

**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	2018 - 2019	Total Pupil Premium (PP) budget	£132,000	Date of most recent PP review	n/a
Total number of pupils	474	Number of pupils eligible for PP	100	Date for next internal review of this strategy	February 2019

2. Current attainment			
END OF KEY STAGE 2	Pupils eligible for PP (SCHOOL)	Pupils not eligible for PP (SCHOOL)	National Average (ALL)
% achieving at least expected in reading	61%	61%	75%
% achieving at least expected in writing (TA)	78%	90%	78%
% achieving at least expected in mathematics	74%	83%	76%
% achieving at least expected in R, W & M combined	52%	59%	64%
Progress score in reading	-2.3	-1.7	-5.0
Progress score in writing	0.2	3.3	-7.0
Progress score in mathematics	1.2	2.1	-5.0
Average scaled score in reading	100.7	100.7	105
Average scaled score in writing	n/a	n/a	n/a
Average scaled score in mathematics	103.7	103.8	104

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 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 in the following year groups:

	Reading – Y4 and Y6, Writing –Y4 and Y6, Mathematics – Y4, Y5 and Y6.
C	Progress by pupils eligible for PP in reading, writing and mathematics is lower than those not eligible for PP in the following year groups: Reading – Y4, Writing – Y4 and Y6, Mathematics – Y2, Y4 and Y6.
<b>External barriers</b>	
D	Attendance and punctuality rates for pupils eligible for PP are lower than those not eligible for PP.

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 Y4 and Y6 (R), Y4 and Y6 (W), and Y2, Y4 and Y6 (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 Y4 (R), Y4 and Y6 (W), Y2, Y4 and 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.

5. Planned expenditure					
Academic year		2018 – 2019			
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 communication and language skills at the end of EYFS.	<ul style="list-style-type: none"> <li>Planned staff meetings throughout the year focused on vocabulary development.</li> <li>Stay and Play sessions in EYFS focusing on communication and language.</li> </ul>	As the children enter the EYFS with 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.	<ul style="list-style-type: none"> <li>High quality training delivered by consultants and staff in school will ensure that the actions are well implemented.</li> <li>Monitoring of the training will ensure that actions are followed up and ultimately embedded in</li> </ul>	AB (EYFS team leader)	February 2019 All training planned for the autumn term has been implemented. Baseline assessments showed 80% of the cohort was working at 30-50 months or below in Communication and Language. At

	<ul style="list-style-type: none"> <li>Staff training on developing communication skills.</li> </ul>		<p>the department.</p> <ul style="list-style-type: none"> <li>Working with parents / carers to support their child's development in language through the introduction of EasyPeasy.</li> </ul>		<p>the end of the autumn term, and demonstrating the impact of the focused work on communication and language, this reduced to 69%.</p>																																				
<p>B. Attainment by pupils eligible for PP in reading, writing and mathematics is lower than those not eligible for PP in the following year groups: Reading – Y4 and Y6, Writing – Y4 and Y6, Mathematics – Y4, Y5 and Y6.</p> <p>C. Progress by pupils eligible for PP in reading, writing and mathematics is lower than those not eligible for PP in the following year groups: Reading – Y4, Writing – Y4 and Y6, Mathematics – Y2, Y4 and Y6.</p>	<ul style="list-style-type: none"> <li>Use of weekly team PPA time to ensure consistent implementation of practice and expectations.</li> <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>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> <li>Contributing to regular, quality CPD will impact positively upon children's attainment and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Focused half termly Year Group Meetings and moderations throughout the year.</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 2018, Apr 2019 and Jul 2019) during Year Group Meetings / following data analysis.</p> <p>Attainment (Dec 2018)</p> <p>Reading</p> <table border="1" data-bbox="1928 794 2119 914"> <thead> <tr> <th>YR</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>59</td> <td>72</td> </tr> <tr> <td>6</td> <td>60</td> <td>44</td> </tr> </tbody> </table> <p>Writing</p> <table border="1" data-bbox="1928 946 2119 1066"> <thead> <tr> <th>YR</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>53</td> <td>64</td> </tr> <tr> <td>6</td> <td>45</td> <td>39</td> </tr> </tbody> </table> <p>Mathematics</p> <table border="1" data-bbox="1928 1098 2119 1249"> <thead> <tr> <th>YR</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>47</td> <td>60</td> </tr> <tr> <td>5</td> <td>56</td> <td>65</td> </tr> <tr> <td>6</td> <td>55</td> <td>42</td> </tr> </tbody> </table> <p>Progress (Dec 2018)</p> <p>Reading</p> <table border="1" data-bbox="1928 1313 2119 1369"> <thead> <tr> <th>YR</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YR	PP	Non-PP	4	59	72	6	60	44	YR	PP	Non-PP	4	53	64	6	45	39	YR	PP	Non-PP	4	47	60	5	56	65	6	55	42	YR	PP	Non-PP			
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Total budgeted cost					£13, 038 (Outcome A)
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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. 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 all three classrooms to support the drive to improve speaking and listening.</li> </ul>	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 they need to support their communication and language skills.	<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> <li>Observations of intervention taking place, and discussions with class teachers.</li> </ul>	AB (EYFS team leader)	<p>Following each 10 week block of intervention throughout the year.</p> <p>End of term one data shows children made progress in Communication and Language. More children are working within age related expectations (20% in September has now increased to 31% at the end of term one).</p>

