

Pupil premium strategy statement (primary)

1. Summary information					
School	Hinckley Parks Primary School				
Academic Year	2019/20	Total PP budget	£103,700	Date of most recent PP Review	Summer 2019
Total number of pupils	486	Number of pupils eligible for PP	86(including 6 service & 1 LAC)	Date for next internal review of this strategy	Summer 2020

2a. Current attainment Key Stage 2 SATs 2019				
% pupils achieving at least the expected standard by the end of KS2	Pupils eligible for PP – School (previous year in brackets)	National average Pupil premium (2019)	Non-Pupil premium – School (previous year in brackets)	National average Non-Pupil Premium (2019)
% achieving the expected standard in reading	50% (47.1%)	62.3% (64.2%) Gap = -12.3% reduced from previous year	68.2% (72.1%) in school gap reduced	77.9% (80.1%) national gap reduced from previous year
% achieving the expected standard in writing	85.7% (58.8%)	68.1% (67.4%) Gap = +17.6% completely closed	84.1% (88.4%) in school gap completely closed	83% (83.1%) national gap completely closed
% achieving the expected standard in mathematics	85.7% (52.9%)	67.7% (63.8%) Gap = +18% completely closed	81.8% (67.4%) in school gap completely closed	83.5% (80.7%) national gap completely closed
% achieving the expected standard in reading, writing and mathematics	50% (41.2%)	51.6% (50.6%) Gap = -1.6% reduced from previous year	65.9% (55.8%) in school gap in line with previous year	70.6% (70.4%) national gap reduced from previous year

2b. Current attainment Key Stage 1 SATs 2019				
% pupils achieving at least the expected standard by the end of KS1	Pupils eligible for PP - School	National average Pupil premium (2019 data)	Non-Pupil premium - School	National average Non-Pupil Premium (2019 data)
% achieving the expected standard in reading	66.7% (70.6%)	62% (63%)	78.7% (74.6%)	78.2% (79%)
% achieving the expected standard in writing	53.3% (52.9%)	55% (55%)	76% (76.1%)	72.8% (72%)
% achieving the expected standard in mathematics	60% (64.7%)	62.6% (63%)	81.3% (77.6%)	78.9% (79.6%)

2c. Current Progress from KS1 – KS2				
% pupils achieving at least the expected standard by the end of KS1	Pupils eligible for PP - School	National Progress average – Pupil Premium (2019)	Non-Pupil premium - School	National Progress average – Non Pupil Premium (2019)
% achieving the expected standard in reading	-1.2 (-4.3)	-0.6 Gap = -0.6	+0.7 (-2.7)	+0.3 Gap = -1.5 reduced from previous year
% achieving the expected standard in writing	+3.4 (-2.0)	-0.5 Gap = +3.9	+2.6 (0.4)	+0.3 Gap = +3.1 gap completely closed
% achieving the expected standard in mathematics	+3.5 (-2.6)	-0.7 Gap = +4.2	+3.9 (-0.8)	+0.4 Gap = +3.1 gap completely closed

3 Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	<p><i>Lack of engagement in learning.</i> <i>Lack of aspirations and expectations.</i> <i>Meta cognition and self-regulation for pupils.</i></p> <p>Many of the pupils that are disadvantaged are on the SEND register. There are also additional pupils across the school that are not on the SEND register but lack confidence in their own ability.</p>
B.	<p><i>Poor speech and limited vocab.</i></p> <p>Many of the disadvantaged pupils require support from outside agencies, the school works with available support for both city and county residents. This includes Speech & Language, Educational Psychology and Counsellors.</p>
C.	<p><i>Quality of teaching and learning.</i></p> <p>Many children have joined the school from previous schools and increasingly from different countries. In addition to this the recent turbulent history of the school has seen many of the children receiving an inconsistent level of education with staff turnover high until the second half of the previous academic year. This has resulted in gaps in learning being identified. Gaps have been identified both socially and academically.</p>
D.	<p><i>Learning difficulties</i></p> <p>Some of our disadvantaged pupils are on the SEND register (22/86) – 25.6%. Many of these pupils require intensive and sometimes 1:1 support throughout the school day.</p>
E.	<p><i>Difficulty of establishing relationships.</i> <i>Difficulty of attachment.</i> <i>Poor social skills.</i></p> <p>Some of our disadvantaged pupils lack the skills to form good relationships. Lack appropriate social skills for their age and some suffer from ‘attachment disorder’.</p>

