

**HYNDBURN PARK PRIMARY SCHOOL  
PUPIL PREMIUM STRATEGY STATEMENT**

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils. If a child has been eligible for free school meals (FSM) at any point over the past six years or has been looked after for one day or more (Child Looked After) the school receives an amount of money per child.

1. Summary information					
School	Hyndburn Park Primary School				
Academic Year	2017 - 2018	Total Pupil Premium (PP) budget	£137, 100	Date of most recent PP review	n/a
Total number of pupils	491	Number of pupils eligible for PP	94	Date for next internal review of this strategy	January 2018

2. Current attainment			
END OF KEY STAGE 2	Pupils eligible for PP (SCHOOL)	Pupils not eligible for PP (SCHOOL)	National Average
% achieving at least expected in reading	65%	56%	71%
% achieving at least expected in writing (TA)	90%	83%	76%
% achieving at least expected in mathematics	85%	75%	75%
% achieving at least expected in R, W & M combined	60%	53%	61%
Progress score in reading	-0.68	-2.27	n/a
Progress score in writing	5.33	5.29	n/a
Progress score in mathematics	1.37	2.27	n/a
Average scaled score in reading	101.8	99.2	104.1
Average scaled score in writing	n/a	n/a	n/a
Average scaled score in mathematics	104.4	103.8	104.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability children)	
In-school barriers (issues to be addressed in school)	
A	Children enter the Early Years Foundation Stage (EYFS) with abilities that are significantly below those typical for their age, across all aspects of learning. The vast majority of the children have limited communication and language skills.
B	Attainment by pupils eligible for PP in reading, writing and mathematics is lower than those not eligible for PP, particularly:

	Reading – Y1 and Y6. Writing – Y1, Y3, Y4 and Y6. Mathematics – Y1.
C	Progress by pupils eligible for PP in reading, writing and mathematics is lower than those not eligible for PP, particularly: Reading – Y2. Writing – Y4 and Y6. Mathematics – Y6.
<b>External barriers</b>	
D	Attendance rates for pupils eligible for PP are lower than those not eligible for PP.
E	Parental engagement has improved over the years but is an area that the school would like to continue to build upon.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Further improve communication and language skills at the end of EYFS.	All children eligible for PP will make accelerated progress so that they meet age related expectations.
B	Raise attainment for pupils eligible for PP, particularly in Y1 and Y6 (R), Y1, Y3, Y4 and Y6 (W), and Y1 (M).	Increased attainment in identified year groups for children eligible for PP compared with non-PP pupils.
C	Improve progress for pupils eligible for PP, particularly in Y2 (R), Y4 and Y6 (W), Y6 (M).	Pupils make accelerated progress so that the gap is narrowed between PP and non-PP pupils.
D	Improve attendance rates for children eligible for PP.	Improvements in attendance rates for those eligible for PP is in line with non-PP pupils and closer to the school target.
E	Further strengthen the relationships between the school and families of PP children.	Parent / carers of children eligible for PP will work closely with the school to support their children, impacting upon their attainment and progress.

5. Planned expenditure					
Academic year	2017 – 2018				
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	When will you review implementation?
A. Further improve	<ul style="list-style-type: none"> <li>Planned staff meetings</li> </ul>	As the children enter the EYFS with	<ul style="list-style-type: none"> <li>High quality training delivered</li> </ul>	AB (EYFS)	January 2018

