



As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

Pupil Premium Report and Strategy Statement

At Huntingdon Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20					
Academy	Huntingdon Academy Primary School				
Pupil Premium Leader	Rebecca Want				
Academic Year	19/20	Total PP budget	£232,320	Date of most recent PP Review	July 2020
Total number of pupils	354 (+16 nursery)	Number of pupils eligible for PP	192	Date for next internal review of this strategy	NA



Pupil Premium Report Academic Year 2019-20 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																														
EYFS	13/45 29%		<ul style="list-style-type: none"> Boromi bags were borrowed by 70% of families and children and parents reported enjoying the activities and it provided an excellent learning link between home and school. During school closure, Keepmi boxes were instead provided. Handwriting was built into daily routine and allowed for additional focus on the alphabetic system and letter formation Additional TA focusing on children at risk of not achieving ELG. <p>DATA TO FOLLOW</p>	<p>Next Steps:</p> <ul style="list-style-type: none"> January 2021 TA Nuffield Language Intervention Use of Seesaw to help support parents with reading at home with their child. 																														
Year 1	19/56 34%	<p>£20101 contribution to additional TA in Y1</p> <p>Reading volunteers free.</p> <p>£5000 contribution to 2</p>	<p>ARE+</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">PP (19)</th> <th colspan="2">NON PP (37)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12</td> <td>63%</td> <td>28</td> <td>76%</td> </tr> <tr> <td>Writing</td> <td>12</td> <td>63%</td> <td>26</td> <td>70%</td> </tr> <tr> <td>Maths</td> <td>12</td> <td>63%</td> <td>30</td> <td>81%</td> </tr> <tr> <td>SPAG</td> <td>12</td> <td>63%</td> <td>26</td> <td>70%</td> </tr> <tr> <td>Combined</td> <td>12</td> <td>63%</td> <td>26</td> <td>70%</td> </tr> </tbody> </table> <p>There has not been a Phonic Screening Check for 2020.</p>		PP (19)		NON PP (37)		Reading	12	63%	28	76%	Writing	12	63%	26	70%	Maths	12	63%	30	81%	SPAG	12	63%	26	70%	Combined	12	63%	26	70%	<ul style="list-style-type: none"> Establish GD intervention groups in reading and maths for pupils with combined GD potential. Continue to provide interventions in writing and maths to raise attainment levels for ARE+ too. Use LEA advisors to develop 2 new members of staffs awareness to phonics and the implementation of letters and sounds.
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		SEND 121 TA Apprentices	<p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have PP children are broadly in line with their non PP peers in all areas of the core curriculum. Small teaching groups were effectively used to target PP pupils at risk of not meeting the Year 1 ARE.</p> <p>SEND provision has been effectively implemented ensuring all SEND pupils accessing alternative provision were catered for.</p> <p>Reading volunteers were used to effectively target PP pupils with irregular reading at home which enabled them to meet the year group expectations, before lockdown.</p>	<ul style="list-style-type: none"> When in year 2, establish immediate small group phonics support to ensure new to English pupils who are also PP pass the screening. TA assessment and reactive feedback and marking used to close Covid – 19 lock down gaps. 																														
Year 2	17/60 28%	<p>TA support 5 hours weekly for phonics £2800</p> <p>TA support 10 hours weekly for reading recovery and writing interventions £5600</p> <p>121 PP Behaviour pupil part time TA 121 £15,000</p>	<p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020 (Be mindful of School Closure due to COVID 19 from March 2020)</p> <table border="1"> <thead> <tr> <th>ARE+</th> <th colspan="2">PP</th> <th colspan="2">NON PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14</td> <td>82%</td> <td>31</td> <td>72%</td> </tr> <tr> <td>Writing</td> <td>13</td> <td>76%</td> <td>30</td> <td>70%</td> </tr> <tr> <td>Maths</td> <td>13</td> <td>76%</td> <td>33</td> <td>77%</td> </tr> <tr> <td>SPAG</td> <td>12</td> <td>71%</td> <td>31</td> <td>72%</td> </tr> <tr> <td>Combined</td> <td>13</td> <td>76%</td> <td>29</td> <td>67%</td> </tr> </tbody> </table> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have, In most areas, PP pupils in y2 out perform their non PP peers.</p>	ARE+	PP		NON PP		Reading	14	82%	31	72%	Writing	13	76%	30	70%	Maths	13	76%	33	77%	SPAG	12	71%	31	72%	Combined	13	76%	29	67%	<ul style="list-style-type: none"> Continue to scrutinise progress data to identify any under achieving groups or individuals and then create bespoke interventions Continue shared use of TAs in the afternoon to target specific intervention needs. Use of English starters and phonics interventions has been successful. Writing, reading and grammar continue to be lower in attainment that maths so further support will need to be investigated to enabler those 50% of PP pupils who are not SEND to reach ARE.
