

Hanbury C. of E. First School

Pupil Premium Strategy

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.

Overview and Impact of Pupil Premium 2015/16

Total Pupil Premium Budget: £17,740

Number of Pupils Eligible: 18 pupils

This equates to over 15% of pupils in the school receiving funding.

Funding by Category

FSM (Ever 6) 14 Pupils

LAC 2 Pupils

Post LAC 2 Pupil

Pupil Premium by Year Group

Year 4 5 Pupils

Year 3 5 pupils

Year 2 3 pupils

Year 1 3 pupils

Reception 2 pupils

The main proportion of Pupil Premium Funding was 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.

Focus of PPG spending 2015/16	Aim
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 trips	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.
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.

Impact in terms of Attainment

From the 18 pupils who were eligible for the Pupil Premium Funding 50% in reading and maths reached Aged Related Expectation (ARE) and 33% in writing.

Despite only 50% meeting expectation in reading and maths all (100%) 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. In writing despite 33% meeting ARE all the children made expected progress or better so are closing the gap.

Reading

Reception 100% pupils exceeded expectation

KS1 3/6 reached ARE

KS 2 (lower) 4/10 reached ARE

Writing

Reception 100% pupils exceeded expectation

KS1 2/6 reached ARE

KS 2 (lower) 3/10 reached ARE

Maths

Reception 100% pupils exceeded expectation

KS1 3/6 reached ARE

KS 2 (lower) 1/10 reached ARE

Impact in terms of Progress

Of the 18 pupils who were eligible for the Pupil Premium Funding the majority made expected progress in reading, writing and maths.

Reading 78% (14/18)

Writing 83% (15/18)

Mathematics 89% (16/18)

Reading

In Key Stage 1 all six pupils made 'Expected' progress or above. 83% 5 out of 6 pupils 'Exceeded Expectation'.

In Key Stage 2 60% made 'Expected' progress or above.

Writing

In Key Stage 1 all 6 pupils made 'Expected' progress and 50% 3 out of 6 Exceeded 'Expected' progress.

In Key Stage 2 70% pupils made 'Expected' progress or above.

Maths

In Key Stage 1 all six pupils made 'Expected' progress or above. 83% 5 out of 6 pupils made 'Above Expected' progress.

In Key Stage 2 all ten pupils made expected progress or above with 50% 5 out of 10 made 'Above Expected' progress.

Although a high percentage of children are making 'Above Expected Progress' and therefore closing the gap we will continue to strive to ensure all pupils make at least 'Expected' progress'.

Pupil premium strategy statement

1. Summary information					
School	Hanbury C. E. First School				
Academic Year	2016/17	Total PP budget	£24,340	Date of most recent PP Review	Oct 2016
Total number of pupils	111	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Jan 2017

2. Current attainment based on Year 2 only (End of Year 2016)				
Based on Year 2 (3 pupils)	<i>PP pupils Reached Expected Standard (School)</i>	<i>Pupils eligible for PP Reached Expected Standard (National Average)</i>	<i>Pupils not eligible for PP Reached Expected Standard (School)</i>	<i>Pupils not eligible for PP (National Average)</i>
Reading	67%	78%	86%	78%
Writing	67%	70%	73%	70%
Maths	67%	77%	77%	77%

3. 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 due to social, emotional and attachment barriers
B.	Social and emotional development
C.	Poor language skills
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance due to cultural background

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved social and emotional development	Improved learning behaviours/ better concentration span leading to better learning
B.	Improved attainment in reading, writing and maths	85% of pupils reaching ARE

C.	Increased independence	Less reliant on support staff. Pupils have confidence to tackle tasks independently.
D.	Improved attendance over year	Increased attendance especially in summer months. Gap closed on school target of 96%

5. Planned expenditure					
Academic year	2016/17				
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 behaviour and effective learning by pupils sets example for other to follow.	Implemented through daily teaching monitored by SLT 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
Total budgeted cost					£7,658

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?
Continued support for high attaining pupils in Year 1.	Target support timetable 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	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.	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.	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					£16,427
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.	Work with families and support workers.	Headteacher and class teacher	Termly
Total budgeted cost					£255

