



Hunningley Primary School

Pupil Premium 2016-7

Total number of pupils on roll	261
% of pupils on roll eligible for the Pupil Premium	56.32%
Number of pupils eligible for Pupil Premium	147
Total allocation	£197,840

Pupil Premium Spending 2016-17 Long Term Commitments				
Pupil Premium used for:	Amount allocated	Brief summary of the intervention	Specific intended outcomes:	Monitoring Actual impact:
Well Being Team -Nurture Provision -Learning Mentor	£61997	To maintain the capacity to support children's social and emotional needs through Play Therapy delivered by school staff, Nurture and Learning Mentor support in the classroom. Children will be selected for the Nurture Group following a Boxall Profile and consultation with the class teacher and parents.	Children with SEBD needs are better able to cope with school life Children will be better able to make transitions Improved long-term attendance at school Reduced exclusions in Secondary education Improved self-esteem Raised awareness among staff of the benefits of Nurture.	Inclusion Leader HT/EHT Inclusion Governor
Non-Classed based SENCO	£32132	SENCO will be non-class based 3 days a week.	Timely are made when outside support is required Staff and children receive support and advise enabling them to reach their full potential	HT/EHT Inclusion Governor
Experiences, Trips and Visitors	£26000	Children have very poor vocabulary, memory and retention. This coupled with the lack of experience about the world makes it difficult for children to access ideas and build on them in writing and other curriculum subjects	Speaking and Listening levels are improved and through Circle time this is evidenced and planning is adjusted to meet the needs of the cohort Ideas and vocabulary are improved evidenced writing and improved progress in reading	Writing and Literacy books moderation ½ termly Weekly Circle time Formal and Informal observations in classrooms
Fruit	£3200	Every child is given a piece of fruit daily	Children have an increasingly good attitude to healthy food Children are learning ready	School council DHT
Breakfast Club	£7827	A subsidised breakfast and childcare offered to all families	Children have an increasingly good attitude to healthy food Children are learning ready	

TACT	£10000	Through close profiling of the whole school the SLT has a clear understanding of the barriers to learning and progress, children failing to make progress learning, social relationships or those experiencing bereavement or social care intervention are targeted for individual or family Play Therapy.	All the children in receipt of TACT make progress at the same rate as their peers following a period of intervention Children understand that they can access play therapy when they need to as part of an IEP or Behaviour Plan	HT/DHT
Educational Psychology	£6760	SLE to ensure that children with SEND receive strong provision through support with identifying needs and providing advice to school staff.	SEND children make progress against their IEP targets Strategies and interventions meet the needs of SEND children.	HT/SENCO
Attendance Intervention EWO/PSA	£30817	EWO to support PSA in working with vulnerable families. PSA supports parents to remove barriers to attendance	Attendance target of 96% is achieved	HT/DHT Regular attendance reports
Pupil Premium Spending 2016-17 NEW				
Pupil Premium used for:	Amount allocated	Brief summary of the intervention	Specific intended outcomes:	Monitoring Actual impact:
Intervention Leaders	£90261	Intervention Leaders in each phase to deliver EEF advised interventions. - Rapid Phonics and Rapid Reading - Success@ Arithmetic -Success@ Calculation	Children, who are below ARE in Maths and English, make rapid progress through the closing of gaps.	Subject Leaders ½ termly PPM SENCO
Total			£268,994	

Review 2015-16

Data Dashboard

EYFSP							
% GLD Hunningley	60	% GLD LA	65.6	% GLD National	69.3		
% GLD	% Girls GLD	% Boys GLD	% Disadvantaged GLD	% Non-disadvantaged GLD			
60	72.4	48.4	50	65			
	CL	PD	PSED	Literacy	Maths	UTW	EAD
All	73.3	83.3	78.3	61.7	68.3	80	83.3

Year 1 Phonics Screening					
% Pass Hunningley	75.6	% Pass LA	78.9	% Pass National	80.5
% Pass	% Girls Pass	% Boys Pass	% Disadvantaged Pass	% Non-disadvantaged Pass	
75.6	68.8	80	70	81	

Key Stage 1 (Working at the expected standard or better)				
	Reading	Writing	Maths	RWM Combined
Hunningley	59.6	55.3	63.8	44.7
Disadvantaged	41	36	45	27
Non-Disadvantaged	72	72	76	60

Key Stage 2 (Working at the expected standard or better)					
	Reading	Writing	GPS	Maths	RWM Combined
	%	%	%	%	%
Hunningley	41	71.8	61.5	61.5	30.8
Disadvantaged	29	67	54	54	21
Non-Disadvantaged	67	73	67	67	47