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			<p>TA support was used to proactively challenge gaps identified gaps in learning in grammar, maths and reading.</p> <p>Behaviour support enabled 2 PP children on reduced timetables to reintegrate to full time education.</p>	<ul style="list-style-type: none"> - Provision for specialist SEND pupil in the hive. - Continue 121 support for pupil with challenging behavioural needs - TA assessment and reactive feedback and marking used to close Covid – 19 lock down gaps 																														
Year 3	30/59 51%	TA support 5 hours weekly for interventions £2800	<table border="1"> <thead> <tr> <th>ARE+</th> <th colspan="2">PP</th> <th colspan="2">NON PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20</td> <td>67%</td> <td>24</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>20</td> <td>67%</td> <td>21</td> <td>72%</td> </tr> <tr> <td>Maths</td> <td>24</td> <td>80%</td> <td>24</td> <td>83%</td> </tr> <tr> <td>SPAG</td> <td>20</td> <td>67%</td> <td>22</td> <td>76%</td> </tr> <tr> <td>Combined</td> <td>18</td> <td>60%</td> <td>21</td> <td>72%</td> </tr> </tbody> </table> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have , Of the 30 children who are PP 10 are on the SEND register and are accessing alternative provision within school. This means that of the non SEND PP pupils that have the potential to make combined ARE+, 18 are, 2 are needing additional support in reading and writing.</p> <p>BSquared and Equals have been successfully implemented to ensure that the SEND PP pupils are making good progress against the P Levels.</p>	ARE+	PP		NON PP		Reading	20	67%	24	83%	Writing	20	67%	21	72%	Maths	24	80%	24	83%	SPAG	20	67%	22	76%	Combined	18	60%	21	72%	<ul style="list-style-type: none"> - Raise PP Pupil attainment in reading, writing and SPAG - Continue to embed alternative provision for SEND pupils in the Hive. - Increase % at GD GVPS and writing - Further embed the robust tracking and monitoring system introduced 2017- 2018 that tracks KS1 progress including Pupil Premium groups. - Continue to scrutinise progress data to identify any under achieving groups or individuals and then create bespoke interventions.
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Year 5	35/54 65%	TA support 5 hours weekly for interventions £2800 in addition to class TA 121 behaviour support x 5 half days weekly £8750	<table border="1"> <thead> <tr> <th>ARE+</th> <th colspan="2">PP</th> <th colspan="2">NON PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29</td> <td>78%</td> <td>15</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>27</td> <td>73%</td> <td>15</td> <td>79%</td> </tr> <tr> <td>Maths</td> <td>28</td> <td>76%</td> <td>16</td> <td>84%</td> </tr> <tr> <td>SPAG</td> <td>27</td> <td>73%</td> <td>14</td> <td>74%</td> </tr> <tr> <td>Combined</td> <td>27</td> <td>73%</td> <td>14</td> <td>74%</td> </tr> </tbody> </table> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have , of the 35 PP pupils, 13 are on the SEND register. 3 pupils are working at a part time timetable and are under the care of CAMHs and behaviour support. PP pupils are broadly in line with Non PP pupils when combined.</p>	ARE+	PP		NON PP		Reading	29	78%	15	79%	Writing	27	73%	15	79%	Maths	28	76%	16	84%	SPAG	27	73%	14	74%	Combined	27	73%	14	74%	<ul style="list-style-type: none"> - Targeting PP pupils progress in writing and spag - Behaviour support for 3 pupils - Additional intervention for Maths & writing, - Increase % at ARE Increase % at GD Further embed the robust tracking and monitoring system introduced 2017- 2018 that tracks KS1 progress including Pupil Premium groups. Continue to scrutinise progress data to identify any under achieving groups or individuals and then create bespoke interventions
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Year 6	21//30 70%	121 tuition in school/ SATs boosters/ 121 after school £10,000 contribution to additional TA 1 part time teacher (half days) £20000 contribution.					ARE+	This cohort are now in year 7.
				PP		NON PP		
			Reading	14	78%	10	83%	
			Writing	14	78%	10	83%	
			Maths	15	83%	11	92%	
			SPAG	14	78%	10	83%	
			Combined	14	78%	10	83%	
<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium The attainment of PP vs non PP children in year 6 is broadly in line, except for in maths. However, of the 21 pupils who are entitled to PP, 92% made accelerated progress in maths and 94% made good progress.</p>								

Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Raise attendance	ALL	£10,000 contribution (Shared role)	Number of families accessing family support and home / school liaison officer	Continue use of attendance officer to monitor, support and engage with families in the attendance rates of



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To reach 97%		with home/school liaison role) £1,400	<table border="1" data-bbox="696 252 1509 791"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> <th>YTD</th> </tr> </thead> <tbody> <tr> <td>Home visits</td> <td>13</td> <td>12</td> <td></td> <td>25</td> </tr> <tr> <td>Phone</td> <td>80</td> <td>75</td> <td></td> <td>155</td> </tr> <tr> <td>Text</td> <td>17</td> <td></td> <td></td> <td>17</td> </tr> <tr> <td>Letter</td> <td>125</td> <td>207</td> <td></td> <td>332</td> </tr> <tr> <td>Meeting</td> <td>20</td> <td>22</td> <td></td> <td>42</td> </tr> <tr> <td>Priortiry Families</td> <td></td> <td></td> <td></td> <td>0</td> </tr> <tr> <td>EWO</td> <td>0</td> <td>1</td> <td></td> <td>1</td> </tr> <tr> <td>CME</td> <td>5</td> <td>7</td> <td></td> <td>12</td> </tr> <tr> <td>Holiday PN</td> <td>15</td> <td>3</td> <td></td> <td>18</td> </tr> <tr> <td>Total</td> <td>275</td> <td>327</td> <td>0</td> <td>602</td> </tr> </tbody> </table> <table border="1" data-bbox="696 815 1536 978"> <thead> <tr> <th></th> <th>Attendance</th> <th>Late</th> <th>Unauthorised Absence</th> <th>Authorised Absence</th> <th>Persistent Absence</th> </tr> </thead> <tbody> <tr> <td colspan="6"><i>Huntingdon</i></td> </tr> <tr> <td>Overall No EYFS</td> <td>90.3%</td> <td>0.59%</td> <td>2.53%</td> <td>7.17%</td> <td>37.38%</td> </tr> <tr> <td>Overall</td> <td>89.39%</td> <td>0.58%</td> <td>2.43%</td> <td>8.18%</td> <td>38.82%</td> </tr> </tbody> </table> <p data-bbox="696 1018 1536 1121">The impact was shown in the following ways: targeted families showed an increase in attendance; engagement of families supported rose (evidenced via attendance at school meetings, parent evenings).</p>		Autumn	Spring	Summer	YTD	Home visits	13	12		25	Phone	80	75		155	Text	17			17	Letter	125	207		332	Meeting	20	22		42	Priortiry Families				0	EWO	0	1		1	CME	5	7		12	Holiday PN	15	3		18	Total	275	327	0	602		Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence	<i>Huntingdon</i>						Overall No EYFS	90.3%	0.59%	2.53%	7.17%	37.38%	Overall	89.39%	0.58%	2.43%	8.18%	38.82%	their pupils. Too many of our eligible Pupil Premium pupils are out for extended periods with holiday and whilst attainment figures have risen, there is still room for further improvement and maintaining of results.
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Inclusion and supporting confidence	120	£2000 including blazers for y5/y6	Provision of a free school uniforms mean that students aren't competing in their attire. The use of a strict uniform policy means we can downplay economic differences between our students that would otherwise be more apparent and may result in behaviour issues arising. We have found that the continuing of implementing school blazers for y5/y6 increasing maturity in the classroom and discussions post PASS test showed pupils felt 'smart' and 'ready to be in school'. One child on	Continue provision of free school uniform for qualifying families into 2020/2021																																																																															



