

Pupil premium strategy statement (primary)

1. Summary information					
School	Haselworth Primary School				
Academic Year	2020-21	Total PP budget	£72,160	Date of most recent PP Review	April 2020
Total number of pupils	139	Number of pupils eligible for PP	35% including LAC, PLA	Date for next internal review of this strategy	April 2021

2. Current attainment			
	<i>Pupils eligible for PP (your school) 2019</i>	<i>Pupils not eligible for PP (your school) 2019</i>	<i>Pupils eligible for PP (national) 2019</i>
% achieving in reading, writing and maths	15.4%	42%	51.4%
% reading	46.3%	57.1%	62%
% writing	84.6%	74.1%	68%
% maths	53.8%	57.1%	67.4%
progress in reading	-4.06	-5.56	-0.58
progress in writing	+0.62	-1.12	-0.42
progress in maths	-4.98	-4.52	-0.65

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.	Low attainment at end of KS2 in comparison to KS1 data for both vulnerable groups and across the school.
B.	Poor language acquisition, limited age-related vocabulary and poor spelling/ grammar
C.	Poor critical thinking and reasoning skills
D.	Lack of resilience and positive learning behaviours.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Poor attendance and punctuality for vulnerable groups across the school
F.	An increasing number of children experiencing social, emotional and mental health difficulties.
G.	Limited access to a range of opportunities and a lack of aspiration to be intrinsically motivated to achieve.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High quality teaching for all pupils especially focused on increased challenge and forensic use of assessment and tracking for all groups of pupils. • Triangulation through monitoring and MER cycle • Quality of Teaching- CPD and coaching • Pupil Progress Meetings – improving impact on early intervention and evaluation	• There will be evidence of good progress for disadvantaged pupils from their starting points • Proportion of ARE and Greater Depth increases • Where disadvantage / non disadvantaged gap exists, this begins to close with non-disadvantaged nationally
B.	Children to be using at least age-related vocabulary Embedding of language acquisition techniques across the school and opportunities to build vocabulary/ spelling skills. • Join the The Nuffield Early Language Intervention (NELI) for reception aged children • P4C sessions & the focus on speaking and responding in full sentences. • Monitoring of planning and teaching to ensure correct use of technical vocabulary in subjects such as maths and science. • Expose children to a wide vocabulary through use of high quality texts and a 'word of the day/ week' • Staff to model ambitious vocabulary and correct use of English. • English leader to run CPD for staff. • Spelling Shed app for Y1-6 • Monitoring of teaching of spellings across the school • Monitoring of quality of spelling in pupils' written work. • Monitoring the quality of spelling teaching and subject knowledge	• Evidence of improved reading fluency and comprehension skills • Proportion of ARE and Greater Depth increases • Where disadvantage / non disadvantaged gap exists, this begins to close with non-disadvantaged nationally • Use of high quality ambitious vocabulary in independent writing. • Evidence of ARE spelling and spelling progress in books is rapid and sustained
C.	Poor critical thinking and reasoning skills Children to be able to think critically and reason well across all curriculum areas. Embedding of Questioning for Challenge across the school, led by P4C. Children have increased fluency and reasoning skills. Clear evidence of problem solving across the curriculum, including a range of types of problems to solve in a range of contexts. Children love a challenge and are keen to work through problems where there may be more than one answer. • CPD on questioning and challenge for all children. • Monitoring of questioning skills in all subjects but particularly reading and maths • Use of Haselworth 'Questions for Thinking' document.	• Evidence of improved fluency, reasoning and problem solving by pupils in their written work, learning in lessons • Improved pupil outcomes • Progression in children's deeper thinking, explaining and reasoning through P4C and across the curriculum.
D.	Lack of resilience and positive learning behaviours. Children have increased resilience and self-esteem leading to greater application of effort in learning, and a desire to succeed. All groups of children are more independent in their learning. • Monitoring of teaching and learning to ensure all adults plan for, and expect, increased challenge, independence and resilience in learning sessions. • Monitoring of feedback and pupil's self-editing of written work • Monitoring of values based curriculum	• Evidence of more independent learning in books and in lessons • Evidence of pupils challenging themselves in their learning. • Evidence of increased resilience. • Improved test outcomes in all subjects for all groups of children across the school

