

Pupil Premium Strategy / Self-evaluation (Primary)

1. Summary information					
School	Hurst Hill				
Academic Year	2019/20	Total PP budget	113,520	Date of most recent PP Review	9/2019
Total number of pupils	281	Number of pupils eligible for PP	68	Date for next internal review of this strategy	2/2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths SATs results	24%	
% making expected progress in reading KS2 SATs	41%	
% making expected progress in writing KS2 SATs	58%	
% making expected progress in mathematics KS2 SATs	47%	
<i>Whole school PP performance data</i>		
% making expected progress in reading (as measured in the school)	53%	
% making expected progress in writing (as measured in the school)	48%	
% making expected progress in mathematics (as measured in the school)	63%	
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

A.	<ul style="list-style-type: none"> Only 31% of all children achieved combined RWM by the end of KS2 in 2018. 40% of that cohort were from disadvantaged backgrounds which is higher than national. 31% of the 2019 year 6 cohort are also from disadvantaged backgrounds. 44% of the Year Two 2019 cohort are disadvantaged children with 22% also on the SEN register. 36% were below age related expectations at the end of year 1 despite closing the Year One gap from - 2.86 to – 1.95 	
B.	Although the progress gap between disadvantage and non-disadvantaged has narrowed with a mean of -3.44 to 0.23 the writing gap in year 2 is currently -35%.	
C.	27% of disadvantaged children are also SEN and this provides children with multiple barriers to learning. PAG groups and background context of PP children needs to be taken into account when comparing attainment and progress to non-disadvantaged children.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	<p>Whole school attendance – especially for disadvantaged families is having a negative impact on attainment. 2018-2019 attendance was 94.57% with a PA of 14.23%. Although the PA has reduced from 21%, it is still above national expectations.</p> <p>Pupil premium attendance 92.01% compared to non-pupil premium of 95.42%. PA for Pupil Premium children was 27.94%.</p> <p>Three reduced time tables for three Pupil Premium and SEN children contributed towards the high PA percentage.</p>	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		
A.	To increase the attendance of Pupil Premium children.	Success criteria Attainment for Pupil Premium will increase due to the increased quantity of lessons and learning accessed. Whole school attendance and the PA percentage will also increase. School will achieve 96% and 11% for PA.

B.	To increase the percentage of all year 6 children achieving combined ARE in reading, writing and maths.	The percentage of children achieving combined ARE across RWM will increase in Year 6
C.	To increase the percentage of disadvantaged children achieving age related expectations (ARE) in maths, reading and writing in KS1	SATs age related expectations for key stage one will increase.
D.	Narrow the attainment gap between Pupil Premium children and Non Pupil Premium children in writing.	Whole school writing attainment will increase more in line with national.

5. Review of expenditure			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Increase in the quantity of children reaching the age related expected standard across core subjects through	The percentage of children achieving age related expected standards will increase due to the consistently good wave one	The percentage of Reception children achieving GLD was above National and increased by 6% from 71% to 77% . Phonics outcomes were once again above National at 82%	The overall percentage of children reaching ARE did not increase across the whole school. However, the percentage of progress did. The % of progress in year one and year 5 was the highest. From this we have learned that the context of groups must be taken into account next year when measuring the progress.

