

School Vision and Values

At Hunnyhill, our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an inclusive school which prepares our pupils to be confident and happy citizens.

Our vision at Hunnyhill Primary School is that:

- Our creative curriculum will inspire, motivate and challenge in a supportive environment. We value enquiring minds to enable pupils to use a higher level of thinking.
- Children will become independent learners and, with determination, will build resilience and achieve personal success.
- We promote an ethos where we all respect each other, thus leading to an inclusive, positive, learning environment.
- Technology should be an integral part of everyday practice, preparing our children for tomorrow's world.

Pupil Premium Funding

The Pupil Premium is an additional funding for school to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is or ever has been eligible for free school meals.

The department for Education will allocate the following amounts for 2019/20:

- £1320 per pupil who have been recorded as being entitled to free school meals at any time from Reception to Year 6 (Ever 6 FSM).
- £2300 per pupil for Looked After Children (LAC) defined in Children Act 1989 as one who is in the care of, or provided accommodation by, a Child Arrangements Order or a Residence Order.

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Pupils

attract the premium if they meet the following criteria:

- One of their parents is serving in the regular armed forces.
- They have been registered as a 'service child' in the school census at any point since 2011.
- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pension Scheme (WPS).

Schools will receive £300 for each eligible pupil.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage:

Whole school ethos of attainments for all:

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard.
- Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance:

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistence absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all:

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teacher retain accountability for pupil achievement.

Meeting individual learning needs:

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectation or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven:

- The progress of disadvantaged children is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership:

- A Strategy Group, which includes top leadership and a governor, review the effectiveness of the strategies at the end of each assessment phase.
- Self-regulation is rigorous and honest.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively:

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Monitoring the Impact of the Pupil Premium Grant

As a school, we collect data for all of our pupils on three data drops a year: In 2019/20 these will be December 2019, March 2020 and July 2020. From here, our Pupil Premium Lead/SLT then analyses the data of our Pupil Premium children. We then compare their progress and attainment to our Non-Pupil Premium children. We also use data summaries to compare our results against national and local expectations. This helps us to quickly identify any dips and develop strategies and interventions to promote improvement. We use a range of monitoring to help us evaluate the strategies that we put in place.

These are:

- pupils' work
- data analysis
- planning scrutiny
- lesson observations
- case studies
- staff training
- pupil interviews.

Following this analysis, interventions are adapted or changed if they are not working. We regularly discuss our strategies, interventions and progress with the Senior Leadership Team and Governors. A member of the governing body is responsible for liaison with the school's Pupil Premium lead.

Pupil Premium Strategy Group

Team Member	Role
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Lisa Steedman	Headteacher
Petra Glover	Pupil Premium Lead
Claire Flawell	SENCO
Kirsty Sedgwick	Inclusion Governor
Tara Allman	Attendance Lead
Carol Ward-Reynolds	Families and Welfare Lead
Lauren Croad	Maths
Tracy Morgan	English
Review Dates for the academic year.	July 2020

Funding Allocation for Pupil Premium Grant in 2018-2019

Teaching and Learning:

Area of Curriculum	Details of Expenditure	Amount
ICT:	<ul style="list-style-type: none"> • Subscriptions for My Maths, Spelling Shed, Bug Club and Tapestry. 	£2,500
English:	<ul style="list-style-type: none"> • Texts for the library and the Reading Scheme • Purchase of assessment resources to identify gaps • Cover for Moderation time • Resources to create new Reading Areas • Stars for the Reading Scheme • Rapid Reading Resources • Purchase of The Spelling Shed subscription • Consultancy fees. 	£10,500
Maths:	<ul style="list-style-type: none"> • Purchase of problem-solving resources. • Staff training in AfL • Purchase of My Maths for homework • After-school Homework Clubs set-up • Purchase of assessment resources to identify gaps • Cover for Moderation time • Y6 Booster group • Consultancy fees. 	£6,000
Working Environment:	<ul style="list-style-type: none"> • Staff training on use of working walls and the Mastery Environment • Staff visits to Bursledon Schools • Support from EHT of Bursledon Schools 	£10,000

