Pupil Premium Overview

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 experience

- Additional support to enable children to catch up and keep up

Hungerford Primary School's Pupil Premium Overview 2020-21	
Total Pupils on roll	178
Number of PP-eligible pupils	95
Amount per pupil	£1900
Total Pupil Premium budget	£180,500
Most Recent Review: October 2020	Date of next review: Feb 2021

Pupil Premium Strategy

Current attainment	
	Pupils eligible for PP at Hungerford September 2020
% achieving ARE in maths in KS1	13.6%
% achieving ARE in reading in KS1	18.1%
% achieving ARE in writing in KS1	9%
% achieving ARE combined in KS1	9%
% achieving ARE in maths in KS2	12.5%
% achieving ARE in reading in KS2	35%
% achieving ARE in writing in KS2	20%
% achieving ARE combined in KS2	2.5%
number of children making positive progress in reading	
number of children making positive progress in writing	
number of children making positive progress in maths	

The Bridge London
Hungerford School

Barriers to future attainment
In school (Issues to be addressed in school)

A.	Progress and attainment across KS2 arising in part from reduced parental involvement and engagement also leading to poor home learning environments.
B.	Some pupils have complex additional needs which impact on their learning.

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

C.	Some pupils on PP register have additional complex needs including SEN, SLCN, SEMH, LAC.
D.	Lack of parental engagement and vulnerability within home circumstances for particular families
E.	Severe deprivation and social care referrals. 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.
F.	High proportion of EAL - 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.
G.	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.

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Review of 2019-20

Planned outcome Future	Engage	Deliver
For attendance to be in line with the national average or better	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 First day calling is in place. There are weekly attendance reviews and meetings are held with families causing concern. Parent Worker has attended Safeguarding training and is better engaged with identifying and supporting need.	Attendance for 2019/2020 93.82 2018-19: 94.92% 17-18: 94.08% Target 19-20: 96.6% PA 18/ 19 – 23 pupils PA17/18 – 43 pupils Target 19/ 20: 12 pupils
For progress to be in line with the national average or better	Classes have been supported by a full time teaching assistant who all attended English and Maths GCSE or Level 2 classes during the year. 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 top clueing and prompting learning rather than correcting and modelling activities. 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.	End of EYFSP Good Level of Development 2017-18: 52% 2018-19: 73.5% Phonic Screen 2017-18: 52.6% 2018-19: 70% KS1 (see table below) KS2 (see table below)

KS1

	Reading	Writing	Maths
2019	35%	32%	45%
2018	41	48	43.5

KS2

	Reading	Writing*	GPS	Maths	RWM
2019	40%	40%	52%	32%	16%
2018	34%	46%	31.7%	19.5%	17%

To develop an inclusive environment. To be able to meet the needs of all children without the need for fixed term or permanent exclusion	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. Teaching assistants were deployed to support behaviour across the school from a safe and nurturing base classroom. Communal areas have been improved with school values shared, practiced and monitored Working group supports staff team with results of monitoring, ideas to develop practice and setting targets for further development. House and class token reward systems are in place with collective celebrations eg Rare Hair Day All staff are logging incidents on Bromcom MIS and SLT use this information with staff to create support plans and target pieces of work.	PBS Working Group have a number of graphs and charts showing the progress of the school. eg Stairwell Behaviour See table below. There have been no exclusions or expulsions. The school is showing success including pupils with SEMH and ASC

Stairwell Behaviour

	Noise	Personal Space	Running
7/9/18	27	7	46
5/10/18	8	3	12

Pupil Premium Plan 2020

Intended Outcomes	
Intent	Success Criteria
1. Improved levels of attendance, punctuality, and a further decrease in Persistent Absentees	Improvement within the absence rate/attendance data
2. Improve Phonics, end of KS1 and of KS2 outcomes	Improved percentage of PP children achieving ARE in RWM in end of KS2 assessments over 50% of pupils achieve required standard Phonics screen outcome in line with national
3. Improve pupils' engagement as learners	Increased reports of engagement from children via surveys. Improvement in summative assessment tasks.