Huntingdon Academy Primary School

			PP compared a blazer to 'being in business'. School uniform can also in still a feeling of community among students.	
Collaborative learning, teamwork and resilience	ALL	TA 5 hours weekly across 6 year groups £16800 (£2400 x 6) Resources plus training £350	Using effective feedback and marking during lessons and immediately after has seen rapid improvements to pupil's outcomes in school. This includes quality of work, presentation, quantity and attainment results Professional dialogue with teaching staff has resulted in discussions about using TAs daily to delivery immediate intervention following feedback from the class teacher.	Continue to use TAs to support in feedback and marking across years 1 – 6.
Breath of life experiences	ALL	Contributions to class experiences and trips £500 per class (12 x £500) £6000 (plus planning support from corners stones as noted above)	Provision of funding to cover partial costs of educational visits and experiences ensures that all pupils have equal learning opportunities throughout their time in school. This year has seen PP funding be allocated to residential, theatre trips, drama events and bush craft survival days. Education experiences such as these impact all areas of a curriculum and learning. Research shows it improves quality of extended writing, improves pupils talk and ability to discuss and rationalise ideas. Adventure education involved collaborative learning experiences and increased high level activity and helped pupils to overcome emotional challenges. According to the EEF, all these experiences contribute significantly to pupil's enjoyment, readiness to learn, awareness of the world beyond school and the pupil's own community. It also had impact on non-cognitive outcomes such as self-confidence and building relationships. These enrichment activities provided a range of positive outcomes: effective stimuli for projects, topics and writing, they also enabled staff to increase the wider awareness of the world as part of SMSC and the PSHE curriculum.	Continue provision of education visit funding for qualifying families



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Wider curriculum support for potential higher attaining pupils	ALL	<p>£8000 music tuition</p> <p>See funding for sports apprentices as above £1500 contribution</p>	<p>Research shows that Music stimulates all areas of the brain in a way that prepares pupils for learning. Accessing music through the pupil premium can raise standards in children’s well - being and cognitive skills. We have seen many of our PP children ‘shine’ in school performances, contributions to the city wide performances at the Nottingham Albert Hall and attainment of musical grade certificates. 55 PP pupils were allocated 121 or small group music instructions for the year with a choice of clarinet, flute or violin.</p> <p>There has been an increased variety of sports clubs accessed this year including fencing, Zumba, cooking, and art. These continue to be popular with pupils</p>	<p>Continue provision of music tuition both small group and 121 for qualifying families</p> <p>Pupil interviews have fed back that clubs for next year should include tech and more art themes. Eg stop and go animations, photography etc. Develop rota for class which supports pupil’s interests in tech, art and sports. Deputy Headteacher to work alongside support staff and apprentices to further develop variety and monitor which pupils are regularly applying for, and accessing wave 3 provisions</p>										
EAL & SEND pupil attainment	18	<p>£20,000 contribution for EAL teacher</p> <p>£23,673 for SEND trained staff</p>	<p>End of KS2 data for pupils with EAL who receive PP are as follows;</p> <table border="1" data-bbox="696 1082 1512 1238"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>PP pupils</td> <td>89% ARE+ 33% GD</td> <td>78% ARE+ 25%GD</td> <td>78% ARE+ 33%GD</td> <td>78% ARE+ 25%GD</td> </tr> </tbody> </table> <p>This shows that intervention for EAL pupils is developing not only lower attaining pupils but having impact on those with GD potential.</p>		Reading	Writing	Maths	RWM	PP pupils	89% ARE+ 33% GD	78% ARE+ 25%GD	78% ARE+ 33%GD	78% ARE+ 25%GD	<p>Continue effective deployment of addition EAL teacher to impact learning and development across reading writing and maths for pupils with PP who are EAL learners.</p> <p>Raise profile of Equals to include KS2 and disseminate across the trust.</p>
	Reading	Writing	Maths	RWM										
PP pupils	89% ARE+ 33% GD	78% ARE+ 25%GD	78% ARE+ 33%GD	78% ARE+ 25%GD										



