

# Pupil premium strategy statement – Hale Primary School

1. Summary information					
School	Hale CE Primary School				
Academic Year	2017-18	Total PP budget	£13,400	Date of most recent PP Review	n/a
Total number of pupils		Number of pupils eligible for PP	7 on roll Sept 17	Date for next internal review of this strategy	May 18

Attainment and Progress at end of KS2 Summer 2017 <i>* Please note caution as very small group size of one</i>		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2016)
% achieving expected in reading, writing and maths	0	53%
% achieving expected in reading	0	66%
% achieving expected in writing	0	79%
% achieving expected in maths	100%	76%

Current achievement (End of EYFS 2017)
No eligible children

Current achievement (Phonics screening 2016)
1 child – did not achieve expected standard

Current achievement (End of KS1 2016)
1 child – did not achieve expected standard in R.W or M

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
<b>A.</b>	Emotional well-being Emotional resilience –impacts on sustaining challenge and therefore on progress – a lack of a ‘growth mindset’ resulting in a ‘can’t do attitude’ to learning and challenge.
<b>B.</b>	Maths – some children struggle to retain number facts and require pre-teaching and over learning of key concepts
<b>C.</b>	Reading – poor comprehension particularly impacts negatively across the curriculum impeding access. Reading resilience; ability to sustain an effective reading focus for longer periods and at greater speed, particularly of more challenging texts.
<b>D.</b>	57% (4 out of 7) of the pupil premium children are on the SEN register so have various and wide ranging learning difficulties.

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

**A** Limited extended opportunities e.g. learning a musical instrument, participation in charged clubs, visits that broaden horizons and capture interest.

**3. Desired outcomes**

**A.** Pupil Premium children make appropriate and good progress in reading, writing and maths and any difference in performance is diminished.

**B.** Children show greater resilience and enjoyment in reading. See above re achievement.

**C.** Improvement in resilience, ability to tackle/sustain challenge and increase in confidence and self-esteem; - measured by adult observation of learning skills and dispositions.

**D.** Equality of extended opportunity for PP and non-PP children (measured by participation in extended opportunities, particularly those with costs).

#### 4. Planned expenditure Academic year 2017-18

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality first Teaching is consistently Good over time. – There is a diminishing difference between the performance of PP and non PP children.	Contribution to Staff Training and related equipment  (EG Anna Cox EP – attachment training)	Ensuring that all staff working with children have the requisite knowledge and skills to raise attainment and increase rates of progress for all children.	Through lesson observations, learning walks, book looks and data scrutiny. Training records. Governor monitoring.	Emma Clark	At half termly school review meetings
To ensure any children falling behind in mathematics are helped to keep up, particularly in light of national curriculum 14 expectations Teachers will have a greater understanding of teaching reasoning in maths and mastery	Training in CPA approach as per 'Singapore' maths. Maths No Problem training & LA Maths adviser. + resources.	The success of the Singapore maths system is well documented (e.g. PISA rankings; TIMMS report) and the CPA approach is core to the Singapore maths scheme along with an emphasis on fluency with number and problem solving. EEF Toolkit – mastery learning has moderate impact.	Through lesson observations, learning walks, book looks and data scrutiny. Training records.  Maths lead will work with other schools also introducing approach to share good practice.	Emma Clark & Rosemary Leo	June 18
<b>Total budgeted cost</b>					£3,000

##### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children will achieve in maths in line with national non PP.	First class @ number intervention delivered by trained HLTA (Further training for additional TA)	Small group interventions have been shown to be effective, as discussed in reliable evidence sources EEF Toolkit. – if delivered by a teaching assistant it is recommended that a highly structured programme is adopted.	Monitoring of sessions by Maths lead and SENCo. Monitoring of books and data. Data at pupil progress meetings.	Rosemary Leo	June 18
To raise attainment in reading both decoding and comprehension. Achieving expected standard in phonics test.	Catch up reading Daily reading to adult Explore purchase of Lexia. Advice from EP	Reading is key to accessing the curriculum. Some success previously with these approaches. EEF Toolkit. – if delivered by a teaching assistant it is recommended that a highly structured programme is adopted.	Monitoring by SENCo Data at pupil progress meetings. Monitoring of reading ages termly	Rosemary Leo	June 18
To ensure that PP children make good progress in maths, writing and reading. Quality of intervention provision is at least Good over time.	1:1 and small group interventions for any children identified as falling behind in maths and reading by qualified teacher. Employ extra TA for intervention work	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF)	Monitoring of books and data. Data at pupil progress meetings. TA performance management by Head of Learning	Emma Clark	June 18

