

Pupil Premium

2018 - 19



At Hungerford School, as part of The Bridge London Trust we pride ourselves on our ability to see children as individual learners with strengths and talents and to help them meet their full potential.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

In order to meet the above requirements, the Governing Body of Hungerford School and the Directors of The Bridge London Trust will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities at Hungerford are:

- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS2.
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.
- To be able to support children's social and emotional wellbeing without the need for fixed term of permanent exclusions.

This provision will include:

- Facilitating pupils' access to education.
- Facilitating pupils' access to the curriculum- providing a high-quality curriculum rich with practical experiences
- Provision of high staff to pupil ratios

For the financial year 2018-19 Hungerford Primary School was allocated £336,000.00 Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools receive £1900 for Children who are Looked After.

Summary of the barriers to learning:

The school serves a community which reflects extreme social and economic challenge. The school's deprivation indicator (IDACI for local postcodes) is 0.41, which is significantly higher than the national average of 0.24. High levels of social care referrals are now beginning to reflect the level of need. Parents need support from school to help them to address their needs and to support their children's learning. - Many of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions. 55% speak English as an additional language. Many of our children need targeted support in order to catch-up with their peers in terms of emotional development, language development and oracy.

Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children.

Review of 2018 - 19

Future	Engage	Deliver																														
<p>For attendance to be in line with the national average or better</p>	<p>The school appointed a parent worker who now supports families in need, provides or signposts parents to courses, holds support sessions and drop in activities. Links have been made with a range of external agencies from food banks to Families First. Referrals for Early Help are increasing as we identify need or parents request support. We are becoming more able to recognise and target services and support to more vulnerable families</p> <p>First day calling is in place.</p> <p>There are weekly attendance reviews and meetings are held with families causing concern.</p> <p>Parent Worker has attended Safeguarding training and is better engaged with identifying and supporting need.</p>	<p>Attendance for 2018-19: 94.92%</p> <p>17-18: 94.08%</p> <p>Target 19-20: 96.6%</p> <p>PA 18/ 19 – 23 pupils</p> <p>PA17/18 – 43 pupils</p> <p>Target 19/ 20: 12 pupils</p>																														
<p>For progress to be in line with the national average or better</p>	<p>Classes have been supported by a full time teaching assistant who all attended English and Maths GCSE or Level 2 classes during the year.</p> <p>Teaching assistants received weekly RWI and teaching and learning training sessions delivered by senior leaders to improve skills. Observations show teachers delivering a more differentiated, supported curriculum with a higher level of interest and practical activities over time. All lessons are offering more small group support with an increased focus on their individual learning as TAs are shifting their emphasis to clueing and prompting learning rather than correcting and modelling activities.</p> <p>Booster groups before and after school were put in place based on pupil progress outcomes termly with emphasis on English and Maths. Teaching Assistants also delivered interventions and small group RWI sessions.</p>	<p>End of EYFSP Good Level of Development 2017-18: 52% 2018-19: 73.5%</p> <p>Phonic Screen 2017-18: 52.6% 2018-19: 70%</p> <p>KS1</p> <table border="1" data-bbox="868 1361 1505 1543"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>35%</td> <td>32%</td> <td>45%</td> </tr> <tr> <td>2018</td> <td>41</td> <td>48</td> <td>43.5</td> </tr> </tbody> </table> <p>KS2</p> <table border="1" data-bbox="868 1664 1505 1845"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing*</th> <th>GPS</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>40%</td> <td>40%</td> <td>52%</td> <td>32%</td> <td>16%</td> </tr> <tr> <td>2018</td> <td>34%</td> <td>46%</td> <td>31.7%</td> <td>19.5%</td> <td>17%</td> </tr> </tbody> </table>		Reading	Writing	Maths	2019	35%	32%	45%	2018	41	48	43.5		Reading	Writing*	GPS	Maths	RWM	2019	40%	40%	52%	32%	16%	2018	34%	46%	31.7%	19.5%	17%
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<p>To develop an inclusive environment.</p> <p>To be able to meet the needs of all children without the need for fixed term or permanent exclusion</p>	<p>The school has received support from Windesheim university in the development of a whole school PBS approach. There have been Inset days and twilight training events with weekly PBS briefings for staff.</p> <p>Teaching assistants were deployed to support behaviour across the school from a safe and nurturing base classroom.</p> <p>Communal areas have been improved with school values shared, practiced and monitored</p> <p>Working group supports staff team with results of monitoring, ideas to develop practice and setting targets for further development.</p> <p>House and class token reward systems are in place with collective celebrations eg Rare Hair Day</p> <p>All staff are logging incidents on Bromcom MIS and SLT use this information with staff to create support plans and target pieces of work.</p>	<p>PBS Working Group have a number of graphs and charts showing the progress of the school.</p> <p>eg</p> <p>Stairwell Behaviour</p> <table border="1" data-bbox="868 488 1506 703"> <thead> <tr> <th></th> <th>Noise</th> <th>Personal Space</th> <th>Running</th> </tr> </thead> <tbody> <tr> <td>7/9/18</td> <td>27</td> <td>7</td> <td>46</td> </tr> <tr> <td>5/10/18</td> <td>8</td> <td>3</td> <td>12</td> </tr> </tbody> </table> <p>There have been no exclusions or expulsions. The school is showing success including pupils with SEMH and ASC</p>		Noise	Personal Space	Running	7/9/18	27	7	46	5/10/18	8	3	12
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Pupil Premium Plan 2019-20

Future	Engage	Deliver
Improved levels of attendance, punctuality, and a further decrease in Persistent Absentees	Whole school- targeted support for vulnerable children with poor attendance, poor punctuality Support for vulnerable parents through drop ins and more structured sessions with parent worker or signposted external provider	Attendance support for pupils & families – AHT Behaviour & Inclusion, Parent Worker
Improve end of KS2 outcomes	Targeted teaching assistant support through booster and intervention groups Maths specialist interventions RWI groups led by teaching assistants	Reading/ writing/ maths combined outcome above 50% Multiplication tables check – over 50% of pupils achieve required standard Phonics screen outcome in line with national
improve pupils' engagement as learners	Curriculum plans are supported by teaching assistants for children to meet expectations through effective interactions <ul style="list-style-type: none"> • Planning changes to practice e.g. learning new skills such as pre and post teaching, precision teach, RWI • Using prompting and clues in group sessions to promote engagement and more independent learning • Demonstrating positive values, attitudes and behaviours (we could implement the advisory standards for TAs?)	Shared responsibility for ensuring best possible outcomes for all pupils Demonstration of an informed and efficient approach to teaching and learning Using PBS strategies consistently Contribution to planning and assessment Communication with pupils that is effective and sensitive Maintaining a safe and stimulating learning environment