E.	Poor attendance and punctuality for vulnerable groups across the school Improve attendance from vulnerable children across the school to allow them to learn and develop. We would like to see high levels of attendance from vulnerable children across the school to allow them to learn and develop. • Attendance data to be used to identify priority areas and any trends. • Free breakfast club to be made available to all children to encourage punctuality and attendance. • Tracking punctuality and attendance across the school at a group specific and individual level including breakfast club. • Incentive for families to get children into school regularly.	• Attendance improves for pupil premium children and is at least in-line with national.
F.	An increasing number of children experiencing social, emotional and mental health difficulties. To focus on improving children's social, emotional and mental health. A continuing focus on the social, emotional and mental health of children which we have noticed is becoming more of an issue in recent years. This is a national picture. Children to be supported with attachment difficulties, anxiety related difficulties, ASC and ADHD, children who have experienced ACE's (Adverse Childhood Experiences) such as domestic violence. ELSA Counsellor PATHS Curriculum (Promoting Alternative Thinking Strategies). Mental Health in Schools Project	• Increased readiness to learn. • More able to articulate and understand their emotions. • To have strategies to help them manage their own mental health.
G.	Limited access to a range of opportunities and a lack of aspiration to be intrinsically motivated to achieve. Children have access to a wide range of experiences that not only improve their subject knowledge, but also their life experiences, team building, resilience and aspirations. • Pupil conferencing • Observation of children before and after event • Careers week- summer term 2021. Covid dependent. • Career talks with children- high aspirations.	• Improved knowledge of the world around us • Improved SP&L data for vulnerable groups • Improved participation and confidence • Improved knowledge of jobs around us.

5. Planned expenditure				
Academic year	20/21			
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
Desired outcome	Chosen action / approach	Funding allocation	Staff lead/ monitoring	Evaluation
High quality teaching for all pupils especially focused on increased challenge and forensic use of assessment for all groups of pupils.	High quality CPD for staff from HIAs to improve quality of provision, teaching and learning. SEN advisor for new in role SENCo Science advisor for subject leader new in role. Maths and English INSET and support.	£8500	NJ SLT Subject leaders Curriculum Governor	
	Coaching and mentoring to support teachers in their delivery of high quality lessons with challenge for all children.	£4410	NJ SLT	
	1:1 workshops with LLP for all subject leaders to support on focus on delivery of curriculum area across the school.	£350	NJ Curriculum Governor	
	Inclusions leader release time 1 days release time to focus on high quality teaching of all groups of children including PP.	£9400	NJ SH	
	Subject leader release time Focus on improving curriculum offer and supporting other teachers to ensure that teaching is high quality and assessments are rigorous.	£540	SH	
	The Sky's the Limit training EYFS training for whole school on high quality provision and challenge for all. All staff need to be aware of good practice in EYFS.	£300	NJ	
Embedding of language acquisition techniques across the school and opportunities to build vocabulary/ spelling skills.	Spelling shed app available for all children for use in school and at home. Spellings inputted by teacher specific to children's needs. To increase enthusiasm for learning spellings. The app is linked to the National Curriculum and focuses on a progression in spelling lists.	£109.56	NJ English subject lead	