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	<p><i>Unstable relationships</i> <i>Mental health and wellbeing</i></p> <p>Some of our families due to ill health or other external factors face challenges with adopting consistent routines with pupils being able to focus on their schooling. Many of our disadvantaged pupils have been affected by external factors which impact on their school life. Some have no routines regarding general appearance. These families receive support from our Family Support Worker.</p>
G.	<p><i>Lack of Parental Support</i> <i>Lack of family interest in education.</i></p> <p>Many of our disadvantaged children receive very little or no support with reading at home or completing homework at home.</p>
H.	<p><i>Poor attendance</i></p> <p>Some of our disadvantaged pupils have low attendance. This is contributing to lower than expected academic progress. This is a minority of families and school are working closely with the families to increase the attendance.</p>
I.	<p><i>Narrow Experiences</i></p> <p>Many of our disadvantage pupils have no access to extra curricula clubs outside of school and do not get the opportunity to visit many places with their families.</p>
J.	<p><i>Poor Nutrition</i></p> <p>Some of our disadvantaged pupils and families have no understanding or routines regarding healthy eating. These families receive support from our Family Support Worker and can get advice and family cooking lessons organised by our Healthy Eating Coordinator.</p>

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Lack of engagement in learning. Lack of aspirations and expectations. Meta cognition and self-regulation for pupils Pupils identified as relying on additional support to be encouraged to develop independent skills including those with SEND. Teaching, marking and feedback to be consistently good or better across the school. Teaching for greater depth and metacognition to be embedded practice across the school through the use of effective learning comments, reflection time and challenge to support children to make age related expectations.</p>	<p>Children to be encouraged to be increasingly self-led. Learning comments and reflection time is embedded in curriculum. Target tracker analysis shows that disadvantaged pupils are matching progress of non-disadvantaged in all year groups. End of KS outcomes to show rapid closing of attainment gap. All disadvantaged pupils to be reaching age related expectation or closing the attainment gap. National benchmarks show pupils are closing the gap using KS1/ KS2 outcomes.</p>
B.	<p>Poor speech and limited vocab. Children are provided with the support that they need through the use of external agencies. Communication development for all identified disadvantaged pupils to be improved with evidence from speech, language and communication assessments. Development of vocabulary, language and communication is impacting on the progress and attainment of reading comprehension and writing skills.</p>	<p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in reading and writing and maths. All identified pupils who receive additional speech, language and communication skills make rapid progress. Teacher assessment shows impact of vocabulary gains particularly in EYFS and KS1</p>
C.	<p>Quality of teaching and learning. Each individual disadvantaged pupils' gaps analysed and each pupil to receive closing the gap intervention for reading, writing and maths. Early identification and communication with previous school for children joining mid-year. Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional maths and reading teachers, PP lead and SENCO (for EAL children) to accelerate progress for each individual pupil. Including higher attaining pupils.</p>	<p>100% of 1:1 tuition, group intervention and SEND targets to be achieved. Gaps addressed and closed. Attainment and progress in reading, writing and maths to show all pupils closing the gap with national benchmark.</p>
D.	<p>Learning difficulties The correct level of support is consistently in place for identified children and the quality of this support is monitored rigorously.</p>	<p>All children make at least expected progress and the attainment gap is narrowed.</p>
E.	<p>Difficulty of establishing relationships. Difficulty of attachment. Poor social skills. Children (and their families) receive support from our Family Support Worker and external agencies (Counsellors and Play Therapists). Intervention Nurture groups take place to support the building of relationships and management of feelings.</p>	<p>Increase in self-esteem, confidence and resilience is reported. Improved behaviour and attendance. Measures of well-being and the child's general happiness and attitude to learning, show the impact of interventions and counselling.</p>
F.	<p>Unstable relationships Mental health and wellbeing Children with emotional, social and wellbeing difficulties (and their families) receive mentor support, counselling and targeted interventions from the Family Support Worker or external agencies to reduce incidents and to ensure that they are mentally prepared to learn and therefore can make progress in their learning. The learning environment is developed to enhance pupil attitudes and self-esteem with a values-based approach implemented.</p>	<p>Increase in self-esteem, confidence and resilience is reported. Measures of well-being and the child's general happiness and attitude to learning, show the impact of mentoring, interventions and counselling. Regular parent/ teacher meeting for feedback and review. Values-based education is embedded in the school which has a positive impact on children's outcomes, mental health and self-esteem.</p>

