

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	2017/2018	Total PP budget	£193,840	Date of most recent PP Review	26.4.18
Total number of pupils	345	Number of pupils eligible for PP	127	Date for next internal review of this strategy	17.7.18
2. Current attainment					
2016/2017 KS2 Pupil Outcomes			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths			60%	60%	
KS2 progress in reading			-3.28	-0.96	
KS2 progress in writing			3.18	6.28	
KS2 progress in maths			-5.22	-0.80	
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 enough progress in maths. Disadvantaged pupils are significantly below their peers in school and also when compared against the outcomes of non-disadvantaged children. The gap is particularly wide for pupils who were at expected standard at the end of Key Stage 1. Reasoning and problem solving in the form of 'Mastery' is an area of difficulty for all our children including those known to be eligible for PP funding and is something that is currently being addressed within school.				
B.	Disadvantaged children across school are not making enough progress in reading. 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. Understanding the text that is being read is a fundamental barrier to making good progress for our pupils. 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 is something that will be addressed.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
C.	To improve attendance rates 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 improve outcomes for disadvantaged children in maths across all year groups and in particular, at statutory assessment.	56% of PP children to make expected progress in maths across all year groups. 15% of PP children to make more than expected progress in maths across all year groups. KS2 25 / 27 (93%) will make better than expected progress from KS1 This prediction is based on KS1 prior attainment and the in-school tracking system.
B.	To improve outcomes for disadvantaged children in reading.	56% of PP children to make expected progress in reading across all year groups. 13% of PP children to make more than expected progress in reading across all year groups. KS2 – 25/27 (93%) will make expected or better progress from their starting points in KS1 This prediction is based on KS1 prior attainment and the in-school tracking system.
C.	To improve attendance for disadvantaged pupils.	To improve attendance from 95.5% (2016/2017) to the national expectation of 96.1% by the end of 2018 academic year and 97% by 2019
D.	To develop new and continue current initiatives that have a positive impact on children's well-being.	New initiatives to be developed and impact analysed.

5. Planned expenditure					
Academic year	2017/2018				
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	Mixed ability teaching in: - Small class sizes - increased capacity in KS2 - 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	Half termly pupil progress meetings 13.12.17 Standards Meeting Feedback on mixed ability classes was positive from staff and pupils. xxx
A/B	New homework structure to be implemented. Cost: nil	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary EEF suggests that the quality of the task is more important than the quantity. Therefore, the SLT have designed a new homework policy reflecting focusing on improving reading and maths skills.	DHT to develop a new homework structure. Outcomes to be monitored by DHT.	DHT	Review: Oct 2017 Implemented – weekly spellings and multiplication tables/number bonds (Nifty Fifty) Reading books sent home and changed frequently in school.
A/B	DHT and AHT to be released 2 days per week. Cost: £21,333	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	PP Champion / AHT Release (Mon (pm) half termly Half Termly Pupil Progress Meetings

B	Improve standards of English through investment in targeted support materials, authors and theatre visits. Cost: £14,200	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		Author visits – Jane Clack worked with Year 4 Vivian French – EYFS/KS1, Gary Northfield – KS2 EYFS/HNB – What the Ladybird Heard Theatre visit.
Total budgeted cost					£35,533.00
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	10 week boost to Year 5 by providing additional 0.6 teacher. Cost: £10,667	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 period: July – Oct 2017 Year 5 Working at = and above Reading – 86% Writing – 77% Maths – 80%
A/B	Providing an additional teacher in Year 6. Cost: £14,000	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 Year 6 data outcomes were as follows Reading – 68.8% Writing – 93.8% Maths – 79.2% SPaG – 81.3%
A/B	Providing an additional TA in EY/KS1 Cost: £8000	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 GLD – 55.3% in all 12 areas GLD – 55.3% - 2 areas of literacy GLD – 63.8% - 2 areas of maths GLD – 72.3% - in 3 areas of Understanding the World GLD – 78.7% - in 2 areas of EAD GLD – 66% - in 3 areas PSE GLD – 68.1% - 2 areas PD GLD – 61.7% - 3 areas of CL

A/B	Providing an additional TA in Year 3 Cost: £8000	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 Year 3 data outcomes working at 3= or above Reading – 96% Writing – 83% Maths – 92%
A/B	Providing an additional full time TA2 in HNB Cost: £8000	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 Additional TA supported across the board to raise standards in learning, as well as basic skills such as mealtimes, social skills at playtimes and speaking and listening opportunities in smaller groups.
A/B	Targeted intervention programmes and license subscriptions to complement the curriculum and narrow the gaps in learning for PP children. Cost: £2100	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	JK HLTA CSh	Termly Targeted groups access LEXIA on a structured daily timetable in the suite and in classrooms. Teachers are positive about the results of the children and the impact the program has on writing and moreover reading skills – (see Mrs Shephard analysis)