Children are emotionally ready to learn and rate of learning is not slowed by emotional vulnerability. Learning behaviour of disadvantaged children is good or better over time.	ELSA (Emotional Literacy Support Assistant) 1:1 and small group sessions as deemed appropriate.	Member of staff trained to address aspects of personal development/social challenges that may present barriers to learning.	ELSA regularly feeds back to class teacher and SENCo,  Through attitudinal questionnaires.	Rosemary Leo	June 18
<b>Total budgeted cost</b>					£8,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All children eligible to the Pupil Premium are enabled to take part in enrichment activities where appropriate. All group members able to attend clubs	Subsidy for trips; clubs; uniform All FSM pupils will receive a voucher for an after school club of their choice. Records maintained by admin staff; ensure no child is treated less favourably. Parents will be contacted with discretion.	Increased engagement with school. – as a school we firmly believe that there should be equality of opportunity for enrichment activities such as visits, clubs and other extended activities.	Pupil Progress Outcomes in books Lesson Observations Behaviour Records Attendance Information Participation records.	Emma Clark And designated member of staff see target below.	June 18
A member of staff to take responsibility for individual PP plans.	To ensure a member of staff is trained in using PEP tool kit provided by Hampshire virtual school. (Designated LAC lead training)	To ensure that the PP funding is explained well to families and they feel involved in their child's education and know how to support. Partnership working. EEF Toolkit – moderate impact.	Through Perf management Feedback from parents	Emma Clark	Through Perf man targets. Throughout year.
<b>Total budgeted cost</b>					£2,500

## 5. Review of expenditure 2016-17 (total funding received £16,962)

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise awareness of strategies across all staff – to ensure good teaching	Training and support from EP	Staff awareness raised and different strategies used – evidenced by obs and book looks.	As and when required – positive impact on quality of teaching for those children targeted.	£1000
To provide additional teaching and learning resources for raising achievement in all curriculum areas.	Purchase of additional resources for interventions and class teaching – such as Clicker, iPad apps and appropriate reading resources	We have a wide selection of practical and concrete resources. Clicker is used widely. Appropriate apps installed. High interest low reading age books purchased.	To assess needs as they arise and address accordingly.	£1,500

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children are emotionally ready to learn and rate of learning is not slowed by emotional vulnerability	ELSA support costs (time + training)	The increased ELSA support has benefitted the emotional well-being of an increased number of vulnerable children.	Children are mostly emotionally ready to learn and rate of learning is not slowed by emotional vulnerability. To continue- consider employment of extra TA to support in class.	£2,200
PP children will achieve in maths in line with national non PP.	First Class @ number intervention	Children accessing these interventions are making progress in line with their peers and exhibit increased confidence in maths lessons in class. All non-SEN children achieved age related expectations.	See previous comment to continue	£2,000
To achieve age related expectation focusing on children who are vulnerable to under achievement.	1:1/ small group intervention to raise attainment – eg precision teaching – small spelling groups. Additional reading	Some success – see (Governors to monitor data for individual children case studies) Reading age data. Some children had 1:1 OT and SaLT programmes that have been delivered.	TA training to continue be reviewed by Head of Learning – to ensure as effective as possible.	£3,500

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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To provide additional enrichment activities for children including educational visits, , after school activities and swimming	Enrichment Activities / Subsidised Trips	Funding has been used to ensure that ALL pupils are able to take part in educational visits regardless of their parents' ability to contribute to the cost. Particular children have received funding to support therapeutic activities outside of school. Some contributions to musical tuition too.	Next year – contribution to residential costs to be factored in.	£2,000
Ability to track pupil premium children as a group. To ensure all teachers are aware of target groups such as PP.	Purchasing of a new assessment system – Target Tracker	Teachers have been trained in new assessment tool.  Able to track PP children's achievement  All children tracked effectively.	This will be ongoing as need arises and to ensure that it is embedded in practice. Formative tool to be used well for all children.	£500

## 6. Additional detail

### Current children on roll July 17:

- At the end of 2016/17 60% of PP children were at the expected level (ARE) in maths across the school. (5 out of 8)
- At the end of 2016/17 50% of PP children were at the expected level (ARE) in reading across the school. (4 out of 8)
- At the end of 2016/17 60% of PP children were at the expected level (ARE) in writing across the school. (4 out of 8)
- It should be noted that 57% of children are also on the SEN register

From Ofsted 2014: *Governors ensure that finances are carefully managed and any additional funding, such as sports funding and funding for disadvantaged pupils, is well used.*