



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future



Pupil Premium Strategy Statement

1. Summary information						
Schools	Hundon Community Primary School & Thurlow CE VC Primary School					
Academic Year	2018~19	Total PP budget	£31,226		Date of most recent PP Review	~
Total number of pupils	193	Number of pupils eligible for PP (including previously CLA)	H	Th	Date for next internal review of this strategy	April 2019
	Hundon: 84 Thurlow:109		15%	5%		

2. Current attainment (2018)			
2018 KS2 attainment and progress (5 children* Should be 6)	Pupils eligible for PP (federation)		Pupils not eligible for PP (national average)
	Hundon (2* should be 3)	Thurlow (3)	
% achieving age expected in Reading, Writing and Maths	0% (should be 33%)	67%	67%
% making expected progress in Reading	-2.8*	2.1	0.3
% making expected progress in Writing	-4.7*	-1.5	0.2
% making expected progress in Maths	-2.2*	2.9	0.3

* After research I have identified that the pupil numbers for this are taken from the January Census ~ this means anyone who is eligible for PP and applies after this date won't be counted in our data return ~ our % and progress scores at Hundon have been significantly affected, not least because one pupil who achieved the 'expected standard' across all three areas and was working at 'greater depth' in Reading and Writing was not included (this may be updated in the finalised December data update.)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	PP children in KS2 not making as high a rate of progress in Maths as their peers at Hundon.
B.	PP children in KS2 not making as high a rate of progress in Writing as their peers at Hundon and Thurlow.
C.	Behaviour issues exhibited by a very small group of children (mostly eligible for PP) are having a negative impact on their learning and their peers, (in upper Key Stage 2 at Hundon and in KS 1 at Thurlow.)
External barriers	



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future



D.	Personal circumstances, in some instances linked to specific parental circumstances and beyond the scope / remit of the school are impacting on a very small number of children's learning, resulting in a negative impact on their progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve Maths progress to at least the same as non-PP children.	PP Maths progress is a minimum of national average (0.0)
B.	To improve Writing progress to at least the same as non-PP children.	PP Writing progress is a minimum of national average (0.0)
C.	These children will be more focused on their learning and receive fewer consequences.	Achievement improves and negative impact on others is lessened.
D.	Particular circumstances will be improved impacting positively on the very small number of PP children; monitored by school and other professional agencies	Achievement improves



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future



5. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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. To improve Maths progress to at least the same as non-PP children	To further embed the Maths Mastery approach, particularly with recently appointed colleagues	We have seen the positive impact that MM has had across the school and want this to be maintained and developed further to benefit the progress across all of KS 1 and KS2 particularly.	The Maths Subject Lead will provide further training to all staff as well as those recently appointed and monitor as part of allocated DHT time	CB	March 2019
	HLTAs/TAs will be more focused on the attainment and progress of PP children through the more effective use of the CQ grids to track progress.	The use of CQ grids as well as the use of assessments (PUMA & PIRA) to identify gaps will have a positive impact on the whole class teaching; providing training for support staff will ensure PP focus is as effective as it can be, alongside that for more able pupils.	Training will be provided by SLT and impact monitored by SLT.	SF / CB / LF	March 2019
B. To improve Writing progress to at least the same as non-PP children.	To further embed the Talk4Writing approach, particularly with recently appointed colleagues	We have seen the positive impact that Talk4Writing has had across the school and want this to be maintained and developed further to benefit the progress across all of KS 1 and KS2 particularly.	The English Subject Lead will provide further training to all staff as well as those recently appointed and monitor as part of allocated Senior Leadership time	LF	March 2019



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future



	HLTAs/TAs will be more focused on the attainment and progress of PP children through the more effective use of the CQ grids to track progress.	The use of CQ grids as well as the use of assessments (PUMA & PIRA) to identify gaps will have a positive impact on the whole class teaching; providing training for support staff will ensure PP focus is as effective as it can be, alongside that for more able pupils.	Training will be provided by SLT and impact monitored by SLT.	SF / CB / LF	March 2019
Total budgeted cost					£
ii. Targeted support					
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. To improve Maths progress to at least the same as non-PP children	Selected support staff to be given specific Maths Mastery training.	More adults in the class with specialist MM training will have a positive impact on the attainment and progress of PP children. This will also benefit non-PP children.	SLT to organise training and monitor impact through lesson obs, work scrutinies and performance data. (Part of SDIP)	CB	Feb 2019
B. To improve Writing progress to at least the same as non-PP children	Selected support staff to be given specific Talk4Writing (T4W) training.	More adults in the class with specialist T4W training will have a positive impact on the attainment and progress of PP children. This will also benefit non-PP children.	SLT to organise training and monitor impact through lesson obs, work scrutinies and performance data. (Part of SDIP)	LF	Feb 2019
C. These children will be more focused on their learning and receive fewer consequences.	Additional HLTA / TA hours to support positive behaviour management and will provide additional input for these pupils focusing on SMSC and Personal Development, Behaviour and Welfare.	This additional support will be allocated to the identified classes which are larger and having additional adults will be hugely beneficial to the progress of PP children.	The impact will be monitored by SLT.	SF	Feb 2019
Total budgeted cost					£



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future



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?
C. These KS2 children will be more focused on their learning and receive fewer consequences.	Learning Support Team ~ Play Leader training & use of Sports Coach to improve lunchtime activity provision	This will see a reduction of behaviour issues during unstructured time periods, reducing the impact of issues 'spilling over' and affecting PM learning sessions.	HT & H&S Committee to monitor number of behaviour incidents	SF	Feb 2019
D. Particular circumstances will be improved impacting positively on the very small number of PP children; monitored by school and other professional agencies	Provision of subsidised wider opportunities, including residential trips and visits and facilitating music provision	This will ensure no child misses out due to financial constraints	HT & F& P Committee to monitor	SF	Feb 2019
Total budgeted cost					£

6. Review of expenditure					
Previous Academic Year		2017-18			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
To continue to develop classroom monitoring of PP children's learning.	All teaching staff aware of PP children through PP and internal data tracking	All teachers are monitoring attainment and progress of PP children. This has also had a positive impact on the monitoring of other vulnerable groups.	Effective use of time and money. We will be continuing with this approach and developing it further to link with PM of Learning Support colleagues		
ii. Targeted support					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future



To improve attainment and progress in end of KS2 maths.	Extra support staff hours in Y5 and Y6, to support teaching of maths.	Impact on attainment was mixed, high, progress improved but cohort sizes are small so this is difficult to quantify.	This is considered very effective by teaching colleagues, having a positive effect on pupils where SEND is not a complicating factor or other external factors are not affecting outcomes. Additional positive impact on their non-disadvantaged peers. This will continue as long as it is effective and affordable.	
---	---	--	---	--

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To ensure PP children are accessing enhancing activities such as trips and visits, including the KS 2 residential trip.	School will assist families with the cost of the trips.	PP children experience the same enhancing experiences as their peers, including with the residential the opportunity to stay away from parents and spending time with their peers in very different surroundings, thus building life skills for the future. This also impacts positively on non PP families.	This is vital support to families, in order to allow their children to develop skills that go into making the 'whole' child.	

7. Additional detail

The above review focuses on only three of the many different uses of the Pupil Premium Fund. Other uses include 1-1 tuition for Y5 and Y6 children for the academic year; Learning support colleagues running interventions across the curriculum and more qualitative support e.g. ELSA, regular whole staff professional development, support with uniform, BASC, club costs support etc.