end of Year 2 91% of our children passed the Phonics Screen (75% in 2015 and 87% in 2016) which is in line with the National Average of 91% (2016 data)
We will continue to spend funding on closing the gap in Phonics