

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Hunton C of E Primary
Pupils in school	87
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£9240
Academic year or years covered by statement	2019-2020
Publish date	May 2020 ( <i>revised</i> )
Review date	September 2020
Statement authorised by	Mr Paul Ryan
Pupil premium lead	Mrs Sharon Denney
Governor lead	Sir David Noble

## Disadvantaged pupil progress scores for last academic year

Measure	Score (2 pupils)
Reading	-13.08
Writing	-16.87
Maths	-8.98

## Strategy aims for disadvantaged pupils

Measure	Score (2 pupils)
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To track, monitor and improve mathematics progress in Key Stage 2 for disadvantaged pupils. Ensure Key Stage 2 teachers and support staff receive mathematics mastery training.
Priority 2	To track, monitor and improve attendance for disadvantaged pupils to reduce number of enrolments that are persistent absentees and to close the gap to KCC average.
Barriers to learning these priorities address	High levels of pupil mobility.

	<p>Poor mathematical fluency restricts accessibility of some mathematical learning.</p> <p>High levels of anxiety in coming to school. Reduced aspiration and self-esteem for future life.</p>
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### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To improve female progress in reading	September 2020
Progress in Writing	To improve middle attainers' progress in writing.	September 2020
Progress in Mathematics	To significantly improve progress in Key Stage 2 and achieve average national progress score in mathematics	September 2020
Phonics	To ensure boys' phonics attainment scores are in line with National Average.	September 2020
Other	To improve quality of teaching and learning in foundation subjects	September 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Use of precision teaching, 1:1 reading sessions and high quality phonics sessions to accelerate progress of disadvantaged pupils, ensuring they match the progress of their peers
Priority 2	Develop the use of technology to support pupils with literacy difficulties to access learning in the classroom
Priority 3	Introduction and development of an enhanced secondary transition programme for disadvantaged Year 6 pupils
Barriers to learning these priorities address	<p>Slow progress in reading for some disadvantaged pupils and difficulty in accessing the wider curriculum due to poor literacy.</p> <p>Social and emotional readiness for secondary transition</p>

Projected spending	Precision teaching sessions	£1425
	Phonics support sessions	£1425
	Daily reading	£2850
	Additional TA support linking interventions to classroom provision	£380
	I-pads for school and home use	£800
	Diagnostic testing	£800
	Transition support sessions	£360
	<b>TOTAL</b>	<b>£5190</b>

### Wider strategies for current academic year

Measure	Activity	
Priority 1	Introduction of lunchtime clubs and activities to support pupils during unstructured time and provide opportunities for enriched play experiences	
Priority 2	Counselling and nurture support for disadvantaged pupils with significant social / emotional difficulties	
Priority 3	Provide financial support for school visits and enrichment activities	
Barriers to learning these priorities address	Improving wellbeing, reduced anxiety and broaden experiences for disadvantaged pupils, thus improving readiness to learn	
Projected spending	Lunchtime clubs	£200
	Adult support - unstructured times	£360
	Counselling	£1740
	Nurture support	£1330
	Swimming lessons	£120
	Music lessons	£300
	<b>TOTAL</b>	<b>£4050</b>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure appropriate staff are able to attend staff training; release time for DHT to monitor	Strategic use of staff meetings. Arrange cover for DHT.
Targeted support	Identifying times for interventions to take place that	Interventions to take function as differentiated learning activity

	minimise impact of lost learning time in the classroom	wherever possible ie: precision teaching to take place during whole class spellings.
Wider strategies	Ensuring target children engage with lunchtime clubs and enrichment opportunities	Clubs to be linked to areas of interest of target children target children to have leadership role, liaise with parents to encourage target children to engage.

### Review: last year's aims and outcomes

Aim	Outcome
Mathematics Understanding in KS2	Pupils made progress in their ability to increase their mathematics fluency and connection of number, although this progress was still well-below average. Continue to embed mastery in mathematics features across the school.
Reading and Writing Understanding in KS2	Disadvantaged pupils made progress in their reading and writing fluency skills, although was still well-below average compared to National Average. Ensure targeted support is in place.
ICT software to improve appropriate access to the curriculum	Software and laptops were purchased to ensure pupils were able to articulate and record understanding far easily.
Financial constraints preventing pupils experiencing off-site learning	Pupil gained valuable life experience and increased independence.
Pupils' mental health	Pupils are able to have a forum to talk to someone independently and be able to focus more clearly on learning