	Sticky Questions resource to be purchased from The Philosophy Man. Philosophical questions to be sent home with children weekly to prompt discussion within families linked to 'big ideas'.	£249/ year	DHT English subject lead	
	The Nuffield Early Language Intervention (NELI) Release TA for 4 hours to train and deliver the programme	£1000	DHT English Leader	
Desired outcome	Chosen action/approach	Funding allocation	Staff lead/ monitoring	Evaluation
Children to be able to think critically and reason well across all curriculum areas.	SAPERE P4C level 1 training for new member of staff. SAPERE level 2A training for more experienced member of staff. EEF research into impact of P4C and increased progress of disadvantaged children.	£200 £300	DHT	
Improve attendance from vulnerable children across the school to allow them to learn and develop.	Inclusion Leader targeting attendance 0.1 Dedicated time for the inclusion leader to target and support vulnerable or at risk families. It is proven that children need to be in school every day to learn and make good progress. This will involve work with parents too through drop ins and external agency support.	£4,600	DHT	
	Free breakfast club available for all children. Research through Kellogs shows that children who eat a nutritious breakfast achieve better at school. Our breakfast club gives children healthy choices and a good reason to get into school punctually.	Annual cost usually £8627 Due to Covid, now 6 members of staff. Total cost now £13,478	NJ SH	
To focus on improving children's social, emotional and mental health.	ELSA (Emotional Literacy Support Assistant) and LSA working to support children's emotional health. ELSA was originally developed in Hampshire by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed.	£15,000	SH	
	Therapeutic Story Writing Training (Waters, 2004) uses story metaphor to address emotional issues that might be overwhelming for the child – and possibly for the parent- if addressed directly. It is particularly useful	£265	SH	

	when supporting children whose emotional difficulties are getting in the way of their learning.			
	To develop the new <i>Sanctuary</i> are of the school both indoors and outdoors. To develop a new space to promote emotional wellbeing and calm. This new area can be a space for children to de-escalate and for interventions such as ELSA to take place. Money to be spent on furnishings and creating a sensory garden.	£1500	SH	
Desired Outcome	Chosen action/ approach	Funding allocation	Staff lead/ monitoring	Evaluation
To focus on improving children's social, emotional and mental health.	Child Counsellor for 2 days/ week. Counselling from a qualified counsellor can help children who are having problems such as depression, mental health concerns, anxiety, attachment or issues with relationships. We have identified a high number of children with social, emotional or mental health issues for who we would like to put something into place to support.	£10,900 TBC whilst days of counsellor confirmed.	SH	
Limited access to a range of opportunities and a lack of aspiration to be intrinsically motivated to achieve.	School Trips Y6 Residential support for PP children. To ensure equality of access to the Social, Emotional, Spiritual and Moral areas of the curriculum. We have worked hard as a school to improve our curriculum so that it is engaging, child centred and exciting. Trips and visits make up a huge part of this.	£850	NJ	
Other	School uniform voucher £30 voucher to families of children in receipt of PP funding to put towards school uniform when they start the school.	£200	NJ	
Total budgeted cost:				72,151
SAPARE P4C leading the whole school curriculum. This approach will; Enable teachers to become more reflective practitioners & be more able to question children & promote deep/ critical thinking. Push children to think creatively, to consider alternative viewpoints and to justify their thoughts and ideas. *Please note that this does not include bespoke spending for Looked After Children. This is monitored through the PEPS. ££				

6. Review of expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact to date: 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
Improve quality of teaching and learning across the school particularly in Maths and writing ensuring those eligible for PP (not SEND) do as well as those not eligible for PP, especially those achieving greater depth	Reduce class sizes in the infants and juniors to ensure that there is a focus on Age Related Expectation	The internal data shows that smaller class sizes have had not impacted significantly on data and the progress of children.	Lessons learnt are that high quality teaching and learning are essential for the good attainment and progress of children. Therefore, in the new academic year we will not continue to split into smaller classes and will go to full, mixed classes of 30.	£52,610 Full time teacher in Y1 and 4 mornings a week in Year 4). This cost will not continue going forwards.
	CPD programme that focusses on Greater Depth and Challenge for All using Lesson Study.	English and maths leader network. HIAS training and INSET. HIAS coaching. Internal and external moderation. Difficult to show impact with no end of KS data. Moved from 70% to 90% of lessons being good.	We will continue to focus on challenge for all children. This will be through a focus from SENCo regarding ambitious targets for children with SEND, The Sky's the Limit training for whole school challenge in EYFS. Coaching from HIAS for class teachers and challenging all learners.	£3220
Improve quality of teaching and learning across the school particularly in Maths and writing ensuring those eligible for PP (not SEND) do as well as those not eligible for PP, especially those achieving greater depth.	SAPARE P4C	All teacher (minus) new starter for Sept) have now been trained to at least Level 1. DHT has offered in-house training to staff. There has been no spending on additional training so progress in P4C has not moved forwards as much as hoped. There has still been a focus on high quality, philosophical questioning and those teachers who are trained have been demonstrating high quality P4C in their classrooms. PP children have benefited from this as part of high quality teaching and language, critical and creative thinking.	This will continue. Staff will continue to be trained on accredited courses. Staff will also receive free training in school by DHT (qualified SAPERE trainer). New members of staff to receive level 1 training.	£300 for 2 online level 1 courses. These two courses didn't run so will happen due to Covid-19 so will run on to next year.