<p>G.</p>	<p>Lack of parental support Lack of family interest in education There are frequent events planned to encourage parents to engage with the school (phonics workshops, reading evenings, drop-in sessions, open days, experience days.) There are further opportunities for parents to receive support from school about services which may help with establishing routines in the home. School provides support with the purchasing of basic equipment and uniform where required. Breakfast supplied for children as required in order to ensure that all children have a healthy start to the day.</p>	<p>All parents attend organised events such as parents evening which will support children's academic progress. No child ever sits through lessons feeling hungry. All children have access to clean and suitable uniform. 100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities. 100% of feedback from parent meetings is positive overall.</p>
<p>H.</p>	<p>Poor attendance Work with pupils, families, family support workers, school nurse, teaching staff and secondary schools to ensure a joint approach to improving attendance. Continue to monitor attendance of PP children and talk to parents about support when absence drops below 95% Increase the attendance of pupils that have historically low attendance or missing out of education reports when they arrive at the school.</p>	<p>Attendance of PP is in line with/above national average. Attendance of pupils with persistent attendance difficulties to in line with/above national average. Regular parent/ teacher meeting for feedback and review Show an improvement in attendance of pupils that join the school after EYFS.</p>
<p>I.</p>	<p>Narrow experiences Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these. All children work their way through the 'Hinckley Parks Primary 101 Experiences Legacy'.</p>	<p>A high proportion of children eligible for PP funding attend at least one extra-curricular club (80%) Parents invited on experience days to allow the families to share the experience (part of the Hinckley Parks Primary 101 Experiences Legacy).</p>
<p>J.</p>	<p>Poor Nutrition Work with pupils, families, the family support worker, health eating coordinator and outer agencies to understand the importance of a healthy diet.</p>	<p>A high proportion of children eligible for PP funding will have attended a healthy eating talk or have attended family cooking lesson with organised by our Healthy Eating Coordinator.</p>