Pupil Premium Spending 2015-16				
Pupil Premium used for:	Amount allocated	Is this a new or continued activity?	Brief summary of the intervention	Specific intended outcomes: Monitoring Actual impact:
Well Being Team -Nurture Provision -Learning Mentor	15295.69	Further Developing	Increase the capacity to support children's social and emotional needs through Play Therapy delivered by school staff, Nurture and Learning Mentor support in the classroom. Children will be selected for the Nurture Group following a Boxall Profile and consultation with the class teacher and parents.	Children with SEBD needs are better able to cope with school life Children will be better able to make transitions Improved long-term attendance at school Reduced exclusions in Secondary education Improved self-esteem Raised awareness among staff of the benefits of Nurture. <i>Boxhall Profiles evidence improvement in social and emotional development.</i>
Non-Classed based SENCO	14523.02	Continued	SENCO will be non-class based 3 days a week.	Timely are made when outside support is required Staff and children receive support and advice enabling them to reach their full potential <i>All EHCPs applied for were approved</i>
Rapid Phonics and Rapid Reading	2767.57	Continued	Children have been tracked for reading and phonics across whole school. Children the furthest away from ARE and end of KS targets are having this as an additional intervention to QFT daily.	Improvements in phonic ability Application into reading and writing Greater understanding of written mathematics <i>Targets met for Year 1 and 2 Phonics Screening.</i>
Additional Adults	51653.88	Continued	Additional teaching assistants have been placed in every year group with a specific remit to promote independence in learning and add capacity to reading	Children more productive at all ability levels Children able to ask questions to support their learning rather than asking for help
Experiences, Trips and Visitors	8241.75	Continued	Children have very poor vocabulary, memory and retention. This coupled with the lack of experience about the world makes it difficult for children to access ideas and build on them in writing and other curriculum subjects	Speaking and Listening levels are improved and through P4C/Circle time this is evidenced and planning is adjusted to meet the needs of the cohort Ideas and vocabulary are improved evidenced in Big Writes weekly
Fruit	1,600	Continued	Every child is given a piece of fruit daily	Children have an increasingly good attitude to healthy food Children are learning ready
Breakfast Club	5129.56	Continued	A heavily subsidised breakfast and childcare offered to all families	Children have an increasingly good attitude to healthy food Children are learning ready
TACT	3887.08	Continued	Through close profiling of the whole school the SLT has a clear understanding of the barriers to learning and progress, children failing to make progress learning, social relationships or those experiencing bereavement or social care intervention are targeted for weekly or daily for group or individual Play or Art Therapy.	All the children in receipt of TACT make progress at the same rate as their peers following a period of intervention Children understand that they can access play therapy when they need to as part of an IEP or Behaviour Plan
Music	6,905	Continued	KS1 and KS2 dedicated music lessons as part of wider participation Individual children who choose to have individual lessons are supported through the funding	Persistence to task is improved measured through the amount of children who stay in the keyboard and individual lessons

Mathematics Intervention Success@Arithmetic 1 to 1 teaching	15047.17	NEW	Maths interventions for children below ARE in KS2 focused on number skills. They will be delivered by TAs and supported by a teacher. The interventions will plug gaps in Maths and will run alongside daily Numeracy lessons.	Children, who are below ARE in Maths, make rapid progress through the closing of gaps. <i>Children receiving these interventions made good progress towards ARE.</i>
Attendance Intervention EWO/PSA	11129.63	Further Developing	EWO to support PSA in working with vulnerable families. PSA supports parents to remove barriers to attendance	There is a reduction in the number of children in receipt of Pupil Premium classed as PA There is an improvement in punctuality of all pupils <i>Attendance 96.4% 8.4% PA children which is a reduction on the previous year.</i>
SLT Planning Support	1680.37	NEW	Teaching teams meet regularly with HoS to plan challenging question to stretch the more able pupils	All children are challenged through mastery questions Lessons are pitched appropriately
Early Parent Support	2020.06	NEW	EYFS Leader/DHT meets weekly with families identified through Reception Baseline on how parents can support their children at home.	Children make rapid progress and achieve a GLD <i>GLD target achieved</i>
Dance Teaching	1125.00	NEW	All children in school receive some specialist Dance teaching.	Children will learn about different styles of Dance and how to express emotion through movement.
Sports Provision at lunchtime	4246.88	NEW	Sports coaching available to KS1 and KS2 children at lunchtimes.	Children have an increasingly good attitude to healthy lifestyles Children have improved relationships
Increasing Range of After School Clubs	3666.25	Further Developing	Children have the opportunity to develop skills and interests, and take part in regular competition.	Children develop skills and interests The children compete in sporting manner <i>More children had the opportunity to take part in competition and in a wider range of sport.</i>