

As a result of the Coronavirus (COVID-19) all schools in England remained shut from January to March. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.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 to 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 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 2021
Total number of pupils	398	Number of pupils eligible for PP	177	Date for next internal review of this strategy	NA



Pupil Premium Report Academic Year 2020 - 21 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	16/58 28%	1 additional TA in FS for 3 days-working between both F2 classes. £20101 SEND TA APPRENTICES X 2 £6000 CONTRIBUTION	<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. Nuffield training did not take place due to national lockdown and will commence next academic year instead Home parcels with books, pencils, writing equipment and phonics resources were delivered to home for PP pupils who requested them. IPADs and laptops were distributed to pupil during lockdown and additional wifi dongles for those pupils struggling to access the internet 	<p>Next Steps:</p> <ul style="list-style-type: none"> January 2022 TA Nuffield Language Intervention Use of Seesaw to help support parents with reading at home with their child. Cont. Boromi Early intervention phonics support Use of TA support for PP pupil with significant mobility needs EAL additional support intervention 										
Year 1	20/58 34%		<p>In year 1 all pupils are required to complete the phonics screening check, the results are submitted nationally and compared. Additionally, we assess mathematics, reading, writing and grammar, punctuation and spelling. These tests provide a baseline to measure pupil progress as they move through the school.</p> <table border="1" data-bbox="683 1268 1525 1374"> <thead> <tr> <th>ARE+</th> <th colspan="2">PP</th> <th colspan="2">NON PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>8/20</td> <td>40%</td> <td>15/38</td> </tr> </tbody> </table>	ARE+	PP		NON PP		Reading	40%	8/20	40%	15/38	<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.
ARE+	PP		NON PP											
Reading	40%	8/20	40%	15/38										



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			<table border="1"> <tr> <td>Writing</td> <td>45%</td> <td>9/20</td> <td>58%</td> <td>22/38</td> </tr> <tr> <td>Maths</td> <td>55%</td> <td>11/20</td> <td>74%</td> <td>28/38</td> </tr> <tr> <td>Combined</td> <td>35%</td> <td>7/20</td> <td>58%</td> <td>22/38</td> </tr> </table> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have in some areas (reading) performed at the same level as their non PP peers. TA support was used to proactively challenge gaps identified gaps in learning in grammar, maths and reading. In most areas, under performed against their non PP Peers. However 4/21 pupils have significant SEND needs and are accessing the alternative provision unit within school. Furthermore, 2/21 PP pupils returned home in the spring of 2020 due to the pandemic and had significant attendance concerns as they either returned late to school (November 2021) or took did not access online learning from their home country following return to school Spring 2021. An additional PP child accessed a part time timetable (at times 1 hr in school per day) due to behavioural barriers throughout year 1 & 2. They successfully transitioned into full time education thanks to addition behaviour support in Summer 2021. Furthermore, 14 children PP children were EAL. Out of the 14 children 7 were in the early stages of learning English as a second language.</p>	Writing	45%	9/20	58%	22/38	Maths	55%	11/20	74%	28/38	Combined	35%	7/20	58%	22/38	<ul style="list-style-type: none"> - Continue the use of an additional phonics group to target at risk PP children - Continue specialist SEND provision unit to be established to support 5 significant SEND pupils with 2-1 - TA assessment and reactive feedback marking to close the gap due to missed learning caused by COVID 19
Writing	45%	9/20	58%	22/38															
Maths	55%	11/20	74%	28/38															
Combined	35%	7/20	58%	22/38															
Year 2	17/60 28%	TA support 5 hours weekly for phonics £2800 TA support 10 hours weekly for reading recovery and writing	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 2021 (Be mindful of School Closure due to COVID 19 from January 2021)	<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. 															