Improve quality of teaching and learning across the school particularly in Maths and writing ensuring those eligible for PP (not SEND) do as well as those not eligible for PP, especially those achieving greater depth.	Spelling shed + Spelling CPD Internal data this year has shown an average increase of 40% children at ARE for spelling to 65% at ARE for spelling.	Impact has also included raising the profile of spelling in the school and engaging children both at school and at home.	Use of the Spelling Shed app will continue next year.	£100
	Inclusion Leader targeting attendance 0.5	Attendance has improved this year and although the improvement is small, we remain above national average. The number of persistent absentees has dropped from The number of persistent absentees at the end of the year has dropped from 17 in 2017, to 12 in 2018 and now 6 in 2019.	We will continue to give time out of class for the inclusions leader to work on raising attendance.	£2693 This cost will continue.
Improve attendance from vulnerable children across the school to allow them to learn and develop.	Breakfast Club	This intervention will continue next year.	This intervention will continue next year.	£8263
To ensure there is equal access and opportunities for Pupil Premium children.	Trips and visits	The team building at Osmington Bay meant that year 6 began to moderate behaviour and work better together. Their increased resilience was evident in behaviour logs. This has been supported by pupil conferencing. Year 4 attended Stubbington Residential. Pupil conferencing and speaking to parents has supported the findings that this has helped their self confidence and self belief.	It is vital that this funding continues in order to provide experiences for children that will broaden their education and add to their <i>cultural capital</i> . Only PP children will receive support in funding for this residential.	£750
An increasing number of children experiencing social, emotional and mental health difficulties.	Play therapist	The SDQ scores for children who accessed the play therapist showed a positive impact. The children were able to work with the therapist to express themselves and communicate their feelings. Amongst the children who accessed this therapy were those who had witnessed domestic violence, LAC, children with attachment difficulties & children who had experienced loss through bereavement.	Despite being very effective, the play therapist has moved onto another position so this intervention will no longer take place.	£4,680
To ensure there is equal access and opportunities	School Uniform Voucher	Offering families a voucher of £30 if their child was entitled to Pupil Premium funding ensured that families were able to ensure	The feedback from parents was that this was a great help. Therefore we	5x £30 voucher = £150

for Pupil Premium children.		that their child could start school in YR with all the uniform that they needed and took some of the financial pressure off purchasing uniform and book bags etc.	will continue to offer this financial support to families.	
To focus on improving children's social, emotional and mental health.	ELSA Support	ELSA support (Emotional Literacy) with a trained ELSA worker. Teachers put children forward to IL or SENCO who discussed who would benefit from this intervention. SDQ scores showed an increased score.	We will continue with this intervention as we have seen a positive impact on vulnerable children. Next year, a closer eye on tracking the data (both hard and soft) for these children will be necessary.	£5966
Total cost				£78732
7. Additional detail				
In this section you can annex or refer to additional information which you have used to inform the statement above. We are a smaller than average primary school with a high percentage of pupil premium children who are also SEND. This sometimes makes us have unusual data. This makes no difference to us. We believe that every child can achieve and that when they enter our school they are a valued individual, no matter what challenges they may have to face. We spent over our budget allocation due to LSA pay increase and DHT wage making up part of class split.				