5. Planned expenditure

Academic year

2019 - 2020

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?
<p>A Lack of engagement in learning. Lack of aspirations and expectations. Meta cognition and self-regulation for pupils. Pupils identified as relying on additional support to be encouraged to develop independent skills including those with SEND. Teaching, marking and feedback to be consistently good or better across the school. Teaching for greater depth and metacognition to be embedded practice across the school through the use of effective learning comments, reflection time and challenge to support children to make age related expectations.</p>	<p>Additional support for all members of staff from senior leadership (1:1 meetings fortnightly). All staff adopt metacognition approaches (learning comments and reflection) which impacts on pupils' attainment and progress. All staff to recognise independent learners and develop a can do it attitude for all disadvantaged pupils by encouraging independence and incorporating challenge into all lessons. To teach pupils how to plan, monitor and evaluate specific aspects of their learning</p>	<p>EEF toolkit identifies and research identifies feedback, mastery learning and metacognition as significantly improving children's progress. Quality first teaching and catch up sessions impact positively on progress.</p>	<p>SLT to share teaching and learning updates to rapidly identify and address any areas for development. Regular book checks will look at quality of feedback and marking. Monitoring of teaching to evidence quality over time of PP teaching. Targets built into Performance management for all teachers; Target 80% of PP pupils to reach age related standard including those with SEND. Target 90% of PP pupils to achieve progress targets.</p>	<p>HT DHT PP lead English and maths leaders</p>	<p>June 2020 Regular monitoring of teaching quality through SLT: Learning walks Book scrutiny Observations Intervention monitoring (entry and exit) Half termly data analysis and test score analysis. Monitoring of assessment and planning and LSA/teacher reviews by DHT</p>
Total budgeted cost					£0

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?
<p>B Poor Speech and Limited Vocab Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these. Support the costs associated with trips out of school, and activities where a voluntary contribution is requested. Children are provided with the support that they need through the use of external agencies. Communication development for all identified disadvantaged pupils to be improved with evidence from speech, language and communication assessments. Development of vocabulary, language and communication is impacting on the progress and attainment of reading comprehension and writing skills.</p>	<p>Supporting the costs of music lessons and sports clubs providing the opportunity for pupils to develop wider skills across the curriculum. To include lunchtime clubs such as Hot-Shots for KS1 and FDS WB Football for KS2)</p> <p>LSA support in class to focus on pupils speech and language</p> <p>Private speech and language and communication specialist to work 1:1 with LSA's and individual pupils after the initial speech language and communication assessments.</p>	<p>A proportion of pupils joining the school after EYFS show that they are not as confident as pupils that joined the school at the beginning of EYFS in phonics and language skills. Some pupils who did join at the beginning of EYFS were working well below the age expectation and did not access the curriculum fully in EYFS due to other social needs.</p> <p>High proportion of pupils showing barriers to learning due to their language and communication skills.</p>	<p>Line management meetings with LSAs to monitor support staff interventions.</p> <p>English lead and SENCo to monitor impact of approaches. Line manager for EYFS staff to monitor progress in language. Target 100% of PP EYFS to reach expected in communication.</p> <p>Children with identified speech, language and communication skills to improve in their oral and written communication.</p>	<p>Headteacher PP lead DHT English Leader</p>	<p>December 2019, April 2020 July 2020</p> <p>Pupil progress reviews termly</p> <p>Target reviews for SEND/ PP</p>