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		<p>interventions £5600</p> <p>121 PP Behaviour pupil part time TA 121 £15,000</p>	<table border="1"> <thead> <tr> <th>ARE+</th> <th colspan="2">PP (21)</th> <th colspan="2">NON PP (34)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11/21</td> <td>52%</td> <td>26/34</td> <td>77%</td> </tr> <tr> <td>Writing</td> <td>11/21</td> <td>52%</td> <td>25/34</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>11/21</td> <td>53%</td> <td>26/34</td> <td>77%</td> </tr> <tr> <td>Combined</td> <td>9/21</td> <td>43%</td> <td>25/34</td> <td>74%</td> </tr> </tbody> </table> <p>Based on Teacher Assessments for July 2021 pupils eligible for Pupil Premium have, In most areas, under performed against their non PP Peers. However 4/21 pupils have significant SEND needs and are accessing the alternative provision unit within school. Furthermore, 2/21 PP pupils returned home in the spring of 2020 due to the pandemic and had significant attendance concerns as they either returned late to school (November 2021) or took did not access online learning from their home country following return to school Spring 2021. An additional PP child accessed a part time timetable (at times 1 hr in school per day) due to behavioural barriers throughout year 1 & 2. They successfully transitioned into full time education thanks to addition behaviour support in Summer 2021.</p> <p>TA support was used to proactively challenge gaps identified gaps in learning in grammar, maths and reading.</p>	ARE+	PP (21)		NON PP (34)		Reading	11/21	52%	26/34	77%	Writing	11/21	52%	25/34	74%	Maths	11/21	53%	26/34	77%	Combined	9/21	43%	25/34	74%	<ul style="list-style-type: none"> - Use of English starters and phonics interventions has been successful. - Writing, reading and grammar continue to be marginally 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. - Provision for specialist SEND pupil in the hive. - Continue 121 support for pupil with challenging beavioural needs - TA assessment and reactive feedback and marking used to close Covid – 19 lock down gaps
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Combined	9/21	43%	25/34	74%																									
Year 3	22/59 37%	<p>Teacher (EK) to support children with gaps due to lockdown. Cost subsidised – government funded initiative with Teach First.</p>	<p>In Year 3 pupils are usually assessed in reading, Writing and mathematics. The results from the KS1 tests were referred to when making assessments as to how to plan intervention and catch up work.</p> <table border="1"> <thead> <tr> <th>ARE+</th> <th colspan="2">PP (22)</th> <th colspan="2">NON PP (39)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17/22</td> <td>77%</td> <td>23/37</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>16/22</td> <td>73%</td> <td>28/37</td> <td>76%</td> </tr> <tr> <td>Maths</td> <td>18/22</td> <td>82%</td> <td>30/36</td> <td>83%</td> </tr> <tr> <td>Combined</td> <td>1/22</td> <td>73%</td> <td>27/37</td> <td>73%</td> </tr> </tbody> </table>	ARE+	PP (22)		NON PP (39)		Reading	17/22	77%	23/37	73%	Writing	16/22	73%	28/37	76%	Maths	18/22	82%	30/36	83%	Combined	1/22	73%	27/37	73%	<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. - Continuation of phonics interventions where necessary in year 4.
ARE+	PP (22)		NON PP (39)																										
Reading	17/22	77%	23/37	73%																									
Writing	16/22	73%	28/37	76%																									
Maths	18/22	82%	30/36	83%																									
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			<p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have achieved, In most areas, results in line with their non-PP peers and in reading out perform their non PP peers.</p> <p>Teacher support (EK) was used to proactively challenge gaps identified gaps in learning in grammar, maths and reading primarily to PP pupils. Year 3 every morning and year 4 every afternoon.</p>	<ul style="list-style-type: none"> - Writing, reading and grammar continue to be lower in attainment than maths so further support will need to be investigated to enabler those - Continue 121 support for pupil with challenging beavioural needs - TA assessment and reactive feedback and marking used to close Covid – 19 lock down gaps 																									
Year 4	30/57 53%	<p>6 hours TA apprentice small group interventions in writing and reading</p> <p>6 hours Tutor small group intervention in maths</p> <p>17.5 hours TA apprentice small group work in reading, writing and maths</p> <p>1:2:1 support part time for pupil with behavioural needs</p>	<p>In Year 3 pupils are usually assessed in reading, writing, SPAG and mathematics using teacher assessment.(Be mindful of School Closure due to COVID 19 from March 2020). These assessments are used to identify the needs of pupils and target interventions.</p> <p>ARE+</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">PP (30)</th> <th colspan="2">NON PP (27)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18/30</td> <td>60%</td> <td>21/27</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>18/30</td> <td>60%</td> <td>22/27</td> <td>82%</td> </tr> <tr> <td>Maths</td> <td>20/30</td> <td>67%</td> <td>25/28</td> <td>90%</td> </tr> <tr> <td>Combined</td> <td>18/30</td> <td>60%</td> <td>21/27</td> <td>78%</td> </tr> </tbody> </table> <p>According to this data in year 4 non pp children outperform pp children in all areas. TA support was targeted during lessons to support the acquisition of new learning. TA and tutor interventions were used where gaps had been identified in learning.</p> <p>1:2:1 behaviour support was used to enable a pp child to access the curriculum.</p>		PP (30)		NON PP (27)		Reading	18/30	60%	21/27	78%	Writing	18/30	60%	22/27	82%	Maths	20/30	67%	25/28	90%	Combined	18/30	60%	21/27	78%	<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. - Provision for SEND pupils in the learning tree. - Use of TA to target children with lower attainment to close the gaps - Targetted interventions in reading, writing and maths to address identified gaps in learning
