

Review of 3 Year Pupil Premium Plan

'Every child is special and capable of extraordinary things. Their potential flourishes in a culture of hard work and kindness' (**Primary United Learning Way**)

In our 21/22 catch up plan, we stated that:

Intended outcome	Action(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).
Improve communication language and literacy skills in EYFS from a low start	Implemented Wellcomm intervention NELI program	Accelerated progress from low starting point for targeted children with low vocabulary and speech and language skills on entry. 2021-2022 End of year data for Communication & Language: All children 76%, PP 83%, Non PP 87%.
Language opportunities to support reading and writing whole school	Whole school shared reading strategy written, staff trained, implemented, monitored and regular refresher training. Whole school writing strategy developed, staff trained, implemented, monitored and regular refresher training and supported planning.	Reading attainment KS1 increase of 6% 59% to 65% KS2 increase of 3% 52% to 55% Writing attainment KS1 increase of 9% 56% to 65% KS2 increase of 1% 76% to 77%
Recall of knowledge and retrieval skills	Staff trained in recall techniques in the context of Rosenshine's Principles All lessons start with recall/review of previous learning. Medium term planning has recall built into each lesson of each unit. Reviewed, monitored, and adjustments made regularly. Episodic retraining. Summative assessment gapping feeds recall and review.	End of unit assessments show pupils are knowing and remembering more. This is demonstrated by all year groups achieving their individual targets.
Therapeutic Provision, Including effect on communication language and literacy skills, language opportunities to support reading and writing.	Appointed a nurture team. Purchased and trained staff in a range of therapeutic interventions. Time to Talk EQE Build a World Lego therapy Safe place Trained Nurture UK nurture lead	More children spend more time in the classroom and this enables them to be as successful as possible academically. They have a better inner locus of control meaning they can better control their emotional needs. The new head teacher ended the Nurture provision with immediate effect on her appointment in September 2020. All children are now taught inclusively in the classroom. Children receive bespoke interventions tailored to their needs with classroom TA's or the Pastoral Team who were appointed March 2021.

Minimise food poverty for children while ensuring they are healthy and ready for learning	Daily Breakfast Club Food bank Wrap around Provision Free fruit throughout school	Children experiencing food poverty are fed regularly at school and are thus not hungry and are better prepared to learn.
Minimise the impact of deprivation including the toxic trio alcohol, drug taking, domestic violence	Appointed a nurture team Trained to support children from difficult and chaotic backgrounds to stay in school. Attendance protocols to track and trace children from our most vulnerable families to make sure that they are in school and safe. Close links with outside agencies to maximise joined up care and support.	Children do not disappear from education. Families with poor attendance records are supported to get their children into school. Children feel safe and cared for in school and as such, living in extreme deprivation has less of an impact on their health, education, and wellbeing. Additional actions since 2020 include: Appointment of Pastoral Team, Mental Health leads and a senior practitioner and participation in the Compass Project.
Minimise the financial burden for families	PP funding is used to subsidise the cost of trips Clothes bank Food bank	No child misses a trip or experience, or meal or uniform for lack of money. The need is increasing, especially in the light of the current cost of living crisis. School subsidises trips for disadvantaged children to ensure that poverty does not leave children educationally disadvantaged. Trips are chosen carefully not only for their educational value but also because they offer value for money. Free items of uniform are provided for those in extreme need, and uniform decisions have been made to ensure that parents can buy value for money uniforms from local supermarkets. On entry and regular checks are made during the school year to ensure that children eligible for free school meals are accessing them. Breakfast club ensures that children do not start the school day hungry. Free fruit is provided throughout school
Provide children with a wide range of experiences	Violins Drums Spanish Specialist DT teacher Range of after school clubs Horticulture Yr6 residential Young voices Primary Enterprise Challenge Run a stall at fairs Subject Ambassadors School Council Student Leadership Program	Children have opportunities to take part in a wide range of activities and to find their interests or follow their strengths Pupils speak positively about the opportunities provided to broaden their experiences. They have the chance to take part in sporting, choir, cooking and reading clubs. They go on a range of educational trips to learn new things. Inspirational people are invited into school, like a British Paralympian, to talk to pupils about ambition and not giving up. Ofsted 2021
Progress and engagement are improved across all groups and phases	Designated PP champion to drive provision and close gaps Implemented Kagan Cooperative Structures	Except for 4 children across school with complex social and emotional needs all children in school are in lessons all the time. Behaviour is exceptional, as is engagement, leading to raised attainment, which in 2022 in all year groups meant Hunningley attainment was predominantly above UL group averages.