	<ul style="list-style-type: none"> • Resources/photocopying. 	
Music	<ul style="list-style-type: none"> • Free Recorder/flute lessons for all Year 3 children. 	£300
Emotional, Social and Behavioural Support:		
Area of Need:	Details of Expenditure	Amount
Attendance	Attendance Officer additional time	£3,500
Family Support	Family Liaison Officer and associated costs	£30,000
Education Welfare Services	Outside agency support	
Bridges for Learning	Outside agency support	£7,000
Extra-Curricular Activities	<ul style="list-style-type: none"> • Support for trips • Free after-school clubs for Pupil Premium children 	£3,000
PP Strategy Group	Cover for PP Strategy Group to meet for reviews	£3,000
Sensory	Sensory Circuit run in the mornings by a Teaching Assistant	£1,000
Speech and Language	ELSA Teaching Assistant and associated costs	£13,000
Specialist Outreach Service	Outside agency support	£1,000
		Overall total expenditure - £90, 660

Analysis of Impact Statement for 2018-2019

In 2018-2019, the main focus for the spending of the Pupil Premium Grant was on improving Reading (including phonics), Writing and Maths across the school for Pupil Premium children, but with a specific focus on the results of the SATs tests at KS2.

Measuring the Impact of Pupil Premium Grant spending - KS2 Achievement 2019

Pupil Premium Children:	RWM Hunnyhill	RWM National	Reading Hunnyhill	Reading National	Writing Hunnyhill	Writing National	Maths Hunnyhill	Maths National	GPS Hunnyhill	GPS National
13										
Expected Standard	30.8%	51.4%	38.5%	62.0%	53.8%	67.4%	69.2%	67.4%	61.5%	67.4%
Greater Depth	7.7%	4.7%	7.7%	16.9%	7.7%	15.6%	7.7%	15.6%	7.7%	24.4%
Non-Pupil Premium Children:	RWM Hunnyhill	RWM National	Reading Hunnyhill	Reading National	Writing Hunnyhill	Writing National	Maths Hunnyhill	Maths National	GPS Hunnyhill	GPS National
22										
Expected Standard	78.9%	70.2%	81.8%	79.9%	95.5%	82.8%	81.8%	80.5%	89.5%	82.1%
Greater Depth	31.6%	12.2%	40.9%	32.4%	40.9%	23.5%	31.8%	27.8%	57.9%	39.0%

Measuring the Impact of Pupil Premium Grant spending - KS1 Achievement 2019

Pupil Premium Children: 2	RWM Hunnyhill	RWM National	Reading Hunnyhill	Reading National	Writing Hunnyhill	Writing National	Maths Hunnyhill	Maths National	RWMS Hunnyhill	RWMS National
Expected Standard	100%	50.1%	100%	62.0%	100%	54.9%	100%	62.5%	100%	50.0%
Greater Depth	0%	5.2%	0%	13.9%	0.0%	7.3%	0%	11.9%		
Non-Pupil Premium Children: 48	RWM Hunnyhill	RWM National	Reading Hunnyhill	Reading National	Writing Hunnyhill	Writing National	Maths Hunnyhill	Maths National	RWMS Hunnyhill	RWMS National
Expected Standard	68.7%	69.1%	70.8%	78.2%	62.5%	72.9%	70.8%	79.0%	56.3%	68.4%
Greater Depth	12.6%	13.3%	25%	27.7%	12.5%	16.6%	6.3%	24.2%		

Measuring the Impact of Pupil Premium Grant spending – Y1 Phonics

PP Children: 10	Hunnyhill	National
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Working Towards	10%	26.1%
Working Above	90%	70.9%
APS	35.6	30.9
Non-PP Children: 35	Hunnyhill	National
Working Towards	14.3%	14.1%
Working Above	85.7%	84.3%
APS	35.1	34.4

Headlines:

- KS2: As a result of the focused spending last year, the Maths results for Pupil Premium children in KS2 at the Expected Standard surpassed the National Average for such children. There was also improvement on the results of previous years for our children at Greater Depth Standard in the Combination of RWM, surpassing the National Average for Combined scores. These areas still require some focus as, separately, they are below the National Average for PP children. The gap, however, in Reading and Writing assessments for disadvantaged children at KS2 has increased, and so it is vital that this is addressed with a real drive to address it this year.
- In KS1, although there was a small percentage of disadvantaged children in the cohort, the pupils achieved 100% Expected Standard in Reading, Writing, Maths and Science, meaning that the results were above National Average for such children in all areas, including combined scores. However, there is a need to focus on pushing KS1 children to achieve Greater Depth, as none of the children achieved this in any area.
- Year 1 Phonics: After a change to Letters and Sounds, with further training planned for KS1 teachers, PP children in Year 1 surpassed National Average and also performed better than their non-disadvantaged peers, which is certainly something to be celebrated.
- Attendance: In 2018-2019, the PP attendance was severely affected by a small minority of children from our Provision, resulting in a percentage of 91.02%. Without the Provision, the figure stands at 94.48%: still not yet at our target of 96% but closer and almost on a par with our whole-school attendance (without the Provision) of 95.8%.