<p>consistent good teaching.</p>	<p>teaching. Teachers will be able to reflect on pupil's progress more efficiently and adapt pedagogy provision in line with misconceptions or barriers to learning.</p>	<p><u>Key stage one SATs:</u></p> <p>Maths increased from 63% to 66%.</p> <p>Reading increased from 60% to 66%.</p> <p>Writing dropped from 60% to 54%</p> <p><u>Key stage two SATs:</u></p> <p>Maths increased from 63% to 66%</p> <p>GSP remained the same as previous year at 60%.</p> <p>Reading dropped from 44% to 40%.</p> <p>Writing dropped from 76% to 73%</p> <p><u>SATs progress overall.</u></p> <p>Progress % Maths increased from -4.8 to -4.75</p> <p>Progress % in Writing increased from -2.8 to -2.49</p> <p>Progress % in Reading decreased from -5.8 to -5.98</p>	<p>Evidence from the peer to peer assessment and from the school improvement officer has stated that teaching and learning was good. Lesson observations conducted by SLT in line with the transforming teaching project, revealed improvements in the use of vocabulary to improve oral skills. There was evidence of good quality modelling of strategies and clear differentiation and challenge for the groupings. As detailed below the gap between PP and non PP children was reduced in every year group. This will continue next year.</p> <p>Two NQT teachers demonstrated good quality teaching and excellent behaviour management strategies – this was evident in their end of NQT year reports and they successfully completed their NQT year. The remaining NQT will receive the same level of support from the NQT mentor to ensure that teaching and learning is consistently good.</p> <p>Arithmetic scores in the year 6 SATs paper rose considerably from the previous year. This was due to the daily use of fluent in five; first class at number booster groups and arithmetic intervention delivered by SLT. This will be built on next year across the whole school.</p> <p>Reading and Writing will be a focus next year – Write Away and Accelerated Reader have been identified as a potential resource to support this. However, Maths must still be maintained as above.</p> <p>There was a reduction in the quantity of behaviour incidents impacting on good quality teaching due to the implementation of the Well Being team. Positive reduction in behaviour incidents from 2017 – 2018 to 2018 – 2019 following the launch of the Wellbeing Team resulted in a reduction in fixed exclusions from six to one. Team teach incidents were reduced from eleven to six. The well-being behaviour mentor's role has evolved due to the increase in Early Help assessments. We shall continue to adapt the role to meet the needs of children and their families.</p>
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Rigorous monitoring of attainment outcomes and provisions will ensure staff are reactive and reflective to the learning needs of all children.	Accurate assessment will drive teaching and learning so that misconceptions are addressed and progress increases in line with national.	Multi Academy Trust (MAT) moderation with Linda Minnock – local authority moderator. This was then further developed and Mrs Cox facilitated moderation for every year group. This allowed teachers to quality assure assessments and outcomes. EYFS workshops for base lining and moderation were also attended. Hurst Hill were able to quality assure their provision and data achieving 77% GLD for Early Learning Goals in Reception exceeding National	Moderation will continue next year with additional foci on Maths and English with phase leaders meeting every half term to challenge, share good practice, analyse data and address areas on the school action plans.
New handwriting package purchased – Kinetic Letters. CGP spelling books purchased for children in year 5	Handwriting and spelling standards to increase in line with the expected standards through regular intervention and additional support during wave one teaching.	The impact of Kinetic Letters can be seen throughout Hurst Hill and is showcased on our displays across school. Spelling did not increase on the year 6 GPS outcomes.	Kinetic Letter practice will be continued next year. Spelling to be focused on during pm booster sessions and spelling rules to be taught during wave one teaching.

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Personalised quality TA support and additional intervention. Release of leaders to deliver the highest quality attainment	Pupil premium and non-pupil premium children attainment gap to be reduced through wave one teaching and	Gap closure of PP children: Year 1 From -2.86 to -1.95 Year 2 From -2.77 to -0.67	Booster sessions provided by TAs, Phase Leaders and DHT for arithmetic shall continue with additional weekly reasoning investigations for children to apply the four operations across a wider range of contexts outside of their current maths topic. This will also support the development of their long term memory. First Class at Number boosters shall also be continued. However, each class will have a designated TA in class to target