	PP (30)		NON PP (27)																										
Reading	18/30	60%	21/27	78%																									
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<p>Year 5</p>	<p>27/52 52%</p>	<p>TA support 10 hours weekly for maths interventions £5600 121 PP Behaviour pupil part time TA 121 £15,000</p>	<p>Year 5 are regularly tested throughout the year. The below are teacher assessments for July 2020 due to COVID lockdowns</p> <p>ARE+</p> <table border="1" data-bbox="707 416 1368 604"> <thead> <tr> <th></th> <th colspan="2">PP (27)</th> <th colspan="2">NON PP (25)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20/27</td> <td>74%</td> <td>14/25</td> <td>56%</td> </tr> <tr> <td>Writing</td> <td>20/26</td> <td>77%</td> <td>14/25</td> <td>56%</td> </tr> <tr> <td>Maths</td> <td>20/27</td> <td>74%</td> <td>15/25</td> <td>60%</td> </tr> <tr> <td>Combined</td> <td>19/27</td> <td>70%</td> <td>13/25</td> <td>52%</td> </tr> </tbody> </table> <p>In all areas, pupils eligible for pupil premium have outperformed their non PP peers.</p> <p>LH was teaching an English and maths to focus on closing the gap for children to GD including 7 PP children</p> <p>Shared TA support was working during lessons working with a further 9 PP children</p> <p>LH Targeted interventions in the PM to close the gap due to COVID and missed learning</p> <p>2 children accessing the learning tree</p>		PP (27)		NON PP (25)		Reading	20/27	74%	14/25	56%	Writing	20/26	77%	14/25	56%	Maths	20/27	74%	15/25	60%	Combined	19/27	70%	13/25	52%	<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 TA and LH in the afternoon to target specific intervention needs. - Identify a group for LH to teach and close the learning gap during English and maths lessons - Continue flashbacks to recap on missed learning due to COVID - Combined PP scores seem to be lower than individual subjects so targeted intervention will be required for those PP pupils to attain ARE in all areas - Identify what barriers are keeping the 6 or 7 PP pupils from achieving ARE across all subjects - Specialist english provision to be sought after for 1 PP pupil accessing pre KS1 work
	PP (27)		NON PP (25)																										
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				<ul style="list-style-type: none"> - Provision for SEND pupil working in the learning tree - TA assessment and reactive feedback and marking used to close Covid – 19 lock down gaps - Use practice exam papers to identify gaps and plan in intervention accordingly - Identify any PP children with significant gaps for extra tuition 																									
Year 6	33/54 61%	£10,000 contribution to additional TA	<p>In year 6, pupils are usually assessed in reading, writing, Grammar and mathematics and these results are submitted nationally and compared. These are known as Key Stage 2 assessments. These tests assess the end point at which children leave Huntingdon Academy. These are the Teacher Assessments for July 2020 which have also been based on previous Statutory assessment tests.</p> <p>ARE+</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">PP (33)</th> <th colspan="2">NON PP (21)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27/33</td> <td>82%</td> <td>17/21</td> <td>81%</td> </tr> <tr> <td>Writing</td> <td>25/33</td> <td>76%</td> <td>17/21</td> <td>81%</td> </tr> <tr> <td>Maths</td> <td>25/33</td> <td>76%</td> <td>17/21</td> <td>81%</td> </tr> <tr> <td>Combined</td> <td>25/33</td> <td>76%</td> <td>17/21</td> <td>81%</td> </tr> </tbody> </table> <p>Nico, Meriem and Kayden did not meet ARE across the board but have extensive SEN need and were working significantly below ARE. Khaleim did not achieve ARE in writing and maths but was reduced to a part-time timetable for most of the year due to behaviour. Khaleim was awaiting a diagnosis from the paediatrician for ASD.</p>		PP (33)		NON PP (21)		Reading	27/33	82%	17/21	81%	Writing	25/33	76%	17/21	81%	Maths	25/33	76%	17/21	81%	Combined	25/33	76%	17/21	81%	NA
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		<p>1 part time teacher (half days) £18680 Contribution.</p> <p>121 tuition in school</p>	<p>Two children who did not meet ARE were accessing alternative provision due to them working below KS1 (Angel, Abdulaziz).</p> <p>Based on Teacher assessments for July 2021 pupils eligible for pupil premium, out-performed their peers in reading. Maths, writing and combined were broadly in line with their peers where there was a marginal difference of 6% which was two children.</p> <p>TA support was used daily in the mornings and afternoons to proactively challenge gaps identified in reading, writing, mathematics and grammar in both year 6 classes. They identified targeted children and gaps in learning and intervened to address misconceptions and close gaps in learning.</p> <p>An intervention teacher was also used daily in the mornings to challenge and identify gaps in reading, writing and mathematics for children expected to achieve greater depth at the end of Key Stage 2.</p> <p>An EAL teacher was used three times per week to identify and challenge gaps in reading and grammar for children with EAL and PP.</p> <p>An intervention teacher was used twice per week in the afternoons to address gaps and misconceptions to ensure targeted groups of children reached ARE.</p>	
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations



Huntingdon Academy Primary School

<p>Raise attendance</p> <p>To reach 97%</p>	<p>ALL</p>	<p>£10,000 contribution (Shared role with home/school liaison role)</p> <p>£1,400</p>	<p>PP Attendance</p> <table border="1" data-bbox="705 288 1525 443"> <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">Huntingdon</td> </tr> <tr> <td>Overall No EYFS</td> <td>92.58%</td> <td>0.44%</td> <td>3.16%</td> <td>4.26%</td> <td>22.73%</td> </tr> <tr> <td>Overall</td> <td>92.92%</td> <td>0.4%</td> <td>2.99%</td> <td>4.09%</td> <td>19.79%</td> </tr> </tbody> </table> <p>Non PP attendance</p> <table border="1" data-bbox="705 507 1525 662"> <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">Huntingdon</td> </tr> <tr> <td>Overall No EYFS</td> <td>95.15%</td> <td>0.17%</td> <td>1.88%</td> <td>2.96%</td> <td>15.18%</td> </tr> <tr> <td>Overall</td> <td>95.18%</td> <td>0.15%</td> <td>1.87%</td> <td>2.95%</td> <td>15.06%</td> </tr> </tbody> </table> <p>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, remote parent evenings and % of pupils accessing online learning). Home visits were made regularly by members of staff during lockdown but also continued during periods of isolation.</p>		Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence	Huntingdon						Overall No EYFS	92.58%	0.44%	3.16%	4.26%	22.73%	Overall	92.92%	0.4%	2.99%	4.09%	19.79%		Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence	Huntingdon						Overall No EYFS	95.15%	0.17%	1.88%	2.96%	15.18%	Overall	95.18%	0.15%	1.87%	2.95%	15.06%	<p>Continue use of attendance officer to monitor, support and engage with families in the attendance rates of their pupils.</p> <p>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.</p> <p>Lockdown and isolation have contributed significantly to both PP and whole school attendance data.</p> <p>Employ new attendance officer for mornings as this has been the most successful time of encouraging the pupils to get to school and seen the greatest impact on their attendance.</p>
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<p>Inclusion and supporting confidence</p>	<p>120</p>	<p>£2000 including blazers for y5/y6</p>	<p>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 PP compared a blazer to 'being in business'. School uniform can also in still a feeling of community among students.</p>	<p>Continue provision of free school uniform for qualifying families into 2020/2021</p>																																																



