

Hanbury C. of E. First School

Pupil Premium Strategy 2017-18

Pupil Premium Funding is a government grant sent to schools based on the number of children who are deemed 'Disadvantaged Pupils'. These pupils are either those eligible for Free School Meals (FSM)* now or over the last six years (Ever 6); Looked-After Children (LAC) and Post Looked After Children (Adopted Children).

* FSM are not the same as Universal Free School Meals which are free school meals for all children in Early Years and Key Stage 1.

The money enables us to support these children and families in order they make good progress and achieve their full potential. This support may be needed outside of school as there are times when some children and families need additional support and access to wider services. At Hanbury C. of E. First School our priority is to ensure children are happy, safe, healthy and therefore ready to learn.

The main proportion of Pupil Premium Funding is used to fund additional Teaching Assistant time to support the needs of the individual and run targeted support groups based on their progress and attainment in reading, writing and maths. A teaching assistant was also used to run social and emotional groups to able to improve learning and ensure high standards of behaviour are met. The table below shows the main areas where pupil premium funding is used.

<u>Focus of PPG spending 2017/18</u>	<u>Aim</u>
Curriculum Enrichment	To enhance the curriculum and maximise pupils' engagement and enjoyment of topics covered.
One to One Tuition	To help pupils reach their full potential in Mathematics and Literacy.
Funding places on school curriculum trips and residential.	To enhance the curriculum, ensure the pupils are able to participate and to give children an opportunity to experience new and challenging activities.
Mentoring Social, emotional and physical	To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school, via 1:1 sessions and group sessions.
Funding After-School Club activities, trips, inter school sport and residential.	To ensure pupils are able to participate and to give children the opportunity to experience new and challenging activities both in and outside of school.
School Uniform Support	To ensure the children are able to attend school in appropriate clothing boosting self-esteem.

Overview and Impact of Pupil Premium 2016/17

Funding by Category

FSM (Ever 6) 12 Pupils

LAC 2 Pupils

Post LAC 2 Pupil

Impact in terms of Attainment

From the 16 pupils who were eligible for the Pupil Premium Funding 69% in reading and 56% in maths reached Aged Related Expectation (ARE) and 50% in writing.

Despite only 50% meeting ARE in Writing 63% of the children made expected or above progress and therefore are closing the gap on non-FSM pupils and are on target to reach expectation in the next two years.

Reading

Reception 100% pupils reached Expected, of which 50% were Exceeding

KS1 67% reached ARE

KS 2 (lower) 63% reached ARE, of which 33% were at Greater Depth

Writing

Reception 100% pupils reached Expected

KS1 50% reached ARE

KS 2 (lower) 38% reached ARE

Maths

Reception 100% pupils reached Expected

KS1 67% reached ARE, of which 33% at Greater Depth

KS 2 (lower) 38% reached ARE

Impact in terms of Progress

Of the 16 pupils who were eligible for the Pupil Premium Funding the majority made expected progress in reading, writing and maths.

Reading 69% (11/16)

Writing 63% (10/16)

Mathematics 75% (12/16)

Pupil premium strategy statement Hanbury C.E. First School

1. Summary information					
School	Hanbury C. E. First School				
Academic Year	2017/18	Total PP budget	£21,700	Date of most recent PP Review	Sept 2017
Total number of pupils	119	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Jan 2018
2. Attainment based on Pupils Eligible for PP (End of Academic Year 2017)					
Based on Academic Year 2016/17			No. of PP pupils	Percentage	
Percentage achieving Age Related Expectation or above in Reading			9/16	69%	
Percentage achieving Age Related Expectation or above in Writing			8/16	50%	
Percentage achieving Age Related Expectation or above in Maths			9/16	56%	

3. Progress based on Pupils Eligible for PP (End of Academic Year 2017)			
Based on Academic Year 2016/17		No. of PP pupils	Percentage
Percentage making at least Expected progress in Reading		11/16	69%
Percentage making at least Expected progress in Writing		10/16	63%
Percentage making at least Expected progress in Maths		12/16	75%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Delayed development in core subjects, low level basic skills due to social, emotional and attachment barriers	
B.	Social and emotional development	
C.	Attachment issues which effects their concentration	
D.	Poor language skills	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Attendance due to cultural background	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved social and emotional development –Improved social skills and social interaction with other children. Make at least expected progress if not better than expected.	Improved learning behaviours/ better concentration span leading to better learning. Self-esteem high.
B.	Improved attainment in reading, writing and maths (RWM)	85% of pupils reaching ARE or better. Closing gap between FSM and non FSM.
C.	Increased independence	Less reliant on support staff. Pupils have confidence to tackle tasks independently. Year 4 PP pupils have successful transition to Middle school.
D.	Improved attendance over year –for those classed as persistent absentees.	Increased attendance especially in summer months. Gap closed on school target of 96%.

