

Pupil Premium Impact statement 2019 -2020

Number on roll	756	
Number Pupil Premium	210 pupil 30%	Funding £277,200

Priorities:

Across all tiers, our priorities at Hovingham are linked to the key deficits our pupils present.

- Personal, social and emotional development, inc. SEMH
- Communication and language development
- Knowledge, opportunity and practise to be healthy and active
- Experiences and knowledge of the world beyond their home setting.

Tier 1	Universal: Quality of teaching	
<p>Why The most impact on outcomes is great teaching.</p> <p>Consistently good subject knowledge in reading, writing and maths.</p> <p>Improvement in vocabulary support reading development.</p> <p>Immersion in a vocabulary-rich environment promotes engagement.</p> <p>Introduce oracy as a focus; learning through talk and to talk.</p>	<p>How Provide NQTs with the means to continue their professional development</p> <p>Ensuring early reading is delivered effectively.</p> <p>Ensure resources for reading effectively match ability.</p> <p>Explicit teaching of reading through content domains for KS1/KS2</p> <p>Explicit teaching of vocabulary. Heightening exposure from Tier 1 to tier 3 words.</p> <p>Ensure there are systems in place to promote and celebrate reading.</p>	<p>What Training to develop an oracy lead and oracy pioneers throughout the school. These leaders will be responsible for the implementation of explicit oracy tools. Enabling children to learn through talk and to talk. £2450.00</p> <p>Developing effective strategies for early reading success. Investment in materials to support this. £2000.00</p> <p>Investment in reading books across the books bands. £8000.00</p> <p>Training in the effective use of EAL strategies to support the teaching of content domains. £500.00</p> <p>Promote and celebrate reading £1000.00</p>

<p>To develop a love of reading, pupils need to have the knowledge and skills to access texts.</p>	<p>Develop parental engagement in supporting pupils with reading.</p> <p>Invest in age-appropriate reading materials that can be readily available to pupils.</p> <p>NQTs to have regular training throughout the year. Mentors to support improvements in practice through incremental coaching.</p>	<p>Investment in fiction/non-fiction £5000.00</p>
<p>EAL learners need a scaffolded approach acquire new knowledge and skills. In maths, the use of CPA are tools which are essential.</p>	<p>Staff are confident using appropriate CPA within their practice.</p> <p>Staff have a strong understanding of maths vocabulary and how this develops over time.</p> <p>Staff challenge pupils through effective questioning.</p>	<p>Training from LA for Y1-6 £1500.00</p> <p>Maths subject leader training and cover £1000.00</p>
<p>Pupil need to hook talk onto experiences which build on their own cultural capital. These opportunities encourage resilience and problem-solving. They provide aspirational 'windows' beyond daily life.</p> <p>Provide 'real' enhancements to the curriculum.</p> <p>Develop a positive attitude to further learning.</p>	<p>All pupils will be involved in a range of activities in and beyond the school gates. These will be heavily discounted to make them accessible to all.</p> <p>Pupils will have enriched experiences throughout the year.</p> <p>Links with local high schools, sharing expertise.</p>	<p>Resources and workshops during enrichment weeks £5000.00</p> <p>Transport for trips £5000.00</p> <p>Young voices £300.00</p> <p>Two residentials for Year 4 and Year 6 £5000.00</p>
<p>To hold a positive attitude to staying fit and healthy.</p>	<ul style="list-style-type: none"> PE CPD for all NQTs across the year. 	<p>Sports coaches 5 x weekly for 4 hours.</p>

	<ul style="list-style-type: none"> • Sports coaches support lunchtime sports activities. • Provide after-school sports activities 	£20,000.00
Tier 2	Targeted support	
Speech and language To provide a robust system for speech and language intervention across the school; enabling early identification response.	Coordinated speech and language support across school. Increased capacity to deliver SALT programmes through staff training. Weekly support from a SALT provider.	Communication and language lead £6000 Chatterbug £5000
Vocabulary development Explicit teaching of Tier 2 vocabulary to support comprehension skills.	Pupils in Year 4 identified as having a deficit in tier 2 vocab. Intervention for 3 targeted groups.	Initial training and development – time given to key members of staff. 3 groups of 6 pupils, 2 x weekly.
Explicit approach to introducing a using vocabulary in EYFS.	Word aware programme to support communication and language in Reception and nursery. Staff development across EYFS Implement the approach within the curriculum.	Initial training and development of resources - Time given to the leader of word aware implementation.
Secure knowledge and skills Phonics Reading Maths SPaG	Phonics groups in Year 1 and Year 2. Focus on achieving the phonic screening test. Intervention groups in Y5/6 Focus – close to ARE and GDS in English and maths.	Daily phonics intervention -no cost Daily with identified groups. Further session in addition for all Year 6 – weekly for 2 hours. Extra staff members – learning support

		£80,000
SEMH support Ensure pupils are supported to keep safe and happy,	1-1 support to access learning for pupils identified with high SEMH needs.	Behaviour support specialists working with pupils on a 1-1/small group basis. £100,000
Aspirations curriculum	Sessional activities to develop team work, key physical skills, resilience and perseverance. Transport to venues Funding towards staffing an aspirational coach	Venues across Leeds to support the aspirational programme. £10,000 £12,000
Tier 3	Wider strategies: Personal development	
Ensure clear systems are in place to teach PSHE. For staff to recognise how to support all aspects of Personal development.	Staff training - Delivering a high quality PSHE curriculum. Appointed personal development lead to raise the profile and awareness of personal development. Capturing and using pupil voice. Developing relationships with parents.	Personal development lead non-contact time. £8000 Total: £277,250

In addition due to lockdown

Pupil premium adjustments due to lockdown

- 75 - 100 community boxes prepared weekly to support vulnerable families. The community boxes were set up in March but continue to support families served by Hovingham. These are targeted to specific families in need.
- During initial lockdown, families on free school meals all received weekly food vouchers from the school budget. Food voucher funding **£39,000**

Impact measures

Personal, social and emotional development

Children understand the expectations to be ready to learn; respectful of themselves, others and their environment; they feel safe and know how to keep themselves safe.

For those pupils who are at risk of exclusion;

- individual pupils are in school every day
- they can access some if not all the curriculum with their peers
- they are more aware and understand how to self-regulate
- they are not a harm to themselves or others.

All pupils are taught a broad and responsive PSHE curriculum which is centred on tolerance and respect. It is captured effectively through curriculum books and pupil voice.

Staff understand the barriers to personal development. They are able to highlight this in pupils and action a response.

Communication and language development

Vocabulary is taught explicitly to pupils to support reading comprehension.

Staff confidence to teach vocabulary effectively within English and maths is evident.

Pupils readily use sentence stems when responding or questioning.

Pupils develop a love of reading through more explicit teaching of knowledge and skills, investment in texts, targeted phonic teaching and intervention, book immersion.

Improved parental engagement in home reading

Improved outcomes in the phonics check and progress in reading attainment and achievement.

Knowledge, opportunity and practise to be healthy and active

Pupils take up daily opportunities to engage in sporting activities.

Pupils attitude to PE is positive

Pupils come equipped to participate in sport (parental engagement)

Pupils understand the choices you can make to be healthy.

Experiences and knowledge of the world beyond their home setting.

Pupils are confident to try something new.

Pupils learn life skills which support their safety – e.g. swimming, riding a bike, scooting

Pupils are able to talk about new experiences.