<p>C Quality of teaching and learning. Each individual disadvantaged pupils' gaps analysed and each pupil to receive closing the gap intervention for reading, writing and maths. Early identification and communication with previous school for children joining mid-year. Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional maths and reading teachers, PP lead and SENCO (for EAL children) to accelerate progress for each individual pupil. Including higher attaining pupils.</p>	<p>1:1 tuition and small group intervention before, afterschool and at lunchtime planned and delivered by teaching staff, PP lead and Senco.</p> <p>Skilled intervention teacher – Reading specialism (to deliver interventions to KS1 and KS2 for Reading, Writing and maths catch up) To raise attainment, accelerate progress and quickly close gaps in reading, writing and maths in KS1/ KS2. To train LSAs in Reading intervention.</p> <p>Skilled intervention teacher – Maths specialism - (to deliver interventions to KS1 and KS2 for Reading, Writing and maths catch up) To raise attainment, accelerate progress and quickly close gaps in reading, writing and maths in KS1/ KS2. £69,051</p> <p>To deliver, assess, analyse and track interventions across the school in partnership with PP coordinator.</p>	<p>Targeted intervention work with Teachers, Cover Supervisors or LSA staff. This work is carried out either 1:1 or in small group sessions on specific programmes to boost attainment with our identified group of children (To include an extra 1:1 read for each PP child). PP children t be read with at least twice a week.</p> <p>Research of successful strategies to quickly address pupils' gaps in grammar, spelling and punctuation, mathematics skills and comprehension skills.</p> <p>Additional teaching staff will result in provision being implemented for a wider range of children.</p>	<p>Targets built into Performance management for all teachers; Target 100% PP students achieving their progress target. (6steps).</p> <p>100% of pupils targeted for intervention to make progress and gaps to be closed and monitored over a 3 week period.</p> <p>Higher attaining pupils to reach a greater depth in reading, writing and maths at the end of KS.</p> <p>Target 86% achieving or exceeding expected level combined in KS2 SATs 2019 Target 85% of PP students achieving their age-related expected standard.</p>	<p>Headteacher DHT English Leader Maths Leader</p>	<p>June 2020</p> <p>Pupil progress reviews termly</p> <p>Target reviews with SEND/ PP</p> <p>Detailed gaps analysis by each teacher on the target tracker.</p>
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<p>More able pupils in all year groups are reaching their full potential.</p> <p>D Learning difficulties The correct level of support is consistently in place for identified children and the quality of this support is monitored rigorously.</p>	<p>Staff to complete moderation and assessment workshops at the beginning of the year. Staff to analyse the progress and attainment of this group of children in their cohort who are eligible for PP and who are identified as more able. Staff to complete individual plan of action for them to support children achieving their full potential</p>	<p>EEF Toolkit demonstrates the impact of QFT led by the class teacher. Children who are eligible for PP are assessed as having lower attainment than their peers in Y3, Y4 and Y5. A rigorous approach needs to be in place to ensure the children are reaching their full potential and strategies that are in place to support these children are effective.</p> <p>Targeted intervention work with Teachers, Cover Supervisors or LSA staff. This work is carried out either 1:1 or in small group sessions on specific programmes to boost attainment with our identified group of children (To include an extra 1:1 read for each PP child).</p>	<p>Refinement of all teaching strategies to maximise progress (ensuring expected progress targets are achieved for all pupils.) Staff meeting to ensure staff are aware of their accountability, have guidance to review current attainment and progress and ensure action plans are suited to the individual child. Lesson observations and feedback takes place, with regular monitoring to ensure feedback has been acted upon. Frequent monitoring of PP teaching to ensure it is of high quality.</p>	<p>Headteacher DHT English Leader Maths Leader</p> <p>Class teacher SENco support</p>	<p>June 2020</p> <p>Pupil progress reviews termly</p> <p>Target reviews with PP/ more able</p> <p>Detailed gaps analysis by each teacher on the target tracker.</p> <p>IEP and EHCP monitoring Annual reviews</p>
Total budgeted cost					£69,051
iii. Other approaches					
Wellbeing outcomes					
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?
<p>E Difficulty of establishing relationships. Difficulty of attachment. Poor social skills.</p>	<p>Full time family support worker on site supporting the needs of pupils across the school providing nurture groups and working with outside agencies ensuring continuity of care.</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.</p>	<p>Regular meetings with SLT and FSW to ensure early identification of children with wellbeing issues.</p>	<p>FSW Head PP Lead</p>	<p>Termly review</p>
<p>F Unstable relationships Mental health and wellbeing Children with emotional, social and wellbeing</p>	<p>Full time on site family liaison worker supporting the needs of families and pupils across the school providing assistance and working with outside</p>	<p>A high proportion of PP children and their families have identified SEMH needs.</p> <p>The school's support for SEMH work including mentor support from the FSW</p>	<p>Regular meetings with SLT to ensure early identification of children with wellbeing issues.</p>	<p>FSW Head PP lead</p>	<p>June 2020</p>