<p>intervention and improve the life chances of PP children across the school.</p> <p>Whole school CPD actions based on attainment, SIP and overcoming trends/behaviour and barriers.</p> <p>Consistent permanent staff across the school to have quality CPD which can then be used to improve the quality of lessons, marking, verbal feedback, pedagogy and attainment across the school.</p> <p>Establish a team to support anxiety in school and improve behaviour so that all children can learn without distractions and make progress.</p> <p>Team teach CPD to be provided for the new behaviour mentor and a member of Nursery staff.</p>	<p>regular interventions.</p> <p>The percentage of pupil premium children achieving expected will increase more in line with non-pupil premium children. They will receive regular intervention both in the classroom and personalised in groups to accelerate their progress.</p>	<p>Year 3 From -6.08 to -1.48</p> <p>Year 4 From -2.62 to 2.72</p> <p>Year 5 From -2.91 to 2.82</p> <p>Year 6 From -3.44 to -0.02</p> <p>This equates to a whole school average of: -3.45 down to +0.23 Every year group saw success with the progress gap reducing for PP children. Year four and five with the most impact.</p> <p>Fluent in five was used in upper key stage two and this had a positive impact on arithmetic scores for year 5 and 6. Children have become more fluent with the four operations and this rolled out across the whole school from September 2020.</p> <p>The development of our calm, well-being room enabled children to deescalate/reflect if required and SEN children also benefited from the sensory equipment purchased.</p> <p>Behaviour mentor was employed to support PP children and others who required behaviour intervention. Star of the term and lunchtime behaviour star rewards were successful. Children enjoyed taking lunch with the HT and DHT on a special table – the reduction in behaviour incidents supports the success. The quantity of fixed exclusions and team teach incidents were reduced - fixed exclusions from six to one; Team teach incidents were reduced from eleven to six.</p>	<p>children daily during wave one teaching and through interventions during the pm sessions.</p> <p>Writing and Reading boosters to change. Inference boosters for PP children and daily reading sessions supported by new software and technology.</p> <p>The transforming teaching project has had a positive impact for the whole school and next year our TTP leaders will continue to develop their leadership skills by facilitating workshops and supporting with moderation. They will also conduct short lesson observations to ensure TTP strategies are continuously embedded.</p> <p>Well-being team shall continue to support our target groups of pupil premium children with additional support for parents through Early Help and Triple P. We shall continue to develop to the Well-being room to meet the needs of this cohort.</p> <p>Inspire sessions shall continue next year with a focus on Core subjects so that teachers can model how strategies are taught.</p> <p>Lunchtime behaviour stars, half termly and termly stars will also be celebrated again this year to maintain the reduction in poor behaviour incidents.</p>
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<p>Whole school CPD actions based on attainment, SIP and overcoming trends/behaviour and barriers.</p>	<p>Quality of teaching will improve to consistently good and behaviour incidents shall be reduced.</p>	<p>Sports Plus provided during PE lessons and staff confidence has grown to the extent that they will be delivering PE lessons independently next year.</p> <p>After School Club and lunch time enrichment opportunities - an average of 5 different clubs per half term.</p> <p>Team teach and fixed term exclusions reduced as above.</p>	<p>Sports Plus will be used mainly as consultants next year.</p> <p>The role of current lunchtime support staff is currently under review to meet the changing needs of our children.</p> <p>Quantity of clubs exceeded our original expectation with every member of teaching staff facilitating a minimum of one club.</p> <p>Next year there will be a larger focus on sports clubs after school as this has proved to be the most popular area.</p>

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
<p>Establish Magic Breakfast for children so that concentration and school readiness mind-set is established at the beginning of the school day. Well-being team will supervise the distribution of free</p>	<p>Improve school readiness established at the beginning of the school day.</p> <p>Reduction in late attendance.</p>	<p>School readiness and behaviour also improved as target PP children checked in with the behaviour mentor daily to determine anxiety levels and mindfulness. Reduced quantity of late sessions - 120 lates in January compared to 63 in March alone and this continued to decline.</p>	<p>The benefits of Magic Breakfast are 100% positive and this shall be continued next year.</p>