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		£1500 apps and resources from tech	<p>This year, Mrs Walker’s support reached 60 pupils across years 2 – 6. Of the 21 PP pupils in Year 6, 12 were on the EAL register and all accessed support in small group sessions.</p> <p>Phonics, early intervention maths and clicker 7 were all used effectively to support SEND bridge gaps in their early learning experiences and access classroom experiences alongside their peers during foundation subjects too.</p> <p>SENDCO contribution supported staff in the effective development of SEND provision within the classroom, disseminated best practice for specific learning barriers and increased accuracy of pupil assessment. BSquared is now being used effectively across school to monitor progress of SEND pupils and Equals has been introduced across KS1 as an effective teaching strategy aimed at explicit gaps in SEND pupil’s knowledge. This includes the wider world, science and our community.</p>	Continue interventions in PM targeting explicitly at identified gaps in pupils early learning.
Oral language development	ALL	Books and resources £1000	Speech and communication lies at the heart of classroom practice. It is the predominant way in which teachers provide instruction and support to their students and is central to how most students engage with the curriculum. Staff continue to embed speech and language acquisition into their classroom practices.	Develop links to presentational talk and debate. Further staff training on the teaching of presentational talk and ways to increase pupil engagement with spoken language.
Reading comprehension	All pupils 16 reading recovery	£1000 novel study texts £180 subscription £490 subscription	<p><u>Reading Recovery (SWITCH ON)</u></p> <p>All children who have accessed switch on reading recovery made progress in their reading attainment. Although they have not met the ARE, their tracked movement between the books bands highlights increased progress against their previous year’s attainment.</p> <p><u>Reading</u></p> <p>All staff have seen a huge improvement in children’s understanding of the 6 reading domains. From feedback, the shared texts, use of vipers and access to literacy shed have all had a very positive impact on the enjoyment and engagement of reading within their class.</p>	Continue shared texts, use of vipers and access to literacy shed.



		6 hours training with TAs £1200		
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Summary: how well are eligible pupils doing? Is the difference diminishing?

- The overwhelming majority of strategies employed in 2019 - 2020 led to diminished differences at Huntingdon Academy with PP and Non-PP outcomes now broadly in line overall. Within this there are still key groups: Year 4 and Year 6 are the cohorts with the most significant difference to diminish. A big focus on the English domains across the school and raising those achieving GDS is priority.

Summary of Proposed Actions for the 2020/21

- Continue to raise attainment at EXS and GDS
- Enhance impact of FWO and school counsellor for PP pupils in need
- Establish effective, varied and targeted wave 3 intervention support (wrap around care/clubs/homework help) for PP pupils



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Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2020-21					
Academy	Huntingdon Academy Primary School				
Pupil Premium Leader	Rebecca Want				
Academic Year	20/21	Total PP budget	£261462	Date of most recent PP Review	September 2020
Total number of pupils		Number of pupils eligible for PP	177	Date for next internal review of this strategy	March 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
Self esteem	Low or persistent absences
Forming relationships	High new to EAL pupils
Motivation	Parent engagement with school
Poor PASS	High mobility factors
Overall cohort attainment	Family responsibility (young carers, responsibility)
Securing good/outstanding teaching	Attendance
Motivational and engaging curriculum	Covid 19 attendance, sickness and gaps in learning
Over reliance of staff / lack of independence	
Support for individual SEND and behavioural needs	



What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	
<i>Year Group</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	
Year R TBC	Raise attainment in Mathematics, Reading and Writing as these can be identified as a weaker areas of learning. Value added higher than previous year but % of SEND, medical and environment needs with PP is considerably higher January 2021 TA Nuffield Language Intervention	% 70 PP to achieve ELG in Reading, Writing and Mathematics	Mastery Maths approach to continue-intensive 1:1 and small group support with literacy and Maths from experienced TA. Indoor and outdoor fine, gross motor provision/resources and opportunities for writing.	The EEF has found that High quality interventions in Early Years has positive benefits. +5 months. Improving the adult to child ration allows for additional staff to child interaction during play based learning; additional interventions for key children; additional inputs for key individuals including SEND support An audit of the Early Years Foundation Stage provision showed that there could be more resources	Early Years Foundation Stage Leader to analyse data each half term. Early Years Foundation Stage leader to monitor quality of provsion and	1 additional TA in FS for 3 days-working between both F2 classes. £20101 NELI (TBC) SEND TA APPRENTICES X 2 £6000 CONTRIBUTION