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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)	<p>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 outdoor learning experinces, online learning provisions access to reading materials and engaging online provision thought the museum.</p> <p>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.</p> <p>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. Unfortunately, many of these palces remained closed during lockdown until June.</p> <p>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.</p>	Continue provision of education visit funding for qualifying families



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<p>Wider curriculum support for potential higher attaining pupils</p>	<p>ALL</p>	<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>After school provision has been significantly hindered due to the pandemic as limited visitors have been providing sessions and also restrictions on those that can come into school / mixing bubbles.</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.</p> <p>Deputy Headteacher to work alongside support staff and apprentices to further develop variety and monitor which pupils are regularly applying for, and accessing after school care</p> <p>Deputy head to work with fundraising co-ordinator to look for potential further experiences for pupils.</p>					
<p>EAL & SEND pupil attainment</p>	<p>12</p>	<p>£20,000 contribution for EAL teacher</p>	<p>End of KS2 data for pupils with EAL who receive PP are as follows;</p> <table border="1" data-bbox="696 1332 1512 1377"> <tr> <td></td> <td>Reading</td> <td>Writing</td> <td>Maths</td> <td>RWM</td> </tr> </table>		Reading	Writing	Maths	RWM	<p>Continue effective deployment of addition EAL teacher to impact learning and development across</p>
	Reading	Writing	Maths	RWM					



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		<p>£23,673 for SEND trained staff</p> <p>£1500 apps and resources from tech</p>	<table border="1"> <tr> <td>PP pupils</td> <td>ARE 85% & 15% GDS</td> <td>ARE 85% & 15% GDS</td> <td>ARE 85% & 15% GDS</td> <td>ARE 85% & 15% GDS</td> </tr> </table>	PP pupils	ARE 85% & 15% GDS	ARE 85% & 15% GDS	ARE 85% & 15% GDS	ARE 85% & 15% GDS	<p>This shows that intervention for EAL pupils is developing not only lower attaining pupils but having impact on those with GD potential.</p> <p>This year, Mrs Walker’s support was directed at times to supporting our SEND pupils. She was highly successful at the development of our SEND unit for KS1 and the establishment of a second SEND unit servicing KS2.</p> <p>35 pupils across years 2 – 6 accessed her EAL tuition and those that entered school with little or no English saw rapid progress with basic standard English. Of the 35 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.</p> <p>BSquared is 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>	<p>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> <p>Continue interventions in PM targeting explicitly at identified gaps in pupils early learning.</p>
PP pupils	ARE 85% & 15% GDS	ARE 85% & 15% GDS	ARE 85% & 15% GDS	ARE 85% & 15% GDS						

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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 6 hours training with TAs £1200	<u>Reading Recovery (SWITCH ON)</u> 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. <u>Reading</u> 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.	Continue shared texts, use of vipers and access to literacy shed.