Improve reading outcomes for all pupils throughout school	Designated reading champion. Participated in the UL National Reading Project Implementation of shared reading process across school	Reading outcomes have improved across all year groups In 2019 all year groups reading data was in the range 54-65% ARE+ Attainment for all children has risen and PP children's attainment has risen significantly particularly in lower KS2. <table><tr><td></td><td>PP</td><td>PP</td><td>All</td></tr><tr><td></td><td>2019</td><td>2022</td><td>2022</td></tr><tr><td>Rec</td><td></td><td>82%</td><td>87%</td></tr><tr><td>1</td><td></td><td>71</td><td>78</td></tr><tr><td>2</td><td>65</td><td>70</td><td>82</td></tr><tr><td>3</td><td>65</td><td>85</td><td>89</td></tr><tr><td>4</td><td>63</td><td>84</td><td>89</td></tr><tr><td>5</td><td>61</td><td>66</td><td>78</td></tr><tr><td>6</td><td>54</td><td>55</td><td>70</td></tr></table> Leaders ensure that reading is given the highest priority. The headteacher leads with an ambition to ensure that all pupils, regardless of background, succeed in reading. Leaders have developed reading areas in school so that pupils have access to a wide range of books to take home. Pupils enjoy reading books together in class, and they talk about their favourite parts of the story with enthusiasm. Ofsted 2021				PP	PP	All		2019	2022	2022	Rec		82%	87%	1		71	78	2	65	70	82	3	65	85	89	4	63	84	89	5	61	66	78	6	54	55	70
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Improved attendance of PP children	Targeted attendance protocols and attendance team	2019 NPP 97 PP 94	2022 NPP 94 PP 90																																					
To further develop a positive school culture through the development of a new reward system	Implemented the Principles of Conscious Discipline Celebration assemblies Safe Places Dojos	Culture of school is positive Pupils feel safe in school. They know where to go if they are worried. Pupils say that adults act straight away if they have any concerns. Pupils say that bullying is rare, and that staff help them to resolve any issues quickly... Pupils are well mannered and courteous. They show kindness and respect towards each other. In class, pupils try hard and are enthusiastic about their learning. During social times, pupils play happily together. Ofsted 2021																																						
Continue to support SEND children so they make the best progress and achievements possible	Mastery curriculum Pre teaching Scaffolding Retrieval practice Regular reviews of key learning SEN across the curriculum removing barriers document implemented and teachers trained.	The curriculum is adapted well to meet the needs of pupils with SEND. Staff know pupils very well. Teachers use this knowledge to plan activities that build on pupils' existing knowledge and skills. The special educational needs coordinator meets with pupils regularly to check on their learning. Pupils with SEND make strong progress and achieve well. Ofsted 2021																																						

Targeted children make better lifestyle choices and are confident to join in physical activity	Targeted children to participate in after school sport provision. Daily mile Active playtimes Encourage children to join active clubs inside and outside school Made links with local sporting organisations Referrals to school nursing team	Increased numbers of children are within healthy height and weight ratios.			
Children have an improved attitude towards and understanding of healthy food	Parent food nutrition and preparation classes Healthy eating taught in science Healthy food after school club for children All families and new starters have a healthy packed lunch leaflet. Parent network drop ins with pastoral leads Active participants in Healthy Schools Project School meals are healthier.	Increased numbers of children are within healthy height and weight ratios.			
The Educational Psychologist works with multidisciplinary teams to meet the social emotional and behavioural and learning needs of children	Educational Psychologist contracted	Increased numbers of children accessing Ed Psych services. October 2017 5 children July 2022 8 children			
Children who are below age related expectations in maths and English make rapid progress through closing gaps	PIRA and PUMA testing every term Gaps analysed Shine Interventions purchased TAs close gaps with shine interventions out of core lesson times Pre learning quizzes, leading to pre teaching Catch up and keep up sessions	2022 Value added	Reading	Writing	Maths
		Yr 6 PP	+0.2	+2.8	+2.7
		Yr2 PP 23/54 children	+1.3	+2.2	
Improved learning outcomes improved confidence enjoyment and understanding leading to improved attendance.		Outcomes have improved over time; children are more confident and enjoy their learning Pupils at Hunningley Primary School flourish. Ofsted 2021 In class, pupils try hard and are enthusiastic about their learning. Ofsted 2021			

Overall, the three year Pupil Premium strategy has been successful.