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	Use of Seesaw to help support parents with reading at home with their child.		Boromi/Keepmi	to give opportunities for children to develop their writing skills and that more written practise may help raise standards. Positive feedback from parents re this borrowing scheme where children take home educational interaction encouraging toys. Teach First Innovation Award Boromi Bags are part of a programme that helps young children develop the foundations they need to thrive and reach their potential, supporting parents to stimulate and learn through play, interaction and most importantly through increased language opportunities.	provide summary report to Pupil Premium Leader. Questionnaire and GLD at end of year.	£1,745
Year 1	Raise attainment in Mathematics, Reading and Writing as these can be identified as a weaker areas of learning.	70% Pupil Premium pupils to meet Mathematics EXS	Additional ta to teach 5 - 8 PP children in small group for Mathematics and English writing each day.	The EEF has found that High quality interventions in Early Years has positive benefits +5 months.	PP lead to analyse data each half term. Phase leader and subject lead analysis and monitoring.	£20101 contribution to additional TA in Y1 1 FULL DAY ADDITIONAL TA £5635



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	<p>Integrate SEND provision for pupils into year 1 environment</p> <p>Maintain attainment % through quality first teaching and robust interventions</p> <p>Introduce counsellor for pupils in year 1 due to bereavement</p>	<p>70% Pupil Premium pupils to meet Reading RXS</p> <p>70% Pupil Premium pupils to meet Writing EXS</p> <p>85% of pupil premium children to pass phonics screening check</p>	<p>Mental oral starters introduced to English lessons based on RWI strategies to increase pupil's engagement with phonics in writing.</p> <p>An additional phonic group targeted at the at risk PP children. Additional 121 reading for 10 PP children with reading volunteers once a week.</p> <p>Specialist SEND provision unit to be established to support 5 significant SEND pupils with 2-1</p>	<p>Small group teaching enables the focus of work to be at all times personalised to individual needs.</p>		<p>Reading volunteers free.</p> <p>Care Assistant for SEND pupils £TBC</p>
<p>Year 2 19</p>	<p>Raise attainment for PP pupils achieving GD combined.</p>	<p>90% of eligible Pupil Premium pupils to</p>	<p>Immediate identification of pupils below or at risk of falling below in reading and</p>	<p>Research from the EEF suggests that interventions in pupil's early years of education, including that for year 1, Disadvantaged children benefit from high quality programmes, especially</p>	<ul style="list-style-type: none"> • Attainment data • Book moderation 	<p>£10000 contribution to 2 care assistants SEND</p>



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		<p>meet ARE and above Mathematics, Reading and Writing.</p> <p>50% of PP pupils to meet ARE on phonics screening resit.</p> <p>.</p>	<p>writing for additional interventions</p> <p>Embed 'Let's think' and 'mastery maths' strategies to support GD pupils in achieving.</p> <p>Hold counselling sessions x 2 weekly for pupils suffering with bereavement</p>	<p>where these include a mixture of children from different social backgrounds and a strong educational component. Through such high quality provision with well trained staff, disadvantaged pupils can add an additional 5 months progress in a year.</p> <p>To support key children by lowering/removing barriers to learning for key children in need of specific support due to external factors.</p>	<ul style="list-style-type: none"> • Learning walks • Professional dialogue • Parental feedback 	<p>121 behaviour support x 5 half days weekly £8750</p>
<p>Year 3 16</p>	<p>Raise attainment for PP pupils achieving EXS in reading writing and GVPS.</p> <p>Raise attainment for PP pupils achieving EXS and GD combined.</p>	<p>70% of eligible Pupil Premium pupils to meet ARE and above Reading and Writing.</p> <p>80 % of eligible Pupil Premium</p>	<p>Intervention support in RWM to ensure PP pupils meet predicted targets</p> <p>Intervention support in RWM to ensure PP pupils meet predicted targets</p>	<p>Through the identification of potentially higher attaining PP pupils staff can plan for small group intervention which targets specific learning outcomes. This facilitation should enable pupils to make better than average progress and reach potential. The EEF research shows this arrangement enables teachers and teaching assistants to deliver concise and effective instruction exclusively to a small number of learners. It also means feedback and</p>	<ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks • Professional dialogue • Parental feedback 	<p>Additional TA across y3 & y4 for SEND/EQUALS/BSQUARED £20,000</p>