Summary: how well are eligible pupils doing? Is the difference diminishing?

- The overwhelming majority of strategies employed in 2020 - 2021 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 across school.



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Strategy for 2021 - 2022

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	21/22	Total PP budget	£251,515 Catch Up allowance - £21,667.50	Date of most recent PP Review	September 2021
Total number of pupils	427	Number of pupils eligible for PP	202	Date for next internal review of this strategy	March 2022

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	

Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs. This could include training to improve the implementation of the curriculum, strategies to engage pupils in specific curriculum areas or interventions to raise attainment in core subjects.						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
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	% 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 to give opportunities for children to develop their writing skills and that more written practise may help raise standards.	Early Years Foundation Stage Leader to analyse data each half term. Early Years Foundation Stage leader to monitor quality of provsion and provide summary report to Pupil Premium Leader.	1 additional TA in FS working between both F2 classes 3.5 days £20,000 SEND TA APPRENTICES X 2 £6000 CONTRIBUTION



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	<p>Narrative approach Language Intervention</p>			<p>The EEF research shows that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p>	<p>Questionnaire and GLD at end of year.</p>	<p>Narrative approach £65 + £68</p>
	<p>Use of Seesaw to help support parents with academic understanding home with their child.</p>		<p>Parental workshop on their uses</p> <p>Support available from class teacher</p>	<p>Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. Games for learning were found to have a high impact on vocabulary learning in foreign languages also using technology to support retrieval practice and self quizzing can help pupils retain key ideas and knowledge.</p>		<p>£1494 (shared across school)</p>



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	Phonics resources distributed to all PP families		Parental workshop on their uses Support available from class teacher Daily revision of phonics phonemes	EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. 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.		Phonics resources 30 sets of each phase paid by PP @ x £6 / set 30 x 3 phases = 90 90 x £6 = £540 £1,745
Year 1 25	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	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	£20000 contribution to additional TA in Y1 Reading volunteers free.



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	<p>Integrate SEND – including one child with significant physical needs in y1 provision</p> <p>Maintain attainment % through quality first teaching and robust interventions</p> <p>Introduce counsellor for pupils in year 1 due to significant social care involvement</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>English writing each day.</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>analysis and monitoring.</p>	<p>Care assistant</p>
<p>Year 2 30</p>	<p>Raise attainment for PP pupils achieving GD combined.</p> <p>Raise attainment in phonics (taken</p>	<p>75% of eligible Pupil Premium pupils to meet ARE and above Mathematics, Reading and Writing.</p>	<p>Immediate identification of pupils below or at risk of falling below in reading and writing for additional interventions</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 where these include a mixture of children from different social backgrounds and a strong educational</p>	<ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks 	<p>£10,000 contribution to 2 care assistants SEND (HIVE)</p>



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	autumn 2) to above national average	75% of PP pupils to meet ARE on phonics screening resit.	Hold counselling sessions x 2 weekly for pupils suffering with bereavement	component. Through such high quality provision with well trained staff, disadvantaged pupils can add an additional 5 months progress in a year. To support key children by lowering/removing barriers to learning for key children in need of specific support due to external factors.	<ul style="list-style-type: none"> Professional dialogue Parental feedback 	
Year 3 28	Raise attainment for PP pupils achieving EXS in reading writing and GVPS. Raise attainment for PP pupils achieving EXS and GD combined.	70% of eligible Pupil Premium pupils to meet ARE and above Reading and Writing. 80 % of eligible Pupil Premium pupils to meet ARE and above in maths	Intervention support in RWM to ensure PP pupils meet predicted targets Intervention support in RWM to ensure PP pupils meet predicted targets	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.	<ul style="list-style-type: none"> Attainment data Book moderation Learning walks Professional dialogue Parental feedback 	Additional TA across y3 & y4 & Y5 for SEND/EQUALS/BSQUARED £20,000 121 behaviour support x 5 half days weekly £8750
Year 4 22	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.	Small group intervention support in RWM to ensure PP pupils meet predicted targets	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	<ul style="list-style-type: none"> Attainment data Book moderation Learning walks 	