Current Profile

Year	2019/20	Number of pupils eligible for PP	72	Breakdown of PP pupils		
NoR	354	Total PP Budget	£89,980	FSM/Ever 6	Service	LAC
Date of Statement	26/09/19	Review Date(s)	March 2020	64	3	5

Cohort Profile of Disadvantaged Pupils in EYFS, Key Stage 1 and 2

Year Group	Number and % of disadvantaged pupils eligible for PP		Number and % of pupils on SEN register		Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
EYFS	6/49	12%	0/6	0%	-	-	-
Year 1	8/49	16%	1/8	13%	6	2	0
Year 2	10/46	22%	2/10	20%	5	5	0
Year 3	6/50	12%	2/6	33%	3	3	0
Year 4	9/42	21%	2/9	22%	5	4	0
Year 5	16/58	28%	7/16	44%	8	6	2
Year 6	17/58	29%	7/17	41%	9	1	7

Funding Allocation for 2019-2020

- £1320 for each eligible primary aged pupil
- £2300 for each Looked After Child
- £300 for each service child

Total School Allocation for 2019/20 - £89,980

Identified Barriers to Learning for 2019-20

- Access to language: filling gaps in vocabulary and spelling; picking up good reading habits; speech and language issues.
- Parental engagement with the school.
- Maths: gaining fluency in basic skills and problem-solving.
- The need for a consistent learning environment throughout the school.
- Promoting aspirations and growth mindset within the school community.

- Further opportunities and experiences through access to extra-curricular activities.
- Behaviour: pupils with specific social and emotional needs that affect their learning.
- Reading: secure and deepen knowledge and skills in reading.
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning and speech and language.
- Attendance/punctuality.

Therefore, our targeted support for 2019-2020 involves:

Access to Language:

- Staff training to highlight the need for disadvantaged children to encounter new vocabulary through reading and explicit teaching of vocabulary.
- Staff training for staff using Letters and Sounds where needed in KS1.
- Promotion of reading within the classroom environment.
- Subscription to Bug Club for home access to reading in addition to the reading scheme. **(Research indicate a +4 months effect for the use of digital technology)**
- Subscription to Spelling Shed to encourage learning of spelling patterns as homework. **(Research indicate a +4 months effect for the use of digital technology)**
- Planning focus on new vocabulary and the use of pre-teaching **(Quality First Teaching)**.
- Implementation of the Reading Bookworm scheme, to further encourage reading at home.
- Story-telling time introduced into the timetable across the school **(Quality First Teaching)**.
- Early Birds Club to be continued, with a focus on reading for enjoyment.
- New indoor and outdoor reading areas to be set up for children's use.
- Staff training to promote early identification by teachers of children whose progress has faltered **(Quality First Teaching)**.
- EYFS Talk project **(Research indicate a +5 months effect for oral interventions):** 'More than Words: Supporting the Foundations of Literacy' – Year-long project
- Implementation of 60 Second Read in Y2 classes **(Research indicate a +4 months effect for the learning of reading comprehension strategies)**.
- Use of a Teaching Assistant (Teacher-trained) to provide additional Reading Support for Year 6.
- The provision of a Teaching Assistant to support English in Year 6.
- Computer Club to ensure exposure to technical language.

Parental Engagement:

- Increasing levels of parental engagement through Bug Club, Class Dojo, Tapestry, Times Table Rockstars and Purple Mash, and the use of targeted workshops **(Research indicate a +3 months effect for parental engagement)**.

- Class Dojo, Tapestry and Purple Mash implemented to allow parents to interact directly with members of staff about their children.
- SLT sessions with parents to discuss current issues.
- Family Liaison Officer involved in supporting families where necessary.
- Implement bookmarks to go into Reading Records to help parents support children in their reading.
- Offer SATs revision guides for sale at a reduced rate.
- Homework Club set up after-school to provide support for children who do not have it at home.
- All parents given the opportunity to attend an English lesson (Autumn term) and a Maths lesson (Spring term) with their child over the course of the year.
- Parents invited in to listen to readers.