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		pupils to meet ARE and above in maths		marking can be immediate and have a great impact.		
Year 4 30	Raise attainment for PP pupils achieving GD combined by targeting writing and gvps.	90% of eligible Pupil Premium pupils to meet ARE and above Mathematics, Reading and Writing. Raise attainment in maths.	Small group intervention support in RWM to ensure PP pupils meet predicted targets Embed 'Let's think' and 'mastery maths' strategies to support GD pupils in achieving.	Through the identification of potentially higher attaining PP pupils staff can plan for small group intervention which targets specific learning outcomes. This facilitation should enable pupils to make better than average progress and reach potential. The EEF research shows this arrangement enables teachers and teaching assistants to deliver concise and effective instruction exclusively to a small number of learners. It also means feedback and marking can be immediate and have a great impact. The evidence from the last academic year shows children who regularly attended guided group sessions for maths had faster progress rates and made better than average progress.	<ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks • Professional dialogue • Parental feedback 	121 behaviour support x 5 half days weekly £8750 £3000 contribution to TA Apprentice



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<p>Year 5 25</p>	<p>Raise attainment for PP pupils achieving EXS combined by targeting writing and GVPS</p>	<p>88% of eligible Pupil Premium pupils to meet ARE and above Mathematics, Reading and Writing</p>	<p>Small group intervention support in RWM to ensure PP pupils meet predicted targets</p> <p>Focus intervention small group</p> <p>Embed 'Let's think' and 'mastery maths' strategies to support GD pupils in achieving.</p>	<p>Through the identification of potentially higher attaining PP pupils in RW & M staff can plan for small group intervention which targets specific learning outcomes. This facilitation should enable pupils to make better than average progress and reach potential. The EEF research shows this arrangement enables teachers and teaching assistants to deliver concise and effective instruction exclusively to a small number of learners. It also means feedback and marking can be immediate and have a great impact.</p>	<ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks • Professional dialogue • Parental feedback 	
<p>Year 6 35</p>	<p>90% of eligible Pupil Premium pupils to meet ARE and above Mathematics, Reading and Writing combined</p> <p>Raise combined attainment in EXS pupils by targeting reading</p>	<p>Continue rigorous booster sessions for most vulnerable PP pupils aimed at reading</p> <p>Small group intervention support in writing to facilitate</p>	<p>Small group TA support targeting to development of EXS and GD readers</p> <p>Additional part time teacher to focus on GD reading writing and maths</p>	<p>The evidence from the last academic year shows children who regularly attended had faster progress rates. 121 tuition and SATs boosters have contributed to the rise in our end of key stage data for the past 3 years. The 121 or very small group interventions support PP pupils meet predicted targets and challenge those who are ready.</p> <p>Support for key learners with additional support needs: the intended benefit is to target the</p>	<ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks • Professional dialogue • Parental feedback 	<p>121 tuition in school/ SATs boosters/ 121 after school 6 trained teachers 6 x £200 £1200</p> <p>£10,000 contribution to additional TA</p> <p>1 part time teacher (half days) £18680 contribution.</p>



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		potential for GD pupils		specific requirements of these key children. In turn this increases the time the teacher and class teaching assistant can spend directly working with pupils. The evidence from last year shows Y6 pupils made the fastest rates of progress in school, with this measure being one aspect of that accelerated progress.		
		EAL support for pupils with PP struggling with English Language.	EAL Teacher in small groups	This is a similar rationale for the EAL support that they have received – the results show the potential that small group, individualised teaching can have for pupils. This needs to be translated into writing too.		

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Whole School Initiatives/the wider curriculum	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Raise attendance To reach 97%	Attendance officer and family support worker	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are out for extended periods with holiday and whilst attainment figures have risen, there is still room for further improvement and maintaining of results. This means the dedicated time to support our families has and will continue to improve the attendance rates.	Half termly reports including evaluations and actions.	£10,000 contribution (Shared role with home/school liaison role)



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	Wrap around care and breakfast club.	<p>Whilst the investment in a Family support worker does not always directly show in impact on learning via progress or attainment the work done they do support effectively with enabling school to ensure key children’s families are supported with providing effective care and support for our pupils.</p> <p>Ensure PP children (and other targeted children) have a positive start to the day with a decent breakfast. Increase attendance of the PP and targeted children using the service. To ensure we provide opportunity for key children to access additional opportunities for learning (Arts, crafts, PSHE activities) to enjoy a free breakfast and free care prior to the main school day. This enables those children to effectively access learning during the school day</p> <p>After school care – see below</p>	Attendance officers to monitor PP children attending the club and to target PP children who would benefit from attending. Registers and monitoring of % late marks	£2500
Inclusion and supporting confidence	<p>Uniform contribution</p> <p>Support for PP pupils with environmental/welfare needs</p>	<p>Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier.</p> <p>1day a week dedicated time for ensuring there is support for pupils with specific environmental/care needs. To dedicate time to pastoral wellbeing and safeguarding.</p>	<p>PASS test</p> <p>% of behavioural incidences Readiness impact measured via professional dialogue and judgement</p> <p>Positive profile for Y5 and Y6 via pupil interview and professional judgement</p>	<p>£1000 including blazers for y5/y6</p> <p>£10,000 partial contribution to full staff salary.</p>