breakfast to all children.		Team teach and fixed term exclusions reduced as above.	
Employ agency to help encourage increased attendance for PP children and support the attendance lead in promoting high expectations.	Increase the attendance percentage.	<p>2018-2019 attendance was 94.57% with a PA of 14.23%.</p> <p>Although the PA has reduced from 21%, it is still above national expectations.</p> <p>Pupil premium attendance 92.01% compared to non-pupil premium of 95.42%.</p> <p>PA for Pupil Premium children was 27.94%. This is due to three reduced time tables for three Pupil Premium and SEN children contributed towards the high PA percentage.</p> <p>There is a range of contexts around the main offending families. All of whom were sent letters; invited in for attendance meetings and referred to EIS.</p> <p>In term holidays have had a huge impact on attendance. Families are declined when requesting term time breaks but still take the holidays.</p> <p>Hot spots are evident around school voting days and Inset days. July also saw a dramatic dip in attendance and increase in PA.</p> <p>Four referrals were declined, these were due to Early Help, lates were not accepted as a reason to refer, four had to be re-referred due to errors in paperwork or EIS requesting additional evidence.</p>	<p>Attendance features on the school improvement plan for next year. The aim is to reduce the PA to 11% and the attendance to 96%.</p> <p>Instil will continue to conduct first day calling. J B in office will also support the DHT with attendance and attend CPD sessions provided by Instil. Additional actions detailed on next year's forecast below.</p>

6. Planned expenditure

Academic year	2019-2020				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
New scheme of Maths to be implemented across the school with quality staff CPD delivered by the DHT – as the new maths leader.	To increase the ARE attainment in Maths across the whole school. (OUTCOME B & C)	<p>EEF states ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.’</p> <p>Furthermore, the new 2019 Ofsted Framework encourages an education where pupils are allowed to build knowledge on rich curricular, which allows pupils to revisit topics and skills over time, whilst also protecting staff from an increase in workload.</p> <p>The new math lead identified barriers to the teaching of maths during the end of 2018-2019. Hurst Hill has also been on a downward trend academically. It was identified that staff at Hurst Hill had previously not been reactive enough to misconceptions. Coverage of the curriculum was priority instead of</p>	<p>Inset day CPD introducing the Ofsted requirements, sharing CPA approaches, and providing staff with ideas (backed up by research from Brunner and Piaget)</p> <p>New teaching resource to be used across the school with daily slides package purchased to help reduce the workload involved when adapting to a new scheme of learning.</p> <p>White Rose objectives – program of study to be followed by the whole school.</p> <p>End of block assessments, as well as end of term assessments, to be carried out to identify which areas require extra booster sessions.</p> <p>Maths lead will conduct drop in sessions across the whole school to observe: CPA, coverage and pedagogy.</p>	CJ	<p>Fortnightly book trawls</p> <p>Half termly drop in sessions by the DHT/Maths lead</p> <p>Termly monitoring of end of block outcomes.</p> <p>Half termly analysis of QLA outcomes.</p> <p>Holding teachers and support staff to account during pupil progress discussions, mid points and appraisals.</p> <p>Termly feedback sheets following CPD workshops.</p>

revisiting and embedding new knowledge. This has had a detrimental impact on test outcomes as children have not been given enough opportunities to embed and apply their skills, therefore that underperform during testing and do not make ARE – especially in key stage one. There was also no clear program of study for the school to follow.

White Rose is a resource supported by the NCETM and used by the Maths Hub to help increase attainment in maths through concrete, pictorial and abstract experiences.

Fluent in Five allows children to revisit and embed learning from previously taught subjects on a daily basis.

Learning by Question – recommended at Ed Tech seminars will allow children to answer quick fire questions linked to maths.

Book trawls will be conducted every two weeks from Autumn 2 with a focus on children below ARE. CPD sessions half termly by the Maths lead.

Purchase of text books to support teachers with resources. Power Maths and CGP texts for each year group

Purchase maths practical equipment to support White Rose – especially to overcome the place value weakness that has already been identified.

Times tables Rock stars to be continued.

CGP revision texts for upper key stage 2

Cost incurred:

Release time for maths lead to prep CPD sessions; observe teaching and learning and team teach with NQT £1,692

Purchase of White Rose Slides £99

Purchase of Resources and books for each class @ 3x £ 6.99 & 5.95 per book. £215.36