<p>difficulties(and their families) receive mentor support, counselling and targeted interventions from the Family Support Worker or external agencies to reduce incidents and to ensure that they are mentally prepared to learn and therefore can make progress in their learning.</p> <p>The learning environment is developed to enhance pupil attitudes and self – esteem with a values-based approach implemented.</p>	<p>agencies ensuring continuity of care. To work with parents to improve relationships between school and home. To set up early help system</p> <p>Nurture groups for children weekly and 1:1 meetings as and when required.</p> <p>Counsellors to provide sessions for targeted pupils School nurse to work with identified pupils.</p> <p>Cost - £32,925</p> <p>Develop targeted SEMH interventions for identified students.</p> <p>Identified pupils to receive a meet and greet sessions before school, and after break and dinner times.</p> <p>Values-based education is fully embedded and the learning environment is developed aligned to this.</p>	<p>and external agencies has reduced the number of incidents in school. Parents who have engaged with the support have agreed that it has had a positive impact on their own and their children’s wellbeing. The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.</p> <p>Children’s self –esteem and well –being is of crucial importance. Children need to feel comfortable and secure in their environment in order to access education and make progress. The development of ethical language and emotional intelligence will assist the children with their social and academic development.</p>	<p>Regular liaison with SLT and FSW to identify and act on issues as they arise.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Case Studies of pupils.</p> <p>Regular liaison with external agencies</p> <p>Monthly monitoring, evidence file compiled in preparation for Enhanced VbE audit in July 2020</p>	<p>Values leads</p>	
Total budgeted cost					£32,925
Enrichment and engagement					
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?
<p>G <i>Lack of family interest in education</i> <i>Lack of parental support</i></p>	<p>Enable pupils to engage in school life fully including healthy lifestyles and resources to access learning</p>	<p>Research and previous provision in school suggests that if families learn life skills together in a school environment</p>	<p>Monitoring impact of enrichments Pupils, parent and staff feedback to the success of engagement and interaction.</p>	<p>HT DHT PP lead</p>	<p>June 2020</p>

<p>Frequent events planned to encourage parents to engage with the school (phonics workshops, reading evenings, drop-in sessions, open days, experience days.) There are further opportunities for parents to receive support from school about services which may help with establishing routines in the home. School provides support with the purchasing of basic equipment and uniform where required. Breakfast supplied for children as required in order to ensure that all children have a healthy start to the day.</p>	<p>Children to be involved in enrichment within school including accessing all afterschool clubs, trips and overnight residential trips. Pupils develop life skills that they can apply into everyday life. Family learning opportunities developed at every opportunity to encourage parents to take an active role in their child's education.</p> <p>Each classroom to have stock of breakfast food for children who arrive hungry. Funds for additional resources needed such as talking tins to aid PP children, incentives/ rewards for attainment and attendance. Budget available to allocate book bags, uniform, school shoes/ any other necessary equipment.</p>	<p>this increases the interaction between home and school. Sign posting parents to appropriate services and support has enabled pupils to interact and share concerns with school reducing any barriers or previous perceptions about schools especially in cases where pupils have moved areas and schools within a short time.</p>	<p>HT to monitor quality of the enhanced curriculum opportunities. Book scrutiny's following trips and residential visits. Feedback from children, parents and teachers.</p> <p>PP pupils to have funded enrichment.</p>		<p>Termly review of spending (HT/Bursar) Termly individual provision mapping review</p>
<p>H Poor attendance Work with pupils, families, family support workers, school nurse, teaching staff and secondary schools to ensure a joint approach to improving attendance. Continue to monitor attendance of PP children and talk to parents about support when absence drops below 95% Increase the attendance of pupils that have historically low attendance or missing out of education reports when they arrive at the school.</p>	<p>Headteacher, Family Support Worker and attendance manager to continue to work to support families where children's attendance is having an impact on progress.</p>	<p>The attendance for PP for the academic year 2018/19 had a significant for PP to 95.2% with the national average being 93% Action was taken through regular monitoring and meetings with parents of disadvantaged pupils who fell below the threshold. School cannot achieve successful outcomes if the pupils do not attend. Regular monitoring will continue.</p>	<p>Work with parents and carers to improve punctuality/ attendance. Support families to promote early engagement with school learning. Early identification of children with attendance issues. Parent meetings to promote attendance with the attendance officer. Regular review of attendance data. Work with family support, school nurse, social services and secondary schools to support the families. Target 95% of PP children to have attendance above 95%. Target persistent attendance families to stay above 90%</p>	<p>HT FSW PP lead Attendance officer</p>	<p>June 2020</p>