<p>communication and language skills at the end of EYFS.</p>	<p>throughout the year focused on vocabulary development.</p> <ul style="list-style-type: none"> <li>Stay and Play sessions in EYFS focusing on communication and language.</li> <li>Implementing strategies from drama workshops to develop speaking and listening skills.</li> <li>Staff training on developing listening and attention, understanding and speaking.</li> </ul>	<p>limited language skills, high quality training will help to invest in longer term change. This will be targeted towards children eligible for PP but will benefit all children in the cohort.</p>	<p>by consultants and staff in school will ensure that the actions are well implemented.</p> <ul style="list-style-type: none"> <li>Monitoring of the training will ensure that actions are followed up and ultimately embedded in the department.</li> </ul>	<p>team leader)</p>	<p><i>JANUARY 2018</i> All training planned for the autumn term has been implemented. Baseline assessments showed 80% of the cohort were working at 30-50 months or below in Communication and Language. At the end of the autumn term, and demonstrating the impact of the focused work on communication and language, this reduced to 52%.</p>
<p>B. Raise attainment for pupils eligible for PP, particularly in Y1 and Y6 (R), Y1, Y3, Y4 and Y6 (W), and Y1 (M).</p>	<ul style="list-style-type: none"> <li>Use of weekly team PPA time to ensure consistent implementation of practice and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>High quality teaching and learning is vital to closing the attainment gap for disadvantaged children. Evidence suggests that knowing students well enables teachers to tailor classroom practice to best suit progress for the children in their classes.</li> </ul>	<ul style="list-style-type: none"> <li>Focused half termly Year Group Meetings and moderations.</li> <li>Lesson observations and monitoring throughout the year will demonstrate good practice.</li> <li>Targeted CPD will impact upon performance in school.</li> </ul>	<p>ST (Deputy Headteacher)</p>	<p>At the end of each term (Dec 2017, Mar 2018 and Jul 2018) during Year Group Meetings / following data analysis.</p>
<p>C. Improve progress for pupils eligible for PP, particularly in Y2 (R), Y4 and Y6 (W), Y6 (M).</p>	<ul style="list-style-type: none"> <li>Modelling best practice through observations of each other.</li> <li>Ensuring quality first teaching.</li> <li>Providing targeted CPD.</li> <li>Making use of team moderation sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Contributing to regular, quality CPD will impact positively upon children's attainment and progress.</li> </ul>			<p><i>JANUARY 2018</i> Attainment End of term one data shows the following for the key groups: READING: Y1 67% on track, Y6 83% on track. Both of these figures are higher</p>

					<p>than this point last year.          WRITING: Y1 67%, Y3 63%, Y4 67%, Y6 52%. All of these figures are higher than this point last year.          MATHS: Y1 67%. This remains in line with the same point last year.          Progress          The PP group of children in identified cohorts have made progress in line with or above those that are not eligible for PP. with the exception of Y6 in writing.</p>
<b>Total budgeted cost</b>					£86,668.50
<b>ii. Targeted support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Further improve communication and language skills at the end of EYFS.	<ul style="list-style-type: none"> <li>• Talk Boost training / intervention to be implemented across EYFS.</li> <li>• Speaking and listening displays displaying evidence of good quality speaking and listening throughout the department.</li> <li>• Conversation stations in</li> </ul>	<p>Talk Boost intervention is a successful evidence-based programme developed to help narrow the gap between 4-7 year olds with language delay and their peers. Talk Boost was developed and evaluated using evidence collected by professionals and has shown to increase the language level of a child by between nine and eighteen months. This will impact positively upon the children in EYFS, and provide them with the stepping stones</p>	<ul style="list-style-type: none"> <li>• Analysis of data will demonstrate an improvement in children's communication and language skills.</li> <li>• Talk Boost intervention will show an increase in children's participation, engagement and communication and language skills.</li> </ul>	AB (EYFS team leader)	<p>Following each 10 week block of intervention throughout the year.  <i>JANUARY 2018</i>          End of term one data shows children made progress in Communication and Language. More children are working within age related</p>

	all three classrooms to support the drive to improve speaking and listening.	they need to support their communication and language skills.	<ul style="list-style-type: none"> <li>• Observations of intervention taking place, and discussions with class teachers.</li> </ul>		expectations (18% in September has now increased to 4.7% at the end of term one).
B. Raise attainment for pupils eligible for PP, particularly in Y1 and Y6 (R), Y1, Y3, Y4 and Y6 (W), and Y1 (M).	<ul style="list-style-type: none"> <li>• TAs well trained in supporting pupils' learning as well as specific learning interventions within classroom, providing targeted support under the direction of the class teacher.</li> </ul>	Teaching assistants provide effective and valuable support in a wide range of settings. Interventions are incredibly useful in helping to raise standards across school. These have proved effective in school in previous years, which is why this is an approach that is being used once again. Easter School held for children in Y6 during the first week of the Easter holidays, along with booster sessions, have also proven to help children achieve and exceed their targets.	<ul style="list-style-type: none"> <li>• Peer observations across teams and departments.</li> <li>• Training in-school to support TAs.</li> <li>• Specific courses targeted towards identified TAs.</li> <li>• Use of team meeting time to plan effective interventions.</li> <li>• Easter School and additional booster sessions will impact upon children's attainment and progress in Y6.</li> </ul>	All team leaders (AB, JO, SS) and SLT (WT, ST, JH).	July 2018 (with a focus on termly data analysis and next steps).
C. Improve progress for pupils eligible for PP, particularly in Y2 (R), Y4 and Y6 (W), Y6 (M).	<ul style="list-style-type: none"> <li>• Providing targeted support / intervention for pupils to address underachievement within classes and teams.</li> <li>• Ensuring effective interventions are planned through the use of provision maps.</li> <li>• Easter School carried out for all children in Y6.</li> <li>• Additional booster sessions after school, targeting identified children.</li> </ul>				
<b>Total budgeted cost</b>					£21,003.05