Maths:

- Maths homework online, focusing on basic skills and fluency. **(Research indicate a +4 months effect for the use of digital technology)**
- Maths Policy to be changed to allow children in Y2 and above to wear watches and watches to be purchased for PP children where appropriate.
- Times Table Rock Stars purchased to improve the fluency of children's knowledge of multiplication and division facts. **(Research indicate a +4 months effect for the use of digital technology)**
- Focus on Maths problem-solving in Learning Walks.
- Year 6 Maths Booster Group.
- The provision of a Teaching Assistant to support Maths in Year 6.
- Staff training to promote early identification by teachers of children whose progress has faltered.
- Planned early transition to the following year, so that teachers have time for a detailed transition.
- Cross-year group moderation in Maths so that the tracking data is as accurate as possible.

Promoting Grow Mindset/Aspirations:

- Growth Mindset implemented, displays around the school and discussed in class and in Assembly.
- Mindfulness implemented in whole-school Assembly and followed up on Class Dojo, encouraging parents and children to discuss it.
- Whole school focus/training on AfL and Mastery to improve feedback between child and adult and to enhance **Quality First Education (Research indicates a +5 months for Mastery learning and +4 months for quality feedback).**

Access to Other Activities:

- Support for after-school clubs for Pupil Premium children.
- Support for school trips, with particular attention paid to the type of experience that PP children may not have experienced.
- Free Music (ukulele) lessons for Year 2 children.
- iPad Music lessons for Resource Provision children.

Attendance/Punctuality:

- Monthly attendance newsletter to be published.
- Pupil Premium pupils in Y5 & 6 are invited to use the IT room before school to enable them to access school early, complete homework and access

learning programmes.

- Attendance Lead to closely track Pupil Premium pupils and swifter interventions implemented.
- Supportive letters and meetings with the Headteacher.
- Help with childcare offered where appropriate to improve punctuality in some families.

Proposed Expenditure of Pupil Premium Grant spending in 2019/2020

Teaching and Learning:

Area of Curriculum	Details of Expenditure	Amount
ICT:	<ul style="list-style-type: none"> • Subscriptions for Spelling Shed, Bug Club and Tapestry. 	£2,000
Reading and Writing:	<ul style="list-style-type: none"> • Cover for Pupil Progress Meetings with a focus on PP children • Stars/Bookworm badges for the Reading Scheme • Purchase of The Spelling Shed subscription • Purchase of vocabulary boards for classrooms and halls • Consultancy fees: Training from HIAS on Teaching Reading Skills. 	£3,000
Maths:	<ul style="list-style-type: none"> • Staff training in AfL • After-school Homework Clubs • Y6 Booster group - Teacher's additional time • Consultancy fees. 	£4,000
Teaching:	<ul style="list-style-type: none"> • 2 days of support per week from a Teaching and Learning coach, to ensure consistent, high-quality teaching across the school. 	£18,000
Working Environment:	<ul style="list-style-type: none"> • Staff training on use of Reading Areas • Staff visit to Bursledon School in February • Resources/photocopying. 	£1000
Music	<ul style="list-style-type: none"> • Free Ukulele lessons for all Year 2 children. 	£300

Emotional, Social and Behavioural Support:

Area of Need:	Details of Expenditure	Amount
Attendance	Attendance Officer - additional time	£3,500
Family Support	Family Liaison Officer and associated costs	£28,000
Education Welfare Services	Outside agency support	£3,620
Bridges for Learning	Outside agency support	£7,000
Extra-Curricular Activities	<ul style="list-style-type: none"> • Support for some trips • Support for some after-school clubs for Pupil Premium children 	£2,000
Lego Therapy Group	<ul style="list-style-type: none"> • Teaching Assistant time to run the group 	£1,060

PP Strategy Group	Cover for PP Strategy Group to meet for reviews	£1,000
School Uniform	New school uniform bought for some PP children, as a result of the change in school uniform	£500
Sensory	Sensory Circuit run in the mornings by a Teaching Assistant	£1,000
Speech and Language	ELSA Teaching Assistant and associated costs	£13,000
Specialist Outreach Service	Outside agency support	£1,000
	Overall Planned Expenditure:	£89,980

This is a working document and will be reviewed at regular intervals to ensure that it reflects accurately the situation in the school and the experiences of our Pupil Premium children.