<p>I Narrow Experiences Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these. All children work their way through the 'Hinckley Parks Primary 101 Experiences Legacy'</p>	<p>Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these. A high proportion of children eligible for PP funding will attend at least one extra-curricular club (80%) Parents will be invited on experience days to allow the families to share the experience (part of the Hinckley Parks Primary 101 Experiences Legacy).</p> <p>£1,724</p>	<p>Trips enhance learning opportunities for children and inspire learners. Pupils' academic performance can improve if pupils access a wide variety of enrichment.</p> <p>The Sutton Trust toolkit identifies Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p> <p>PP lead to monitor attendance on trips. AHT to evaluate uptake at extra-curricular clubs</p>	<p>PP lead to monitor attendance on trips. AHT to evaluate uptake at extra-curricular clubs</p>		<p>Termly review</p>
<p>J Poor Nutrition Work with pupils, families, the family support worker, health eating coordinator and outer agencies to understand the importance of a healthy diet.</p>	<p>A high proportion of children eligible for PP funding will have attended a healthy eating talk or have attended family cooking lesson organised by the Healthy Eating Coordinator.</p>	<p>Research makes clear links between nutrition and learning and general well-being. Healthier lifestyles and good nutrition will provide children with the foundations to achieve at school and to be happy.</p>	<p>Termly monitoring, evidence file compiled in preparation for Healthy Schools Award.</p>		<p>June 2020</p>
Total budgeted cost					£1,724