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improve attendance rates for children eligible for PP	Targeted family work, provision of family learning opportunities and focused work on improving attendance and punctuality. All of this carried out by the inclusion team (Learning and Family Support Worker and the Learning Mentor).	In order to improve attainment for children they need to attend school. The NFER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> <li>Monitoring the attendance and punctuality of children eligible for PP and the impact this is having.</li> <li>Regular meetings with the inclusion team focusing upon the children eligible for PP will also ensure that this is working.</li> </ul>	JA (Learning and Family Support Worker) / JH (AHT Inclusion Manager)	<p>On-going weekly attendance and punctuality checks / end of term attendance data (December 2017).</p> <p><i>JANUARY 2018</i>  The children eligible for PP in two out of seven year groups have higher attendance figures than those not eligible for PP (R and Y1) with one in line (Y4). Overall, attendance continues to be a key focus throughout school.</p>

<p>E. Further strengthen the relationships between the school and families of PP children.</p>	<ul style="list-style-type: none"> <li>Supporting parents / carers to overcome barriers to children's learning and increasing engagement of parents / carers in learning.</li> <li>Use of Stay and Play sessions throughout school, targeted workshops and meetings.</li> <li>Funding extra-curricular visits and residential trips to support parents /carers of children eligible for PP.</li> </ul>	<p>The role of parents in their children's education plays a significant factor in educational success and school improvement. Working alongside parents / carers will help to promote engagement and support their child's learning.</p>	<ul style="list-style-type: none"> <li>Team leaders to feedback during fortnightly Senior Management Team meetings. Appropriate next steps planned, following these.</li> <li>Quality of the meetings / workshops led for parents / carers will ensure that they feel confident in the ways in which to support their children.</li> <li>No child will miss out on educational visits due to cost.</li> </ul>	<p>ST (Deputy Headteacher) and team leaders.</p>	<p>Parental feedback following each meeting. July 2018.</p>
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**Total budgeted cost**    £32,869

**6. Review of expenditure**

Academic year    2016 – 2017

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p>A. Improve communication and language skills at the end of EYFS.</p>	<p>Focused stay and play sessions were used in EYFS. There was also Talk Boost training for additional TAs to deliver the intervention effectively and training provided for the EYFS team for additional</p>	<p>Baseline assessments at the beginning of the academic year showed the percentage of children working within age related expectations in the aspect of communication and language: Nursery (30-50 months band) = 13%, Reception</p>	<p>The carefully planned work around speaking, listening and language had a positive impact within the team. This work needs to continue to ensure that the key skills and strategies shared become well</p>	<p>£91,924 (incorporating outcome A, B and C).</p>