Particular successes are:

- Improving levels of language and communication for our youngest children.
- The establishment of the Pastoral Team and their work to engage hard to reach families and build relationships and provide support to our most vulnerable families.

- Children who are below age related expectations in Maths and English make rapid progress through closing gaps.

The evidence is clear that Children who regularly attend school achieve / exceed their targets through Quality First Teaching and in the moment feedback and corrective teaching.

Our analysis of data clearly demonstrates that children who do not attend school regularly are the children who do not always meet their targets; these are predominantly our children in receipt of Pupil Premium funding.

- *What strategies are planning to meet these needs in 22/23?*

Our plan moving forward is far simpler and focuses on attendance, persistent absence and using QFT to fill the gaps that may have been created through poor attendance. We are confident that if children are here, they will achieve.

- *How are these related to CPD and quality of T&L*

Our school CPD predominantly focuses on improving and enhancing the quality of teaching and learning throughout school based on the most up to date research.

Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including that for disadvantaged pupils. Therefore, we are focusing on building teacher knowledge and pedagogical expertise, on our continual curriculum development, and the purposeful use of assessment. The development of a teaching and learning handbook will also support teachers to implement Instructional Coaching as an effective tool for school improvement which will support staff fill gaps for children whose progress and attainment is adversely affected by poor attendance.

- *School led tutoring – how are you using that these funds are being effectively used in 22/23? What are schools using/research evidence – RWI, Accelerated Reader, etc*

The School lead Tutoring Grant is £12,272.

We are using this money to employ an additional member of staff to work with identified children to deliver intervention programmes that school have purchased based upon research, such as SHINE, Fast Track RWI for pupils in KS2, Speech & Language Link for all pupils in Reception and then for those who have been identified as needing additional support up to Year 3, & WellComm for children in Nursery.

School is supplementing the grant by 40% (£8181).

3. Target setting – following review of 21/22 assessment information for key year groups and pupils, and FFT benchmarks

'Children's academic progress and achievement is of the highest Priority' (Primary UL Way)

- *Impact of 2021/22 plan
Gap between PP and all? Differences for key groups? Which strategies had maximum impact? How has this been measured – frequency/ assessment?*

Gap is most notable in Yr 4 Reading – 67% PP ARE compared with NPP 90% ARE

Writing in Yrs 1-4

- *Proposals for 2022/23 including school led tutoring
Which strategies will remain? What will be added? What does EEF say? (NB Accelerated Reader)
How is the money targeted to improve teaching?*

The School lead Tutoring Grant is £12,272.

We are using this money to employ an additional member of staff to work with identified children to deliver intervention programmes that school have purchased based upon research, such as SHINE, Fast Track RWI for pupils in KS2, Speech & Language Link for all pupils in Reception and then for those who have been identified as needing additional support up to Year 3, & WellComm for children in Nursery.

Staff member will also work with identified children in Yrs 2-5 (PP) to close the writing gap alongside the class teacher to edit and refine work and support misconceptions.

School is supplementing the grant by 40% (£8181).

Wellbeing and workload charter - (school to send most up to date plans prior to meeting)

'Every adult working in every United Learning school acts with the utmost respect, care, and professionalism – the highest standards come with the greatest attention to the wellbeing of all' **(Primary UL Way)**

- *How are you bringing this to life in your Workload charter?*

Our Workload Charter was developed by our staff working party which includes our Senior Mental Health Lead, our Mental Health Team and Pastoral Leads as well as staff from across the school.

The team was established following last year's Staff Survey to work on points for improvement and make changes based on the feedback from staff.

The team were led by Jack and they considered all the ways school, leaders and the Trust support staff to do their jobs to the best of their abilities and remain mentally well and supported.