

An illustrative example of a completed primary template is available at:
<http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/>

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|---|--|---|----------|---|-------------|
| School | Hemlington Hall Academy | | | | |
| Academic Year | 2018/2019 | Total PP budget | £163,830 | Date of most recent PP Review | 26.4.18 |
| Total number of pupils | 312 excl N | Number of pupils eligible for PP | 115 R-Y6 | Date for next internal review of this strategy | Spring 2019 |
| 2. Current attainment | | | | | |
| 2017/2018 KS2 Pupil Outcomes | | <i>Pupils eligible for PP (your school)</i> | | <i>Pupils not eligible for PP (national average 2017)</i> | |
| % achieving in reading, writing and maths | | 48% | | 64% | |
| KS2 progress in reading | | -1.69 | | 0.33 | |
| KS2 progress in writing | | +2.81 | | 0.1 | |
| KS2 progress in maths | | -0.09 | | 0.2 | |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | | |
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | | | | |
| A. | Disadvantaged children across school are not making rapid enough progress in core subjects through Early Years (particularly girls) and Key Stages 1 & 2 (particularly boys). In spite of progress by the end of KS2 2018 in Maths and writing, the gap against non-pp children remains. The gap is particularly wide for pupils who were at expected standard at the end of Key Stage 1. Developing independence and resilience, increasing daily opportunities for purposeful learning experiences and targeting groups with pre-teach tasks and / or intervention for disadvantaged children working at all levels continues to be addressed in school. | | | | |
| B. | There has been a decline in the Reading progress of disadvantaged children by the end of KS2, and the gap against non-disadvantaged outcomes remains a concern across school. Disadvantaged pupils are significantly below their peers and also when compared against national data. The gap is particularly wide for children who were at expected standards at the end of Key Stage 1 and are now working within upper KS2. Increasing reading fluency in younger children is key to plugging this gap. Developing and increasing vocabulary in order to better understand the text is a fundamental barrier to making good progress for our pupils. Finding specific evidence to respond accurately to comprehension questions is an area for development. Encouraging and equipping parents to support reading at home is a priority to help bring about rapid improvement. Reading is an area of difficulty for many of our children including those known to be eligible for PP funding and continues to be addressed. | | | | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | | | | |
| C. | To improve attendance for all children including disadvantaged pupils. | | | | |
| D. | Many of our disadvantaged pupils require significant emotional support. If not addressed, emotional needs have a negative impact on pupils learning and progress. | | | | |
| 4. Desired outcomes | | | | | |