6. Review of expenditure				
Previous Academic Year		2018 - 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

A – Meta cognition and self-regulation for pupils	Quality First teaching	<p>Independent skills of all children, including disadvantaged have developed as a result of a range of strategies such as the values-based approach, improved teaching across the school and effective marking and feedback as evidenced through lesson observations and work trawls. Pupils are encouraged to reflect in their learning as evidenced in learning comments.</p> <p>Disadvantaged pupils make progress in line with their peers across all year groups and sometimes make better progress (Y6 writing and maths) evidenced by internal data (Target Tracker)</p> <p>Attainment gap is closing in school in all year groups for PP v Non-PP and the national gap at the end of KS2 is also closing and in the case of writing and maths has been eradicated completely.</p>	This approach has been successful and will require further work to become fully embedded in the schools policy and practice for next year.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>B – External support & Enrichment</p>	<p>Support with financing trips Supporting the cost of music lessons and after-school/lunchtime clubs LSA support for the delivery of Speech & Language programmes</p>	<p>A high proportion of disadvantaged pupils accessed at least one (and usually more) after school or lunchtime club – 75%</p> <p>All disadvantaged pupils supported to participate in trips and visits across the school year including a whole school seaside trip which was totally funded.</p> <p>Disadvantaged pupils received support from external agencies as necessary and made progress in phonics and reading.</p>	<p>The huge increase in PP pupils accessing clubs and activities will result in this approach being used again next year as far as possible.</p>	<p>Clubs:£1,120</p> <p>Trips: £1,168.75</p>
<p>C- Mobility Issues and gaps in learning D – Learning difficulties</p>	<p>Intervention teaching used in form of 1:1 and small group sessions focusing on identified areas of need.</p>	<p>Gaps in all areas at the end of KS2 have closed as detailed below: Reading gap (sch v nat nonPP) narrowed from -33% in 2018 to -27.9% in 2019 Writing gap completely eradicated from -24.3% in 2018 to +2.7% where the sch PP achieved higher than nonPP nationally Maths gap completely eradicated from -27.8% in 2018 to +2.2% where the sch Pp achieved higher than nonPP nationally RWM combined gap narrowed from -29.2% in 2018 to -20.6% in 2019. The national gap between PP and nonPP is currently -19%.</p> <p>Progress from KS1 to KS2 is vastly improved in Reading, writing and maths for disadvantaged pupils in comparison to 2018. Progress figures in writing and maths exceed those for nonPP pupils nationally.</p> <p>Disadvantaged pupils at KS1 attain in line with disadvantaged pupils nationally although the national figure is slightly above in reading.</p> <p>Y1 Phonics – in school gap (PP v NonPP) narrowed by 27.1% from -32.7% (2018) to -5.6% (2019) with a huge increase (27.8%) of PP children achieving the pass mark from 50% in 2018 to 77.8% in 2019. The Sch v National NonPP gap also narrowed significantly (by 28.4%) from -35% in 2018 to -6.6% in 2019 The APS for the school’s disadvantaged pupils was above both the school’s and the national nonPP APS (36>34.5) There was only one pupil eligible for funding in EYFS. This child achieved the GLD.</p>	<p>Gaps are still evident in reading across the school (and at the end of KS2 in particular). This will need to be addressed next year. The proportion of PP pupils achieving GDS at the end of KS2 and across the school needs to improve to come in line with national averages. The use of qualified teachers to provide high quality teaching and interventions for PP pupils has been highly successful and will be repeated next year.</p>	<p>Seaside Trip: £5,544.93</p> <p>Intervention teachers - £51,308.81</p> <p>Easels: £920</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E – Mental Health and Well-Being	Mentor support Family Support Worker intervention Counselling Improvements in learning environment through VbE approach	SEMH support provided for identified pupils as required either via the school FSW or from external agencies as appropriate. PP+ funds allocated to support LAC pupil. Parenting workshops and signposting provided for parents where appropriate. VbE approach has visibly developed resilience in children and the environment improvements have allowed them to feel happy and comfortable in their learning environment. VbE accreditation achieved July 2019.		FSW Salary and Counselling: £37,344.31 Environment: £4,522.75
F – Lack of parental support	Parent meetings, workshops, events Provision of basic school items (uniform, bookbags, shoes) Provision of breakfast bars for pupils who arrive hungry	There has been a noticeable increase in uptake at school events from parents of disadvantaged pupils with feedback 100% positive. Parents have accessed basic school provisions and equipment throughout the school year as necessary. All pupils are provided with breakfast bars and milk if they arrive having not eaten breakfast at home.		Milk: £522.50 Breakfast bars: £26.60 Uniform: £50.70 Equipment: £387.02
G – Low attendance	Monitoring of attendance of disadvantaged pupils with high thresholds in place before intervention (95%).	Regular monitoring and meetings with parents of disadvantaged pupils who fall below the threshold set has resulted in significant increase in attendance for PP pupils. This is significantly above the national average for PP pupils. The attendance for PP for the academic year 2018/19 being 95.2% with the national average being 93%		Total: £102,916.87

7. Additional detail

The majority of funding was used to recruit two qualified teachers in order to improve the quality of wave one teaching and interventions for disadvantaged pupils. This has been a highly successful strategy as evidenced by the positive outcomes particularly in phonics and at the end of KS2. The appointment of a PP lead has also had a huge positive impact as this has provided the vision, rigour and drive required to ensure improvements take place. Attendance of PP pupils is significantly improved and a large proportion of pp pupils have accessed extra-curricular activities such as music lessons or after-school/lunchtime clubs as a result of the funding. The health and well-being of the children has also been addressed through the various external and internal support staff and through ensuring as far as possible that basic needs and requirements are met. The outcomes of the strategy used this year have been very positive and we will look to repeat the majority in the forthcoming academic year.