A/B/C/D	<p>Improve training and development of all staff in order to raise achievement for PP children.</p> <p>Ambition school leaders SENDCo Qualification Thinking, Talking, Doing Science Grammar for Writing Science Training Cost: £8938</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>MM / JW attend various training across the year – follow up regularly through staff / team meetings, Appraisal Pupil Progress meetings SSE monitoring Data analysis Pupil interviews</p>	SLT	<p>Annual review (Y5 & Y6 Teams & MM) Termly Review for ASL – BB, EF, KO KO, BJB and EF attended Teaching Leaders courses over the year, leading to them leading impact initiatives in school this year. As a result, Nifty Fifty has been introduced across the school with KS1 focusing on number bonds to 10/20 and 100 and KS2 focusing on multiplication tables.</p> <p>Data Analysis KS2 within or above ARE Y3 – 74% Y4 – 58% Y5 – 52%</p> <p>SL completed her SENDCo qualification.</p> <p>Year 5 staff JW, MW attended Thinking, Talking, Doing Science training and implemented strategies. Training for all staff organised by Science Coordinator MM and led by Phil Watkins.</p>
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Total budgeted cost £59,705

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?
	<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 2018</p> <p>Additional support staff carried out lunch duties, as Play Leader was appointed but had to resign due to medical issues. Children's behaviour more positive when supervised over lunch by TAs, and teachers report fewer issues.</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</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 displays Photos</p>	SLT Subject leads. Context Lead.	<p>Review Half Termly Staff have worked closely to revise and update the curriculum coverage and offer a wide range of opportunities. Working closely with School Improvement Officer MD who found our Contexts for Learning excellent in school on a Trust Review day. NCBF author visits in the Autumn term. Wild Country Week – Year 4 Autumn term Historical visitors – Year 4/5</p>

	Science, Choir, Challenging Industry Cost: £7850				BBC Choir – JK and Shine plus KS2 children
A/B/C/D	PP children given the opportunity to access brass, violin and woodwind instruments. Cost: £1000	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ EEF research suggests gains of around 2 months when children are involved in the arts.	TVMS monitoring Teacher/Pupil feedback	Music Coordinator	Review Termly Year 3 have enjoyed playing the recorder and learning how to read basic notation. They performed at their class assembly and as part of a music celebration assembly. School Music Day in May saw children enjoying many aspects of music and instruments. Individual lessons for children learning violin and assistance given to PP children for the cost of these lessons.
C/D	PP children to receive discount on residential trips and visits Cost: £3750	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.	Half termly SSE monitoring Reach for the stars Pupil Data and assessment Pupil evaluations	SLT	Review Termly 20 children were supported with funding so they could access the opportunity to explore outdoor curricula beyond the classroom, and for some, beyond their own experiences, with trained professionals and staff. Children learned social skills and 'growing up' in terms of leaving parents, learning new skills such as laying tables, bed making and laundry! The children said they loved it!
A/B/C/D	External agency involvement for targeted individuals to identify and address specific barriers to learning. Cost: £13,000		EP reports SEND data analysis SaLT reports Work for individuals Timetables/identified lists LLT reports Parents meeting minutes	HT SENDCO	Review Half Termly xxx
D	Improve independence and self motivation of PP children through effective and challenging learning environments across the school including KS1, Y6 and the ICT suite. Cost: £23,000	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/built-environment/	Governor monitoring SSE timetable End of Year data	SLT	Review Termly xxx
C/D	Yoga Bugs for EY/KS1/HNB Swimming Coaching Specialist sports coach employed by school. Cost: £15,549	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/ EEF research suggests a 2 month gain for children who regularly participate in sport.	Feedback Children, staff and parents Data analysis Learning observations (formal / informal) Swimming Data Pupil Feedback SSE Lesson Observations		Review July 2018 Yoga Bugs Fantastic resource, loved by the children and welcomed by the staff! Evaluation report demonstrated that... Parents were able to get involved and recognise the value of teaching relaxation, mindfulness and how those skills transfer into learning and everyday life for both adults and children.