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|---|---|
| A. | To increase rate of progress for disadvantaged children particularly girls in EY and Boys in KS1&2. | 100% of PP girls (4) will make at least expected progress by the end of Reception from their Baseline. 50% will achieve GLD. 100% of PP boys (8) will make at least expected progress by the end of KS1 from their End of Reception data. 38% will attain RWM EXS / GD. 75% of PP boys (8) will make at least expected progress by the end of KS2 from their End of KS1outcomes. KS2 PP Cohort: 11 / 15 (73%) will attain RWM by end of KS2. |
| B. | To improve outcomes for disadvantaged children in reading. | 65% of PP children to make expected progress in reading across all year groups. 15% of PP children to make more than expected progress in reading across all year groups. PP KS2 – 10/15 (67%) will attain EXS standard or better in Reading by July 2019 |
| C. | To improve attendance for disadvantaged pupils. | To improve attendance from 96% (2017/2018) to the national expectation of 96.1% by the end of 2019 academic year and 96.5% by 2020 |
| D. | To continue to develop provision to impact positively on children's self-esteem, mental health and well-being. Nurture and curriculum programmes will increase independence, resilience, learning engagement and ultimately, progress | Baseline assessments demonstrate progress from their baseline Children shown resilience and independence in their learning, leading to improved outcomes. Children access nurture Groups, counselling and / or in –class support with high quality, trained staff to support their well-being. EY/KS1 parents are offered an opportunity through the Families Connect Program to work 1-1 with their child, to support their learning once a week. Targeted children will be part of a pilot program THRIVE, to identify specific areas of need that can be addressed to support the whole child. 2 staff THRIVE trained will plan CPD for HHA staff Summer 2019, so that the program can be rolled out Talk Works training enables all staff to identify signs of mental health and stress issues within themselves and children. Strategies are developed to support children and staff as the needs arise. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2018/2019 | | | | |
| 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 | Review of expenditure & Impact Evaluation |
| A/B | Mixed ability teaching in: - well-planned classes - increased capacity in areas of most need - Support Staff across the school Cost: nil | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming EEF research shows that the system used previously for maths (streaming) has a negative impact (-1 month) on pupil outcomes. Therefore, the SLT has decided to move to mixed ability teaching in maths to ensure all children have the opportunity to succeed. | SLT / Trust to monitor impact and quality of teaching. | HT DHT AHT | Review at half termly pupil progress meetings Book Scrutiny Aut 1: PP Boys Progress Learning Walk Aut 2: PP Engagement in class |
| A/B/C/D | Following Staff CPD, all staff are able to identify signs of stress and support children within class Cost: £900 CPD Cost: £9000 Staff Release | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests gains of 4 months when this type of support is available for children. | HT plans Mental Health training for all staff Autumn Term. 3 staff are trained as Mental Health First Aiders Increased time allocated to Nurture Group (HLTA Release) | DHT | Review Termly |
| A/C/D | Increase opportunities for outdoor learning embedded in the curriculum Cost: £450 CPD Cost: £3000 resources | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/ EEF research suggests a 4 month gain when children are involved in outdoor adventurous activities. | Teacher training 3.9.18 Accredited Training 13.11.18 Teacher planning Pupil interviews | | Review Termly through SSE / Staff meeting |

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| A/B | DHT and AHT to be released 2.5 days per week. Cost: £30,000 | Unlocking Assessment: Understanding for Reflection and Application – Sue Swaffield Ofsted have highlighted the importance of assessment and tracking of individual children very carefully. | AHT/DHT to analyse data and provide feedback to staff on individual children and groups. Half termly SSE monitoring. Pupil Progress meetings Data Analysis Pupil Premium data. | SLT | Targeted work in classes planned following SSE findings Half Termly Pupil Progress Meetings |
| B | Improve standards of English through investment in targeted support materials, authors and theatre visits. Cost: £10,000 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/learning-styles/ EEF research suggests gains of 2 months through a variation of learning styles. | Governor Monitoring SSE Monitoring Pupil Progress Meetings Appraisal Pupil Evaluations | | |

Total budgeted cost **£53,350.00**

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/B/C/D | Maintaining small class sizes in Y5 and Y6 to tackle underachievement particularly boys Cost: £20,000 contribution | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ To address the attainment gap between PP and non PP in classes with challenging data. | SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data | SLT | Review Half termly at Pupil Progress Meetings |
| A/B | Providing an additional male TA 2 hours per week in Y5/6 to address Boys engagement in reading Cost: £1000 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ EEF research suggests a gain in 4 months when pupils are involved in small group tuition. To address the attainment gap between | SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data | SLT | Half Termly |

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| A/B/C/D | Provide HLTA in Year 5 Cost: £18,000 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ To address the attainment gap between PP and non PP in classes with challenging data. | SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data | SLT | Half Termly |
| A/B/C/D | Create an ASD Base in KS2 to support the needs of a vulnerable group including 86%pp Cost: £18,000 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition EEF research suggests a gain in 4 months when pupils are involved in small group tuition. | SSE monitoring. Pupil Progress Meetings SEND Data Analysis Pupil Premium data | SLT | Half Termly |
| A/B | Providing an additional TA in Early Years Cost: £10, 270 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition EEF research suggests a gain in 4 months when pupils are involved in small group tuition. To address the attainment gap between PP and non PP in classes with large numbers. | SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data | SLT | Half Termly |
| A/B | Providing an additional TA 0.5 in Year 2 Cost: £5,135 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition EEF research suggests a gain in 4 months when pupils are involved in small group tuition. To address the attainment gap between PP and non PP in classes with large numbers.. | SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data | SLT | Half Termly |