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		Raise attainment in maths.		<p>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> <p>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.</p>	<ul style="list-style-type: none"> Professional dialogue Parental feedback 	
Year 5 36	Raise attainment for PP pupils achieving EXS combined by targeting writing and GVPS	88% of eligible Pupil Premium pupils to meet ARE and above Mathematics, Reading and Writing	<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 	
Year 6 24	90% of eligible Pupil Premium pupils to meet ARE and above	Continue rigorous booster sessions for	Small group TA support targeting to development of EXS and GD readers	The evidence from the last academic year shows children who regularly attended had faster progress rates. 121 tuition and SATs boosters have	<ul style="list-style-type: none"> Attainment data Book moderation 	121 tuition in school/ SATs boosters/ 121 after school 6 trained teachers



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	<p>Mathematics, Reading and Writing combined</p> <p>Raise combined attainment in EXS pupils by targeting reading</p>	<p>most vulnerable PP pupils aimed at reading</p> <p>Small group intervention support in writing to facilitate potential for GD pupils</p> <p>EAL support for pupils with PP struggling with English Language.</p>	<p>Additional part time teacher to focus on GD reading writing and maths</p> <p>EAL Teacher in small groups</p>	<p>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 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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Learning walks • Professional dialogue • Parental feedback 	<p>6 x £200 £1200</p> <p>£10,000 contribution to additional TA</p> <p>1 part time teacher (half days) £18680 contribution. (Catch up funding)</p> <p>Easter Booster (4 hours x 4 days hourly rate) (Catch up funding)</p>
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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?
<p>Raise attendance</p> <p>To reach 97%</p>	<p>Attendance officer and family support worker</p>	<p>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</p>	<p>Half termly reports including</p>	<p>Attendance officer £12,000</p>



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	<p>Wrap around care and breakfast club.</p>	<p>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.</p> <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>	<p>evaluations and actions.</p> <p>Case study of 2 pupils to demonstrate positive contribution to welfare and attendance of pupils</p> <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</p>	<p>£1 per day per child AVG. £1750 per year for 10 pupils</p>
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<p>Inclusion and personal development</p>	<p>Support for PP pupils with environmental/welfare needs</p> <p>School Counsellor</p>	<p>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</p> <p>To design and deliver school counselling program that improve student outcomes. To lead, advocate and collaborate to promote equity and access for all students by connecting their school counselling program to the school's academic mission and school improvement plan.</p>	<p>PASS test</p> <p>% of behavioural incidences</p> <p>Readiness impact measured via professional dialogue and judgement</p> <p>Positive profile for Y5 and Y6 via pupil interview and professional judgement</p> <p>Safeguarding records indicate improvement in the wellbeing of targeted pupils and positive parental communication with school.</p> <p>SENDCo to monitor progress rates for key children Key staff to feedback on pupil well-being</p>	<p>£6000 Think Children</p>
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<p>Collaborative learning, teamwork and resilience</p>	<p>Small group reactive intervention approach and pre teaching approach</p>	<p>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.</p>	<p>Outcomes for PP pupils at ARE and GDS Progress rates for PP pupils</p>	<p>TA 5 hours weekly across 6 year groups £16800 (£2400 x 6)</p>
<p>Breath of life experiences</p>	<p>Outdoor adventures/experiences and immersive curriculum</p>	<p>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.</p>	<p>Measure of enjoyment and readiness to learn through pupil feedback and professional dialogue.</p>	<p>Contributions to class experiences and trips £500 per class (12 x £500) £6000</p>
<p>Wider curriculum support for potential higher attaining pupils</p>	<p>Music tuition</p>	<p>Music tuition last year was accessed by 62 PP pupils in either clarinet, flute or violin. Although the EEF rates pupil attainment impact as low, the challenge, determination and resilience that comes with learning a new instrument are excellent life lessons for many of our PP children with external barriers. Music also increases enjoyment of learning for many of our pupils.</p>	<p>Baseline and end of half term inputs to be audited to show impact based development of playing skills. Perseverance and enjoyment via pupil feedback and professional dialogue.</p>	<p>£8000 music tuition See funding for sports apprentices as above</p>