Maths place value equipment= £500

Times table Rockstars £150

CGP Maths £ 126.40

Total £2782.76

<p>Purchase a quality resource to encourage reluctant readers and engage the children.</p> <p>Provide designated staff to ensure all children receive independent daily reading.</p>	<p>To increase the percentage of children achieving ARE in Reading and Writing across the whole school. <i>Develop a passion for reading.</i> <i>Regular assessment to identify reading gaps in vocabulary and inference.</i> <i>Increased knowledge of vocabulary shall support independent writing and increase writing attainment.</i> (OUTCOME B)</p>	<p>EEF suggest that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. The Accelerated Reader (AR) resource baselines all children setting the correct level of text in order to provide challenge. It has a range of different question types in a quiz type format to engage the children.</p>	<p>Purchase accelerated reader - key stage 2 £7651.38 Designated member of staff to support with the daily implementation and supervision of children. Every year group will have access to AR for half an hour per day and complete assessment questions. £7540 – A Williams</p> <p>Total = 15191.38</p>	<p>Hannah Hull</p> <p>A Williams</p> <p>A Williams</p>	<p>Half termly through book and data trawls. Progress meetings with H\ ead teacher.</p>
<p>Recruit class teacher so that we can reduce key stage 1 class sizes.</p>	<p>To increase the percentage of disadvantaged children achieving age related expectations Writing - maths and reading in KS1 (OUTCOME C)</p>	<p>The EEF suggests that children can make an extra 3 months accelerated progress when reducing class sizes. It is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. This is reinforced with research suggesting that slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. As Hurst Hill is a CAT 3 school, reducing sizes, along with CPD from the Transforming teaching project, and TA booster sessions should help increase progress.</p>	<p>Divide key stage one children between three class teachers reducing numbers to 21 per class.</p> <p>Ensure the level of ability is mixed so that there is challenge for all children.</p> <p>Provide each class with a teaching assistant to support the class teacher with the MATRIX children during wave one teaching.</p> <p>During pm sessions, TA staff will address the misconceptions that they have witnessed in the classroom during the wave one am</p>	<p>L Fryer deploys TA staff to class. Class teacher ensures that TA are deployed to support and address misconceptions. HT and DHT will monitor the</p>	<p>Impact is measured through the analysis of intervention and pupil progress data in half termly pupil progress meetings with teachers and TA's. Logged booster sessions and support outcomes in phase folders. Book trawls</p>

			lessons as well as provide speech and language boosters. Cost: Salary of J Abely appointed £30,599	outcomes through books trawls and progress meetings.	
Total budgeted cost					£66879.14

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Full day class support for year 6 and year 5 children with two TA's dedicated to support in the class during wave one teaching and learning.	To increase the percentage of all year 6 children achieving combined age related expectation in reading, writing and maths. OUTCOME B	EEF Toolkit shows that the most impact on disadvantaged children is had through quality wave 1 teaching and effective feedback. Having an assistant in class, with targeted focus groups and sound knowledge of the barriers for those children, will support the class teacher in addressing misconceptions during wave one teaching. Deeper misconceptions can be addressed the same day – in the classroom – so that children do not miss their foundation curriculum.	TA will be part of the assessment analysis and will have a folder containing QLA's for all subjects so that each target child's areas for development are clearly communicated. TAs will meet once a half term with the DHT to assess the impact of the provision and to discuss the progress or potential barriers. TAs will be held to account for their impact during wave one teaching during half termly pupil progress meetings by the DHT.	JA, CJ and AJ Mrs Rubine and Mrs Flemming	Half termly during progress meetings. Data entry points Fortnightly book trawls Hold to account during appraisals.
Full time class support every class in the school during Maths and English lessons.	To increase the percentage of disadvantaged children achieving age related expectations (ARE) in KS1. (OUTCOME C)		Teachers will be responsible for effective deployment of staff during wave one teaching and evidence of this will be seen during environmental walks and drop ins. £18,600 - AR £16,192 - TF		