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| A/B | Providing an additional 0.8 TA2 in HNB Cost: £8,216 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition EEF research suggests a gain in 4 months when pupils are involved in small group tuition. To address the attainment gap between PP and non PP when class size increases from 15 to 18 and the three extra are PP children. | SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data | SLT | Half Termly |
| A/B | Targeted intervention programmes and license subscriptions to complement the curriculum and narrow the gaps in learning for PP children. Cost: £2300 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ EEF research suggests a 4 month gain when learners make effective use of digital technology. | Ongoing monitoring Targeted evaluations | NP HLTA CSh | Termly |
| A/B/C/D | Improve training and development of all staff in order to raise achievement for PP children. 2 x NPQH 1 x NPQSL 1 x Ambition school leader second year 1 x ASD Level 4 Teacher 1 x Autism Friendly 3 x Mental Health First Aiders 2 x Outdoor Curriculum Leads Cost: £14,000 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ EEF research suggests gains of 8 months when these approaches are applied. | Targeted Teachers / staff attend various training across the year – follow up regularly through staff / team meetings, Appraisal Pupil Progress meetings SSE monitoring Data analysis Pupil interviews | SLT | Appraisal Meetings Pupil Progress Meetings |
| Total budgeted cost | | | | | £96,921 |
| 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? |

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| | <p>2 additional Support Staff for lunch time supervision.</p> <p>To maintain positive playground rules and behaviour, thus impacting on classroom behaviour. Cost: £2000</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>EEF research suggests a gain in 3 months when behaviour is effectively managed in school.</p> | <p>Pupil Questionnaires. Behaviour monitoring at break times. CPOMS record.</p> | | <p>Review July 2019</p> |
| A/B/C/D | <p>Providing rich and varied wider opportunities within the curriculum. Including - Living eggs, NCBF authors, Historical visitors, NCBF workshops, Manga artist, Wild Science, Choir, Children Challenging Industry Cost: £8000</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p> <p>EEF research suggests gains of around 2 months when children are involved in enrichment.</p> | <p>SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data Pupil interviews Learning display Photos</p> | <p>SLT Subject leads. Context Lead.</p> | <p>Review Half Termly</p> |
| A/B/C/D | <p>PP children given the opportunity to access brass, violin and woodwind instruments. Cost: £5000</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p> <p>EEF research suggests gains of around 2 months when children are involved in the arts.</p> | <p>TVMS monitoring Teacher/Pupil feedback</p> | <p>Music Coordinator</p> | <p>Review Termly</p> |
| C/D | <p>PP children to receive discount on residential trips and visits Cost: £4250</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p> <p>EEF research suggests a 4 month gain when children are involved in outdoor adventurous activities.</p> | <p>Half termly SSE monitoring Reach for the stars Pupil Data and assessment Pupil evaluations</p> | <p>SLT</p> | <p>Review Termly</p> |
| A/B/C/D | <p>External agency involvement for targeted individuals to identify and address specific barriers to learning. Cost: £12,000</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>EEF research suggests gains of 8 months when these approaches are applied.</p> | <p>EP reports SEND data analysis SaLT reports Work for individuals Timetables/identified lists LLT reports Parents meeting minutes</p> | <p>HT SENDCO / Dep SENDCO</p> | <p>Review Half Termly</p> |