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	School Counsellor	To support key children by lowering/removing barriers to learning for key children in need of specific support due to external factors. Increased rates of pupil well-being Increased rates of individual progress	Safeguarding records indicate improvement in the wellbeing of targeted pupils and positive parental communication with school. SENDCo to monitor progress rates for key children Key staff to feedback on pupil well-being	
Collaborative learning, teamwork and resilience	Small group reactive intervention approach and pre teaching approach	Using effective feedback and marking during lessons and immediately after has seen rapid improvements to pupil's outcomes in school. This includes quality of work, presentation, quantity and attainment results Professional dialogue with teaching staff has resulted in discussions about using TAs daily to delivery immediate intervention following feedback from the class teacher.	Outcomes for PP pupils at ARE and GDS Progress rates for PP pupils	TA 5 hours weekly across 6 year groups £16800 (£2400 x 6)
Breath of life experiences	Outdoor adventures/experiences and immersive curriculum	Adventure education involves collaborative learning experiences and increased high level activity and often over comes emotional challenges. According to the EEF all these experiences contribute significantly to pupil's enjoyment, readiness to learn, awareness of the world beyond school and the pupil's own community. It also has impact on non-cognitive outcomes such as self-confidence and building relationships.	Measure of enjoyment and readiness to learn through pupil feedback and professional dialogue.	Contributions to class experiences and trips £500 per class (12 x £500) £6000



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	Staff CPD Resources (books, stimulus)	engage with the curriculum. Without strong communication strategies pupils struggle to articulate their learning, challenges their facing, misconceptions they have or manage their feelings and emotions. Instructing a oracy rich curriculum with additional interventions to support pupils lacking in the 4 areas of oracy can impact holistically on pupil's attainment and wellbeing.	looking at engagement and Quality of spoken outcomes	
Reading comprehension	Vipers (books to support GR) Literacy shed plus subscription Reading Recovery: Switch Staff training in 121 support in reading	Huntingdon Academy wants every child to love reading. A love of reading will enable children to read with greater enthusiasm and confidence which will enable better access to learning in turn. To raise numbers of Pupil Premium Pupils reading at home at least three times a week to over 95%. 1 between 2 books for all pupils on PP to use during class sessions for novel study in years 3 – 6 enables pupils to take ownership of the text and read at their own pace. Additional small group interventions using VIPERS text level questions has been proven to develop comprehension skills and word level progress. It comes highly recommended thought professional dialogue with our wider community of schools.. Use of DADWAVERS and VOCABULARY NINJA resources to support PP with EAL during English writing sessions to support and/or extend work dependent of ability level of pupil. Reading Recovery is a literacy programme designed for the lowest achieving children primary aged that enables them to reach age-expected levels within 20 weeks. It involves a short series of daily one-to-one lessons for 30 minutes with specially trained teachers. It had proven results in year 3 last year.	English Leader to monitor reading statistics termly, looking at engagement (measured through numbers reading at least three times a week). Measure impact through professional dialogue and reading progress scores.	£1000 novel study texts £190 subscription 6 hours training with TAs £600
At home learning	See saw subscription and access to technology.	During COVID 19 lock down it was clear that the school needed to better build the expectations and framework for at	<ul style="list-style-type: none"> Class teachers to monitor engagement 	Attached to catch up funding.



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	Staff training	home learning and support. According to the EEF, there is a relatively consistent picture that pupils in schools which give more homework perform better. When implementing strategies to support pupils' remote learning, or supporting parents to do this, it is essential to ensure access to technology is key, especially for disadvantaged pupils	<ul style="list-style-type: none">• Pupils accessing monitored by SLT weekly and phone calls made to support.	Contribution to seesaw £2000 Edu shed contribution £300
		Total		

Date: _____

Pupil Premium Leader: _____