<p>B. Attainment by pupils eligible for PP in reading, writing and mathematics is lower than those not eligible for PP in the following year groups: Reading – Y4 and Y6, Writing – Y4 and Y6, Mathematics – Y4, Y5 and Y6.</p> <p>C. Progress by pupils eligible for PP in reading, writing and mathematics is lower than those not eligible for PP in the following year groups: Reading – Y4, Writing – Y4 and Y6, Mathematics – Y2, Y4 and Y6.</p>	<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> <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>	<p>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.</p>	<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>	<p>All team leaders (AB, EW, JO, SS) and SLT (WT, ST, JH).</p>	<p>July 2019 (with a focus on termly data analysis and next steps).</p>
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<p>Total budgeted cost</p>	<p>£90, 712 (Outcomes B &amp; C)</p>
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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
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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 Mentors).	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>	DH (Lead Learning Mentor) / JH (AHT Inclusion Manager)	<b>implementation?</b> On-going weekly attendance and punctuality checks / end of term attendance data (December 2018). Attendance <table border="1" data-bbox="1928 512 2119 603"> <tr> <td>PP</td> <td>Non-PP</td> </tr> <tr> <td>94.2%</td> <td>94.7%</td> </tr> </table> Punctuality <table border="1" data-bbox="1928 643 2119 734"> <tr> <td>PP</td> <td>Non-PP</td> </tr> <tr> <td>1.2%</td> <td>0.9%</td> </tr> </table>	PP	Non-PP	94.2%	94.7%	PP	Non-PP	1.2%	0.9%
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**Total budgeted cost** £28,250

## 6. Review of expenditure

Academic year 2017 – 2018

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
A. Further improve communication and language skills at the end of EYFS.	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 speaking and listening strategies.	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) = 6%, Reception (40-60 months band) = 16%. End of year assessments showed the following: Nursery (30-50 months band secure+) = 56%, Reception (Expected+) = 58%.	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 embedded. Further input needed with parents / carers to build upon the successes, particularly from the children's time in nursery.	£86,668.50 (incorporating outcomes A, B and C).

		100% of pupils eligible for PP in reception achieved an expected+ level of development.		
B. Raise attainment for pupils eligible for PP, particularly in Y1 and Y6 (R), Y1, Y3, Y4 and Y6 (W), and Y1 (M).	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 (R – Y6) was higher in reading (84%), writing (80%) and mathematics (80%) than for the children not eligible for Pupil Premium. All identified groups, with the exception of Y3 and Y4 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.	
C. Improve progress for pupils eligible for PP, particularly in Y2 (R), Y4 and Y6 (W), Y6 (M).		The average progress of children eligible for Pupil Premium across the school (Y1 – Y6) was higher in reading (3.2 steps), the same for writing (3.1 steps) and higher in mathematics (3.0 steps) than for the children not eligible for Pupil Premium. All identified groups, with the exception of Y3 and Y5 (writing and mathematics) made more progress than the children not eligible for Pupil Premium.		
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost

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 each year group. The children in Y6 outperformed non-PP children in mathematics within the higher standard.	Highly effective tuition delivered by the Y6 teachers and teaching assistants worked well. Continue with this strategy during the next academic year.	£21,003.05 (incorporating outcomes A, 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 four mornings of Easter School for all Y6 children.	More children eligible for PP made expected progress and outperformed non-PP children throughout school.	Easter School continues to be a successful week with the children. The number of sessions that children access throughout the week helps with this. The group sessions being much smaller were even more beneficial and this is something that will be continued in the 2018-19 academic year.	
<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 the summer term for pupils eligible for Pupil Premium in comparison to the previous year (summer 1.2% in comparison to 1.5%).	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 and their attendance. More focused work needs to be carried out for children eligible for Pupil Premium to improve their attendance rates.	£32,869 (incorporating outcomes D and E).
E. Further strengthen the relationships between the school and	Employing a Learning and Family Support Worker to help strengthen the link between home and school. Employing a Learning Mentor to	This is an incredibly pivotal role and impacted positively upon the targeted children and families. Vulnerable children and families targeted well and	The support provided by the Learning and Family Support Worker will continue to enhance the role of the learning mentor.	



families of PP children.	support vulnerable children and families.	the work carried out with them impacted positively upon their learning, social and emotional needs.	Continue with this strategy in the next academic year.	
			<b>Total cost</b>	£140, 540.50
<b>7. Additional details</b>				
Further details relating to Pupil Premium can be found on the school website (accessed at: <a href="http://www.hyndburnpark.lancs.sch.uk/home">http://www.hyndburnpark.lancs.sch.uk/home</a> )				