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| D | <p>Improve independence and self motivation of PP children through effective and challenging learning environments across the school including KS1, Y6 and technology resources including ipads Cost: £25,000</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/built-environment/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p> <p>EEF research suggests a 4 month gain when learners make effective use of digital technology.</p> | <p>Governor monitoring SSE timetable End of Year data</p> | SLT | Review Termly |
| C/D | <p>Swimming Coaching</p> <p>Specialist sports coach employed by school. Cost: £10,500 contribution</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p> <p>EEF research suggests a 2 month gain for children who regularly participate in sport.</p> | <p>Feedback Children, staff and parents Data analysis Learning observations (formal / informal)</p> <p>Swimming Data Pupil Feedback</p> <p>SSE Lesson Observations Pupil Questionnaire Timetable Review Staff Consultation Targeted evaluations</p> | | Review July 2018 |
| C/D | <p>Free Breakfast Club for all PP children – xx currently access this.</p> <p>Free milk daily for reception children Cost: £4300</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</p> <p>EEF research suggests gains of 2 months for children who attend extended school hours.</p> | <p>FLO to lead and manage according to school need FLO to source additional funding streams Parent / pupil questionnaire responses</p> | PE Lead | Review Half Termly |
| | <p>Wide range of after school clubs.</p> <p>Sports holiday clubs.</p> <p>Chess. Cookery Cost: £7000</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</p> <p>EEF research suggests gains of 2 months for children who attend extended school hours.</p> | <p>Half-termly work with P.E. Coordinator / Middle Leader Sport Coach Appraisal monitoring through DC Parent / pupil questionnaire responses</p> | PE Lead | Review Half Termly |
| D | <p>HLTA and TA to support children with social, emotional and learning needs. Cost: £500</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> | | | Review Termly |

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| | | EEF research suggests gains of 4 months when this type of support is available for children. | | | |
| A/B/D | THRIVE Resources / individual questionnaires Cost: £600 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests gains of 4 months when this type of support is available for children. | | | |
| C/D | IEWO involvement supports children with attendance issues to attend school regularly (94%+ minimum) Cost: £1500 | | | | Review Half Termly |
| C/D | Specialist support The Bungalow Play Therapy Family Counselling Bereavement counselling Safeguarding Cost: £3600 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests gains of 4 months when this type of support is available for children. | SSE outcomes | SLT | Review Termly |
| C/D | Full time FLO to support families and children in receipt of PP funding. Cost: £18,949 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests gains of 4 months when this type of support is available for children. | Appraisal outcomes Respect room register. | | Review Termly |
| C/D | Family learning events. Cost: £1000 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/ EEF research suggests gains of 3 months when parents are actively involved in their child's learning. | Annual Review Event registers Event reviews Coffee Morning Oct 2016. | | Review annually |
| C/D | Transition and induction support for mobile PP children. Cost: £1000 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ | Assistance to attend Secondary / SEND Base Visits Assistance to complete necessary paperwork | JH CSh EF SL KE | Review as appropriate |

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| | | <p>EEF research suggests gains of 4 months when this type of support is available for children.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/</p> <p>EEF research suggests gains of 3 months when parents are actively involved in their child's learning.</p> | Assistance to make meetings at secondary / new school Plan SE / Self esteem & Confidence transition visits | | |
| A/B/C/D | <p>Appointment of Deputy SENDCo to support increasing numbers across school, many of whom are disadvantaged</p> <p>Cost: £2618</p> | | Data Analysis PP review outcomes | SLT EF | Review through Appraisal Procedures |
| A/B/C/D | <p>Appointment of LAC Champion</p> <p>Cost: nil</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>EEF research suggests gains of 4 months when this type of support is available for children.</p> | Data Analysis PP review outcomes | SLT JP | Review through Appraisal Procedures |
| C/D | <p>Children's University to encourage involvement on learning beyond the school day.</p> <p>Cost: £100</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</p> <p>EEF research suggests gains of 2 months for children who attend extended school hours.</p> | Annual Review Passports Club registers | EF RM | Review Annually |
| C/D | <p>New starter funding for book bags, uniform, water bottles and new PE kits for whole school</p> <p>Cost: £5000</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/</p> | Pupil and parent questionnaires Pupil Progress meetings incl Reach for the Stars Children attend school and lessons equipped for learning. | SLT EY lead | Review Annually |
| Total budgeted cost | | | | | £108.317 |

- Support staff across school: £65,000 contribution
- Smaller class sizes in KS2: £40,000 contribution
- Family Liaison Officer: £24,000
- School Visits and residential trips to enrich and enhance the curriculum: £25,000 contribution
- Supporting Mental Health Services in school incl Staff CPD: £7,000 contribution