

## Hanbury C. of E. First School

### Pupil Premium Strategy 2018-19

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.

<b><u>Focus of PPG spending 2018/19</u></b>	<b><u>Aim</u></b>
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 2017/18

### Funding by Category

FSM (Ever 6) 9 Pupils

Post LAC 1 Pupil

**Total 10 Pupils**

### Impact in terms of Attainment

From the 10 pupils who were eligible for the Pupil Premium Funding 70% in reading and 70% in maths reached Aged Related Expectation (ARE) and 50% in writing.

Despite only 50% meeting ARE in Writing 70% of the children made **expected or above expected 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% (1 Pupil) reached ELG

KS1 100% reached ARE+ (1 pupil) reached Greater Depth

KS 2 (lower) 40% reached ARE+

### **Writing**

Reception 0% (1 pupil) reached ELG

KS1 75% reached ARE+

KS 2 (lower) 40% reached ARE+

### **Maths**

Reception 0% (1 pupil) reached ELG

KS1 100% reached ARE+, (1 pupil) reached Greater Depth

KS 2 (lower) 60% reached ARE+

# Pupil premium strategy statement Hanbury C.E. First School

1. Summary information					
School	Hanbury C. E. First School				
Academic Year	2018/19	Total PP budget	£18,140	Date of most recent PP Review	Sept 2018
Total number of pupils	112	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Jan 2019
2. Attainment based on Pupils Eligible for PP (End of Academic Year 2018)					
Based on Academic Year 2017/18			No. of PP pupils	Percentage	
Percentage achieving Age Related Expectation or above in Reading			7/10	70%	
Percentage achieving Age Related Expectation or above in Writing			5/10	50%	
Percentage achieving Age Related Expectation or above in Maths			7/10	70%	
3. Progress based on Pupils Eligible for PP (End of Academic Year 2018)					
Based on Academic Year 2017/18			No. of PP pupils	Percentage	
Percentage making at least Expected progress in Reading			9/10	90%	
Percentage making at least Expected progress in Writing			7/10	70%	
Percentage making at least Expected progress in Maths			9/10	90%	
4. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
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 (issues which also require action outside school, such as low attendance rates)					
E.	Attendance due to cultural background				

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</b>	Improved attainment in reading, writing and maths (RWM)	Sustain 85% of PP pupils reaching ARE or better. Continue closing gap between FSM and non FSM especially in writing.
<b>C.</b>	Increased independence	Less reliant on support staff. Pupils have confidence to tackle tasks independently. Year 4 PP pupils have successful transition to Middle school.
<b>D.</b>	Improved attendance over year –for those classed as persistent absentees.	Increased attendance especially in summer months. Gap closed on school target of 96%. Continue to engage and support Gipsy Roma families.

6. Planned expenditure					
Academic year	2018/19				
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	Pupils are ready to learn e.g. good behaviour on time etc. School ethos/ vision Christian values school behaviour policy PSHE curriculum teaching	Whole school ethos of good behaviour and effective learning by pupils (ready to learn) 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	Pupil Progress mtgs. Termly 1 <sup>st</sup> half of Autumn, Spring and Summer term
Improved attainment in reading, writing and maths	Continual real-time assessment leading to high quality target teaching. By both teachers and TA's.	Evidence on focused target teaching based DfE national strategies.	Regular updates/discussions on pupil's progress through Pupil Progress meetings Book trawls and lesson observations	Headteacher and Deputy Headteacher	Termly 1 <sup>st</sup> 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	Continually monitoring through real-time tracking system.
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**Total budgeted cost** £6,773

## 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 and Pupil Progress meetings.	Headteacher and Deputy Headteacher	Termly 1 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> half of Autumn, Spring and Summer term

**Total budgeted cost** £8,867

## 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?
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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
<b>Total budgeted cost</b>					£2500

## 7. Review of expenditure

Previous Academic Year: 2018-19				Budget: £21,700	
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 social and emotional development	School ethos/ vision Christian Values, school behaviour policy PSHE Curriculum teaching	The targeted input for pupils with social and emotional needs worked well as they became more focused on their work and the academic targets they needed to achieve. Working with children who have a good attitude to work also helped progress.	This is best done in blocks where it can be delivered quickly over a short period of time to maximise the impact enabling the child to move on. Working in small groups helps with confidence.		
Improved attainment in reading, writing and maths	High quality differentiation, providing with challenging independent tasks for those targeted children. Clear next steps given by class teacher.	70 % of PP pupils in reading and maths reached Aged Related Expectation (ARE+) or above. The majority who didn't reach ARE made good progress. Overall most pupils made expected progress, 90% in reading and maths and 70% in writing.	Ensure support is focused and all supporting staff are working towards the next goal/target which has been set by the class teacher from progress meetings and the real time assessment system. Additional support from external agencies for specific needs would be of benefit.		

Accelerated progress in RWM	Independent tasks for those pupils who are already at ARE+ Level of challenge to extend their learning.	Most pupils who were at ARE continued to make good progress but were not able to make enough accelerated progress to greater depth.	Children who are at ARE must have the opportunity to have accelerated progress which means reaching GD. Identify specific KPI's which are barriers to the next steps.	£4,885
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## 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
Pupils Premium pupils to make at least expected progress or better in writing and maths	Targeted support timetabled for both teacher and TA	Specific targeted support was implemented which was continually evaluated through pupil progress meetings and the on-line assessment system. 90% of pupils made expected progress in maths and 70% in writing.	This approach was successful for the majority of pupils targeted. This will continue next year. This is only successful with the close working partnership between TA and CT and frequent monitoring of assessment.	£14,315
Improved literacy skills in reading.	Employment of TA to work on narrowing the gap in reading for specific children. Daily intervention	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.	We will continue with this approach. For the group of children the support must be sustainable and frequent. Engage parents to read and discuss text with pupils.	
Phonics focus leading to improved literacy skills.	Specific phonics teaching based on knowledge gaps.	Impact of specific phonic teaching high. For both Year 1 and Year 2 all PP pupils past phonics test.	Continue to target pupils who are identified as needing additional phonic teaching. Group in phonic phases	
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, including 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
Increase attendance	Working jointly with family, Attendance Officer and travelling support worker.	Attendance was good in comparison with Gypsy Roma families. Children had a regular daily attendance. Ranged from 75-83% attendance	Continue to work with family and support workers. Look to increase to 85%. Target summer term when absent more frequent.	
Increase self-esteem	Opportunities to join after school clubs and attend school trips e.g. Residential. Funding for school uniform and PE Kit.	Gave pupils a chance outside of the normal school day to make friends with other peers outside the classroom and experience new activities. In some cases pupils excelled at these activities which gave them increased confidence. Developed socially and emotionally through sporting and musical activities.	Continue to encourage pupils to join clubs and activities which challenge them and are outside the curriculum.	£2,500

8. Additional detail
In this section you can annex or refer to <b>additional</b> information which you have used to support the sections above.