<table>
<tr><td colspan="6" align="center">**Actions to be taken**</td></tr>
<tr><td colspan="6">**1.Improved levels of attendance, punctuality, and a further decrease in Persistent Absentees**</td></tr>
<tr>
<td align="center">**Action**</td>
<td align="center">**Intended outcome**</td>
<td align="center">**Rationale for this choice**</td>
<td align="center">**How will you ensure it is implemented?**</td>
<td align="center">**Staff lead**</td>
<td align="center">**When will you review implementation?**</td>
</tr>
<tr>
<td>Parent Support Worker employed to liaise with parents and be a first point of contact when they face difficulties.</td>
<td>Parents have more ready access to information and support which makes them more comfortable about coming to school</td>
<td>WPA and Education Welfare Services show a connection between parental engagement and improved attendance.</td>
<td>Performance management meetings with Parent Support Worker</td>
<td>AHT Behaviour & Inclusion, Parent Worker</td>
<td>Feb 2021</td>
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<tr>
<td>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</td>
<td>To raise pupil attendance of vulnerable children.</td>
<td>Early intervention has been shown to improve attendance.
Breakfast clubs supporting parents and children with punctuality
Meeting with parents who have children with attendance issues, discussing barriers to attendance and how to remove them, to support parents with their child's attendance.</td>
<td>HELP?</td>
<td>AHT Behaviour & Inclusion, Parent Worker</td>
<td>Feb 2021</td>
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<tr><td colspan="6">**2. Improve end of KS2 outcomes**</td></tr>
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<td>Action Tutoring to support PP children</td>
<td>To provide 1-to-1 or 2-to-1 tutoring to Pupil Premium children. In reading or maths depending where the greatest need is.</td>
<td>EEF have calculated that an intense programme of tutoring can add 'as much as 5 months progress' to a child's education.
in 2014 an independent evaluator found that 'attending</td>
<td>Through weekly sessions starting in Autumn 2, and taking part in a trial program to measure its impact</td>
<td>Year 6 teacher</td>
<td>March 21</td>
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		at least seven sessions [of Action Tutoring] could make half a grade extra progress compared to their peers'			
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 –	Well trained practitioners to implement established interventions. Pupils assessed at the start and end of the delivery of interventions	Evaluation of impact at the end of each round of each intervention Termly Pupil Progress reviews	AHT/MAths and English Leads	January 2021
Additional reading support through SSE Phonics for those who need support reading	Children can read over 100 words per minute at assessment to better enable them to access reading materials	EEF found that using Ruth Miskin small group phonic teaching can progress students by up to 3 months	Staff coaching and CPD development days from RWI and regular assessments conducted.	English lead	November 2021
Adopted the concrete pictorial abstract sequence of learning in maths.	Progress made in individual assessments before and after teaching a unit. progress shown in termly focus area assessment. Final raised attainment in maths for end of KS2	This method ensures deeper understanding of mathematical concepts. Slowing down the pace of coverage enables time for consolidation and application involving reasoning and problem solving. Improving the quality of the first wave teaching is the highest impact we can make. Ensuring children have a more secure in the foundations of number will allow them to develop other skills with more rapidity.	Evaluation of impact at the end of each round of each intervention Termly Pupil Progress reviews regularly identify children who need more intensive support	Maths lead	Feb 2021
3.improve pupils' engagement as learners					
Action	**Intended outcome**	**Rationale for this choice**	**How will you ensure it is implemented?**	**Staff lead**	**When will you review implementation?**

Move to project-based learning for foundation subjects.	Children become more engaged with their learning and keen to complete tasks	Research has shown that PBL increases engagement as it provides children with responsibility and autonomy	CPD for staff structured style of implementation, monitored in staff meetings with regular book looks and shares. Children's engagement assessed via school council/survey	PBL lead	April 2021
Adopted the concrete pictorial abstract sequence of learning in maths.	Children more engaged in their learning as they are more supported in the sequence and all children have opportunities for a variety of tasks including problem solving and reasoning	This method ensures deeper understanding of mathematical concepts. Slowing down the pace of coverage enables time for consolidation and application involving reasoning and problem solving.	It will be implemented via the first wave teaching and monitored on learning walks and observations.	Maths lead	Feb 2021
A strong focus on arts and culture in every project and throughout the school	Children become engaged in their learning through a range of experiences and those who are arts passionate can find engagement through the arts nature of our provision	Many of our children enjoy the arts and also have very little outside of school experience of cultural activities. Providing the children with an art rich curriculum will both engage them and prepare them for their futures.	Each PBL project will require an element of arts, and one project per year must have one of the arts as a driving subject. taking part in the 11x11 scheme. Ensuring there is an arts outcome in every RE day Arts as part of the ethos of our school and involved in each layer of planning.	Arts lead	Feb 2021
Curriculum plans are supported by teaching assistants for children to meet expectations through effective interactions	Children have greater ability to access their learning and therefore are more engaged.	Children who cannot access the learning do you literacy or numeracy levels will be supported by pre-teach, which will allow them to spend more cognitive energy on the lesson than on just accessing it.	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	Headteacher/AHT	Feb 2021

Use PBS to form our school values and rewards system	To use a variety of motivators to encourage engagement including extrinsic reward that is applied fairly	PBS approaches are based on a set of values of enabling inclusion, choice, participation and equality of opportunity. Developing the person's skills is important in PBS and the person should be enabled to do things themselves, with appropriate support. PBS is about working in partnership with the person, their family, staff and professionals. The PBS Competence Framework, produced by the PBS Academy, lists some of the evidence for PBS and shows the importance of PBS being put in place well and throughout organisations.	Our school values are driven by PBS and as such it is present in every classroom. We encourage the children to show our values and reward them with tokens for their team. The teams choose their own rewards that they are working towards which they find motivating and engaging. Each class has a PBS target which they are working on and when they achieve that target they receive a reward of their choice.	PBS team	Feb 2021
Blended learning put into place. Not only does this support children when they are isolating, but work can be done at home and extra work can be completed	Children have total access to their learning and parents can support the children's school learning by being aware of the curriculum coverage at all times	All of the children's learning is available in one easy to use place. Parents and children can access the learning that the child will be completing at school providing opportunities for pre-teaching and for consolidation.	Each week the learning for the week will be on the child's google classroom including any maths and phonics intervention groups. This means that childen can access when isolating but also with family at home for extra coverage. Children have had workshops from their teachers. PArents have had support and workshops with the AHT to help them to understand, use and navigate the online classroom.	UKS2 lead and AHT	Feb 2021