			Pupil Questionnaire Timetable Review Staff Consultation Targeted evaluations		Sports Coach Outcomes for all year groups against new national curriculum standards were positive, and more in line with expectations. Some PP children excelled in individual sports, accessing team events across the year and being targeted for additional clubs where possible. Coach made a significant impact, and staff felt he has been an excellent and positive appointment as a permanent member of staff, due to his 4 particular strengths with PP boys and SEND.
C/D	Free Breakfast Club for all PP children – 29 currently access this. Free fruit for PP children in KS2 Free school meals for 27 eligible “ever 6” children. Free milk daily for reception children Cost: £9004		annual review Targeted evaluations	JH Monitoring EY Lead	Review Termly Very well received and has 150 children on the register children on average. (60 - KS1/EYFS, 90 KS2) 35% are in receipt of pp funding. As a result, the children are fed and ready to start the school day with improved concentration and a smoother start to the day. Children in KS2 also have access to fresh fruit / veg daily at break time, to reflect the healthy schools ethos and ensure children get through the morning in as focused a way as possible. Free milk provided in EYFS.
	Wide range of after school clubs. Sports holiday clubs. Chess. Cookery Cost: £6800	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/ EEF research suggests gains of 2 months for children who attend extended school hours.	Half-termly work with P.E. Coordinator / Middle Leader Sport Coach Appraisal monitoring through DC Parent / pupil questionnaire responses	PE Lead	Review Half Termly Outcomes for all year groups against new national curriculum standards were positive, and more in line with expectations. Some PP children excelled in individual sports, accessing team events across the year and being targeted for additional clubs where possible. Coach made a significant impact especially with PP boys and SEND. Holiday clubs have ran in October Half Term, all PD days and 4 days over the summer. Chess Children attended the chess competition at Yarm School in March and competed well, supported by parents. Y5 have 6 18 PP children, 8 of whom are boys, They have responded well to the teaching, calmness, discipline and challenge of chess each week, and have even modified their classroom behaviour in order not to miss the club.
D	HLTA to support children with social, emotional and learning needs. Cost: £500	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/			Review Termly This has not ran this year due to staffing needs across school. This will be explored further for the next academic year.

		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 90% of IEWO case workload have been children / families in receipt of PP. Attendance has improved overall by 0.8% and with these families by a smaller percentage. However, improvement was being identified toward the end of the year. This needs to continue, particularly with mobile families with history of poor attendance and particularly punctuality.
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 100% of children accessing therapeutic, play therapy and counselling services are in receipt of PP. The targeted work has enabled individuals to respond better in class particularly when they are stuck, build better relationships with peers and 7 counselling and Safeguarding adults and improve self-esteem
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 This role is invaluable to the school, the pupils, the parents and staff. All of the case workload are in receipt of PP and her role has helped parents to access: Debt management Signposting to other professional services Funding (incl uniform, support with school visits) Foodbanks / charitable organisations Christmas gifts TFM Curriculum adult learning workshops Coffee mornings / schools events incl PTA
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 In school Year 2 have successfully led regular maths mornings to support parents with helping their children at home with maths. All classes invited parents in during STEM week.
C/D	Transition and induction support for mobile PP children. Cost: £1000		JH	JH CSh	Review as appropriate Targeted work carried out by CS in Year 6 or JH family liaison officer to ensure child settles and makes a smooth, progressive transition from previous school. Uniform and equipment provided to support family and ensure child feels part of HHA
A/B/C/D	Appointment of PP/Disadvantaged Champion Cost: £2618		Data Analysis PP review outcomes	SLT EF	Review through Appraisal Procedures xxx

A/B/C/D	Appointment of LAC Champion Cost: £1200		Data Analysis PP review outcomes	SLT JP	Review through Appraisal Procedures xxx
C/D	Children's University to encourage involvement on learning beyond the school day. Cost: £100	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/ EEF research suggests gains of 2 months for children who attend extended school hours.	Annual Review Passports Club registers	EF RM	Review Annually Taxi transport costs covered to support PP families escorting their child/ren to the ceremonies. Children access a wide range of activities after school / outside of school which enrich their learning.
C/D	New starter funding for book bags, uniform, water bottles and PE kit. Cost: £4320	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/	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 All children wear uniform to reduce any anxiety and ensure all children feel part of their school. Every child has a uniformed PE Kit and therefore can access EVERY P.E. lesson to improve their health, interests and talents. All Children are appropriately clothed for school, and for the weather throughout the year. Families experiencing hardship have been supported.
Total budgeted cost					£116,740

Proposals for 2018/19 - £190,000 TBC

- Support staff across school: £65,000 contribution
- Smaller class sizes in Y5/6: £20,000 contribution
- Family Liaison Officer: £24,000
- School Visits and residential trips to enrich and enhance the curriculum: £25,000 contribution
- Improving Mental Health Services in school incl Staff CPD: £30,000 contribution
- Development of possible new Food Technology area: £10,000 contribution to outdoor classroom