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	After school club clubs	Greater enjoyment of school and learning Reduction in of lunchtime incidents for key children attending. Children will return more settled to learning and therefore make more of their learning opportunities. This will also mean other pupils do not have any interruptions to their learning. Increase in positive play experiences. Improved attitudes to learning and school readiness Improved enjoyment of school Ensure a balance of boys and girls attending The number of children who will attend clubs over the year will be at least 25% of KS1 and KS2.	(Case studies) Pupil enjoyment via pupil interview and professional dialogue with staff. Incident records. Behaviour points.	£1500 contribution
EAL & SEND pupil attainment	Additional EAL teacher Digital technology Individualised learning	Additional SEN staff support in Y1, Y2 and Y4 need to be allocated to provide PP children with additional and differing needs are given personalised support to ensure the best possible outcomes for all pupils. Out EAL support teacher has made significant contributions to the attainment of pupils at the end of key stage 2. Her vast subject knowledge, support and ability to work with intimate small groups can be used to effectively challenge our PP EAL pupils.	Reduction in behaviour points Learning Attitudes for PP/SEN pupils Outcomes in books for PP and SEN pupils End of term data/outcomes	£20,000 contribution for EAL teacher £1500 apps and resources from tech
Oral language development	TA training and development Staff CPD Resources (books, stimulus) Talk Boost	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. 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	English Leader to monitor reading statistics termly, looking at engagement and Quality of spoken outcomes	Narrative approach £65 N2 £68 F2 TA 5 hours weekly £2500 £500 talk boost + £1000 training120



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		of oracy can impact holistically on pupil's attainment and wellbeing.		
Reading comprehension	PALS 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%.	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 contribution to individual pupil books
	Reading Recovery: Switch Staff training in 121 support in reading	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.		£190 subscription 6 hours training with TAs £600



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<p>Personal development, Cultural Capital and British Values</p>	<p>Votes for schools Picture news</p>	<p>VotesforSchools provides weekly resources for teachers to support discussion on a challenging topical issue and the opportunity for children to vote and comment on a key question. We then make the data and comments public, hugely raising the profile of Student Voice. They also get influential people and organisations to respond to the children so that they know they have been heard. It increase pupil knowledge of cultural capital, the value of their voice and helps them to see their place in a democratic society.</p>	<p>Oracy lead to monitor quality of provision PASS results Pupil voice analysis Staff feedback</p>	<p>Votes for schools £900 Picture news £330</p>
<p>Welfare and Well being</p>	<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified.</p>	<p>Parental voice Staff feedback Pupil voice PASS</p>	<p>£5000</p>
	<p>Parental Emergency Fund</p>	<p>Many of our pupil premium families have needed emergency resources such as bedding, clothing, school shoes & uniform etc. We have found it wise to set a fund aside for this and have seen a much great impact when pupils attend school clean, well-rested, fed and .</p>		<p>£2000</p>
<p>121 and small group intervention support across school.</p>	<p>Engaging with the National Tutoring Programme to provide a blend of tuition,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks 	<p>See allocated tutor, catch up teachers, EAL teacher and addition TA salary</p>



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	mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</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"> Professional dialogue Parental feedback 	contributions above.
Parental guidance, support and educations	Parent workshops both internal and external providers including behaviours support, English language lessons, phonics maths and reading guidance, cookery & mental health.	Evidence suggests parental support has the greatest impact on a child's academic success	<ul style="list-style-type: none"> Parental voice Staff feedback Pupil voice PASS 	£5000
		Total		£211129

Date: _____



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Pupil Premium Leader: _____