<p>Deployment of wellbeing team to support with behaviour and well-being of disadvantaged children.</p>	<p>Improve the attendance of disadvantaged children and ARE outcomes. OUTCOME A,B,C,D</p>	<p>The EEF does identify that there are external barriers to attainment associated with mental well-being – both for children and their families.</p> <p>At Hurst Hill we do have some disadvantaged children whose families, at times, find it hard to deal with their mental well-being and this does have a negative impact of attendance – especially persistent absence.</p> <p>Positive reduction in behaviour incidents from 2017 – 2018 to 2018 – 2019 following the launch of the Wellbeing Team resulted in a reduction in fixed exclusions from six to one Team teach incidents were reduced from eleven to six. The procedures in place will therefore continue, however the role of the mentor has also evolved from the previous year due to the increase in Early Help assessments.</p>	<p>Well-being behaviour mentor will greet target children every morning and identify and problems, concerns or worries with the children. They will be given breakfast if none received at home before taken to class.</p> <p>Target children will have set goals to achieve each day and they will then take time with the mentor for their reward.</p> <p>Behaviour incident will be dealt with throughout the day by the mentor with the support of HT and DHT.</p> <p>Mentor will also support families with Triple P so that they can access a range of multi-agency practitioners and reduce family anxiety.</p> <p>Liaise with social services for families on Early help under supervision of the DSLs.</p> <p>£17,306 – Paula Harwood £100 certificates games for rewarding the children's behaviour. Total 18,306</p>	<p>RK, CJ, PH</p>	<p>Half termly safeguarding audits.</p> <p>Weekly briefings</p> <p>Evidence of incidents will be recorded on the Head Teacher's report for governors and discussed during governor meetings.</p>
<p>Class boosters daily during pm sessions.</p>	<p>To increase the percentage of disadvantaged children achieving</p>	<p>EEF CASE STUDIES SHOW THAT First Class at number boosts attainment. When combining this with Inference, Speech and language as well as Write Away AND Accelerated</p>	<p>Upper key stage two: one TA per class to conduct booster sessions during afternoons using First Class</p>	<p>Class teachers. CJ RK</p>	<p>Half termly during the pupil progress meetings.</p>

Designated TA for RWM during wave one teaching.	age related expectations (ARE) in maths and reading in KS1 Outcome C	Reader, we should increase the quantity of disadvantaged children achieving ARE.	at Number, Inference and Write Away. Fortnightly book trawls by SLT Lesson drop in conducted by the SENCO Cost TA support pm J W £6818.48 (KS1) Total: £6818.48		
Provide Inspire sessions to engage disadvantaged families with teaching and learning strategies.	To build on the good relationships established in the previous year so that the quality of support from home increases.	Parents partnerships have, up until last year been on the decline. Now that we have achieved the bronze award we need to further build on this so that attainment increases.			

Total budgeted cost

£41610.48

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Employ attendance company to support in the management of attendance for pupil premium children. Designated members of staff to lead attendance throughout school. Establish a breakfast club for target disadvantaged	Increase the attendance of Pupil Premium so that they do not miss out on teaching and learning. ARE will be achieved for disadvantaged families. OUTCOMES A,B,C,D	Wider strategies relating to significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support should be addressed in line with CPD and quality interventions. Disadvantaged families are less likely to be exposed to vocabulary and have poor oral skills, therefore attendance in school is vital so that children are given opportunities to increase and explore unfamiliar vocabulary. This will then impact on cultural capital. Hurst Hill IDACHI 3, in 20-30% of most deprived areas in the country (2019). Evidence to support this is available in the EEF Pupil Premium guide.	<ul style="list-style-type: none"> Weekly attendance meeting to identify key families with low attendance. Use Instil as first point of contact for unauthorised absence and carry out home visits. Office staff to meet with attendance lead weekly. Monitoring of attendance portfolio. Celebrations assemblies weekly. Prizes for children who attend 100% every week. 	CJ and JB	Weekly in meetings. Half termly reports during the governors meetings. Mid-point appraisal. Half termly evaluation of attendance to club. Weekly attendance checks on percentages for target families. ARE outcomes on Century.