	speaking and listening strategies.	(40-60 months band) = 13%. End of year assessments showed the following: Nursery (30-50 months band secure+) = 32%, Reception (Expected+) = 56%	embedded. Further input needed with parents / carers to build upon the successes, particularly from the children's time in nursery.
<b>B. Raise attainment for pupils eligible for PP, particularly in Y1, Y3 and Y4 (R), Y1, Y3, Y5 and Y6 (W), Y1, Y3 and Y6 (M).</b>	The provision of additional teachers so that no class has more than thirty children in it. Additional teaching assistant support to deliver highly personalised intervention programmes. Weekly PPA time in teams, team moderation sessions and half termly Year Group Meetings, along with observations of outstanding practice throughout school will aim to fully meet the needs of these groups.	This continues to work effectively. Teaching staff liaise well with the TAs, and their teams. The input into half termly Year Group Meetings, as well as termly moderation sessions, demonstrates the impact that this is having. The number of children working within age related expectations across the school (Y1 – Y6) was higher in reading (82%) and mathematics (81%) than for the children not eligible for Pupil Premium. All identified groups, with the exception of Y1 and Y5 (writing) and Y3 (mathematics) were assessed as working within age related expectations.	The focus on the group of children eligible for Pupil Premium during half termly Year Group Meetings, and the carefully tailored interventions, as a result of these, ensured that the children eligible for Pupil Premium were able to make good or better progress, and within age related expectations. There continues to be a small number of children, within some year groups, that require additional input. As a consequence, these groups will remain high on the list of priority to ensure their progress is at least in line with those not eligible for Pupil Premium.
<b>C. Improve progress for pupils eligible for PP, particularly in Y2 (R), Y2 and Y3 (W), Y3, Y4 and Y6 (M).</b>	The provision of additional teachers so that no class has more than thirty children in it. Additional teaching assistant support to deliver highly personalised intervention programmes. Weekly PPA time in teams, team moderation sessions and half termly Year Group Meetings, along with observations of outstanding practice throughout school will aim to fully meet the	The average progress of children eligible for Pupil Premium across the school (Y1 – Y6) was higher in reading (3.7 steps) and mathematics (3.3 steps) than for the children not eligible for Pupil Premium. Although this was not the case in writing the progress was still above the minimum of 3 steps for the year (3.4 steps) and broadly in line with the children not eligible for Pupil Premium. All identified groups, with the exception of Y3 (writing) and Y4	



	needs of these groups.	(mathematics) made more progress than the children not eligible for Pupil Premium.		
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
B. Raise attainment for pupils eligible for PP, particularly in Y1, Y3 and Y4 (R), Y1, Y3, Y5 and Y6 (W), Y1, Y3 and Y6 (M).	Providing 1:1 and group tuition to ensure that pupils eligible for PP reach (and sometimes exceed) their targets by the end of Y6. Plan for carefully tailored interventions throughout school.	Children eligible for Pupil Premium outperformed non-PP children at the end of Y6 in attainment and progress measures.	Highly effective tuition delivered by the Y6 teachers and teaching assistants worked well. Continue with this strategy during the next academic year.	£28,466 (incorporating outcomes B and C).
C. Improve progress for pupils eligible for PP, particularly in Y2 (R), Y2 and Y3 (W), Y3, Y4 and Y6 (M).	Providing a week's Easter School for all Y6 children.	More children eligible for PP made expected progress and outperformed non-PP children.	Easter School continues to be a successful week with the children. The number of sessions that children access throughout the week helps with this. Ideally, the group sessions being much smaller would be even more beneficial and this is something that needs to be focused upon next year, along with a slight reduction in the number of days (four morning sessions, instead of five).	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
D. Improve attendance rates for children eligible for PP	Employing a Learning Mentor to help to improve children's attendance.	Attendance rates for pupils eligible for Pupil Premium were lower than for those without Pupil Premium. Punctuality, however, improved across school over each term for pupils eligible	The support provided by the Learning and Family Support Worker will continue to enhance the role of the learning mentor, which will impact upon the children	£22,800 (incorporating outcomes D and E).

		for Pupil Premium in comparison to the previous year (autumn 1.2%, spring 1.1%, summer 1.5%).	and their attendance. More focused work needs to be carried out for children eligible for Pupil Premium to improve their attendance rates.	
E. Further strengthen the relationships between the school and families of PP children.	Employing a Learning and Family Support Worker to help strengthen the link between home and school. Employing a Learning Mentor to support vulnerable children and families.	This is an incredibly pivotal role and impacted positively upon the targeted children and families. Vulnerable children and families targeted well and the work carried out with them impacted positively upon their learning, social and emotional needs.	The support provided by the Learning and Family Support Worker will continue to enhance the role of the learning mentor. Continue with this strategy in the next academic year.	
			<b>Total cost</b>	£14,3190

#### 7. Additional detail

Further details relating to Pupil Premium can be found on the school website (accessed at: <http://www.hyndburnpark.lancs.sch.uk/home>)