6. 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?
Improved social and emotional development	School ethos/ vision Christian Values School behaviour policy PSHE Curriculum teaching	Whole school ethos of good behaviour and effective learning by pupils sets example for other more vulnerable pupils to follow.	Implemented through daily teaching monitored by SLT. Weekly discussions between TA's and Deputy Lesson observations and learning walks	Headteacher and Deputy Headteacher	Termly 1 st half of Autumn Spring and Summer term

Improved attainment in reading, writing and maths	Pupil progress meetings leading to high quality Target teaching. Focus support by TA's.	Evidence on focused target teaching based DfE National strategies.	Regular updates on pupil's through Pupil Progress meetings Book trawls and lesson observations	Headteacher and Deputy Headteacher	Termly 1 st half of Autumn Spring and Summer term
Accelerated progress in RWM	High quality differentiation, providing them with challenging independent tasks	Independent tasks to raise self-esteem and encourage inclusion. Level of challenge to develop and extend their learning. Evidence observation and assessment.	Tracking of assessment information and monitoring through observation and discussions with staff.	Headteacher and Deputy Headteacher	Termly 1 st half of Autumn Spring and Summer term
Total budgeted cost					£4,885
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?
Pupil Premium pupils to make at least expected progress or better in Writing and Maths.	Target support timetabled for both TA and teacher. Additional support by Pupil Premium intervention support staff.	These pupils need specific target support in order they continue to make better than expected progress.	Monitoring by Headteacher and Deputy Headteacher. Learning walks Pupil progress meetings.	Headteacher and Deputy Headteacher	Termly 1 st half of Autumn Spring and Summer term
Improved literacy skills in reading.	Frequent (daily) short reading intervention e.g. 10 mins/day. PP support staff and reader helpers.	These pupils get minimum or no support with reading at home and therefore daily help is necessary and studies have shown/proven to be a help in accelerating progress.	Organised timetable for Pupil Premium support staff and class teacher. Pupil Progress meetings.	Deputy Headteacher	Termly 1 st half of Autumn Spring and Summer term
Phonics focus leading to improved literacy skills.	Frequent targeted phonics revision and embedding. Class teacher and TA	These pupils get minimum or no support with phonics at home and therefore daily help is necessary and has proven to be a help in accelerating progress	Organised timetable for TA monitored by class teacher and overseen by SLT	Headteacher and Deputy Headteacher	Termly 1 st half of Autumn Spring and Summer term
Social and emotional skills improved.	Social and emotional groups. PP support staff and reader helpers	Time taken to discuss concerns pupils have and to give them ways of tackling difficult social and emotional situations. Playing board games i.e. taking turns. Running through school scenarios.	Pupil Progress meetings SLT meeting with PP support staff	Headteacher and Deputy Headteacher	Termly 1 st half of Autumn Spring and Summer term
Total budgeted cost					£14,315

iii. Other approaches					
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?
Increase attendance	Identify behaviour. Working with attendance officer and travelling support worker.	NfER briefing for schools and other key documentation identifies attendance as key to good progress for pupils.	Teacher and class TA to work with families and support workers.	Headteacher and class teacher	Termly
Increase Self-esteem	Social and emotional groups. PP support staff. Opportunity to join after school clubs and attend visit e.g. Residential. Funding school uniform.	Time taken to discuss concerns pupils have and to give them ways of tackling difficult social and emotional situations.	Monitored by Class teacher.	Deputy headteacher	Termly
Total budgeted cost					£2500

7. Review of expenditure				
Previous Academic Year: 2017-18			Budget: £24,340	
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
Improved progress and attainment in reading, writing and maths	High quality differentiation, providing them with challenging independent tasks. Clear class teacher and TA focus.	A large proportion of pupils made expected progress, between 60% and 70%. Those who did 25% in maths and 32% in reading made above expected progress. Attainment was 50% or greater in RWM. Generally those pupils who did not make ARE showed good progress from their starting point.	The monitoring and focused approached worked well for both the class teacher and TA. This will continue and will be refined over the next academic year.	£11,900
Improved social and emotional development	Specific targeted support for pupils with social and emotional needs.	The short but specific intervention worked well especially when the parents were involved in the process. This support led into specific	<ul style="list-style-type: none">We will continue with this approach but we would like to add some external support for specific identified needs.Check that all supporting adults (in intervention groups or providing 1 to 1 support) always know exactly what targets PP children are working towards	

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
Continued support for high attaining pupils in Year 1.	Specific support which challenge those pupils who were above Age Expected.	Pupils made at least expected progress in Reading, Writing and Maths and above in reading and maths.	<ul style="list-style-type: none">• Measure the impact (in terms of pupil progress) of each separate intervention• Provide appropriate support to CTs and Supporting Staff• Check that all supporting adults (in intervention groups or providing 1 to 1 support) always know exactly what targets PP children are working towards	£10,140
Improved literacy skills in reading.	Employment of TA to work on narrowing the gap in reading for specific children.	Evidenced by termly observations, teacher discussion and from ongoing analysis of assessment information reading in this group did improve and progress made. The majority made at least expected progress with a third making above expected progress. 69% made Age Related Expectation in reading.	We will continue with this approach. For group of children the support must be sustainable and frequent.	
Phonics focus leading to improved literacy skills.	Specific phonics teaching based on knowledge gaps.	Impact of specific phonic teaching high. Year 1 all PP pupils past phonics test.	Continue to increase frequency for those children who did not pass phonics test in Year 2. Additional support and CPD for staff in Year 2 from outside agencies.	
Social and emotional skills improved.	Specific social and emotional groups. PP support staff and reader helpers	Impact was measurable on pupils by reducing time staff spent looking into situations which occurred in the playground, etc. by giving them ways of tackling difficult social and emotional situations. Playing board games i.e. taking turns. Running through school scenarios.	Time spent on tackling small social and emotional issues prevented further more serious situations developing and therefore giving more time to learning.	
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
To support and extend a particularly able PP pupil out of School.	To pay for external clubs / activities e.g. Music, sport, etc. Purchase of Uniform.	Pupil made accelerated progress in core subjects and developed socially and culturally through additional sporting and musical activities.	Pupils have now left the School but this approach did ensure that a more able pupil received their entitlement to extend, deepen and accelerate her learning.	£2,300

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