<p>families who are persistently late to school.</p>			<ul style="list-style-type: none"> • Certificates for children every term. • End of year trip and badges for children who achieved 100% for the whole year. • Share outcomes in SLT weekly so that staff can address their phase. • Update whole school in briefing. • Promote outcomes on the newsletter. • Review the EIS outcomes following referrals monthly. • Address regular offenders from previous year. <p>Staff to take turns in facilitating breakfast clubs for children who are regularly late for school.</p> <ul style="list-style-type: none"> • Families will be contacted and invited to attend the clubs, which will allow children to be engaged, develop their IT skills, explore artificial intelligence and technology, and catch up with previous missed leaning online through the use of Century. • Children will be base lined and the impact of the artificial intelligence learning will be visible 		
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			<p>through the assessment QLA on Century.</p> <ul style="list-style-type: none"> • Staff incentive will be a day off each term. <p>Salary of Instil: £4007 Annual cost for time out per week for attendance lead & team: £3102 Resources to promote: £250 Class cover for staff incentive reward £188 per day = £1880 Books for the weekly reward: 33 x £5 £165 Coach trip £540</p> <p>Total: £9,944</p>		
<p>Year 6 additional residential funding for disadvantaged families.</p> <p>Whole school top up for class trips.</p>	<p>Improve the percentage of disadvantaged children achieving ARE across maths and writing. OUTCOME B,C,D</p>	<p>Hurst Hill is a CAT 3 school with a 31% of year 6 children from disadvantaged families. Evidence suggests that disadvantaged may not get the opportunities to experience residential and there is low cultural capital. Social skills and language barriers may also impact on attainment. By ensuring these children receive enrichment activities we hope to improve their social skills, widen their vocabulary and inspire them to achieve.</p>	<p>Parent's evening to share the sports residential opportunities. Affordable venue. Opportunities for families to pay in instalments. Paediatric first aid teacher to reassure parents. Clear line of communication for parents. 10 children @ £180 £1800 (from sports premium funding)</p>	CJ & JA	<p>Shared plans with SLT. Obtain parents and pupil feedback.</p>
<p>Opportunities to celebrate outstanding behaviour through rewards days and celebratory lunches.</p>	<p>Improve the quality of behaviour in school by role modelling and promoting good outcomes.</p>	<p>The EEF studies published June 2019 have concluded that reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy.</p>	<p>The whole school follow the same consistent approach to managing behaviour. Lunchtimes awards will be provided for children who demonstrate the</p>	R Keen	<p>Discussions within SLT team meetings.</p> <p>Child spot sessions during staff briefing. Half termly celebrations</p>

			<p>Hurst Hill values and support other children. Reward will be lunch with the head teacher. A star of the week will be selected by each class teacher and children will be rewarded every half term through a special day with the Head Teacher. £370</p>		Annual Star of the year award
Release of teachers for continued CPD.	<p>Improve the percentage of disadvantaged children achieving ARE across maths and writing. OUTCOME B,C,D</p>	<p>Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>Previous year's moderation evidence revealed that teaching and learning was enhanced through the implementation of Transforming Teaching (TTP) strategies. Teachers will continue to develop their pedagogy and attend CPD sessions, as well as facilitate CPD for Hurst Hill colleagues. This will ensure consistency of good teaching for disadvantaged children.</p>	<p>Staff will liaise with SLT and the TTP facilitators to map out quality CPD.</p> <p>Staff meetings will be facilitated and teachers will be observed to determine the outcome of CPD.</p> <p>Monthly PP book scrutiny will show evidence of the granular approach to teaching and learning. Release time: 3 days for two members of staff @ £188 per day. £1128</p>	AS, SW, CJ, RK, JP	<p>Evidence will be shared in SLT meetings. Areas for improvements will be put forward and monitored two weeks later. The Head Teacher's report will document evidence. Feedback from the TTP administrators termly</p>
Release class teachers to quality assure assessments within the Hales Valley Trust.	<p>Quality assurance of outcomes ensures teachers are being held to account for the attainment of disadvantaged children.</p>		<p>Hales valley year group moderation timetable to be shared with staff. Ensure quality release time for teachers to prepare evidence and books. Staff will create action plans for their subjects and will map out next steps based on the moderation outcomes. Nine half days. Cost £94 per session = £846</p>	All teachers.	<p>Evidence will be shared with SLT half termly. Pupil progress meeting half termly. Teacher will evidence outcomes in their Mid-Point appraisals.</p>

					£10,314
Total budgeted cost £118,803.62 less £1800 from Sports Premium funding					£117,003.62
7. Additional detail					