

Pupil premium strategy statement (primary)

1. Summary information					
School	Haselworth Primary School				
Academic Year	2019-20	Total PP budget	£84,620	Date of most recent PP Review	April 2019
Total number of pupils	137	Number of pupils eligible for PP	44.5% including LAC, PLA	Date for next internal review of this strategy	April 2020

2. Current attainment				
	Pupils eligible for PP (your school)2018	Pupils not eligible for PP (national average) 2018	Pupils eligible for PP (your school)2019	Pupils not eligible for PP (national average) 2019
% achieving in reading, writing and maths	30%	64%	21%	
% reading	30%	75%	50%	
% writing	60%	78%	60%	
% maths	60%	75%	57%	
progress in reading	-2.46		-4.06	
progress in writing	-3.27		-0.62	
progress in maths	-0.95		-4.98	

3. 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.	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 (issues which also require action outside school, such as low attendance rates)	
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-first teaching for all pupils especially focused on increased challenge and forensic use of assessment for all groups of pupils. • Triangulation through monitoring and MER cycle • Quality of Teaching monitoring activities are linked to focussed activity • 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. • 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. • Spelling 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 • Changing Mindsets 8 week course in Year 6.	• Evidence of more independent learning in books and in lessons • Evidence of pupils challenging themselves in their learning. • 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. • 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 Play therapist Counsellor PATHS Curriculum (Promoting Alternative Thinking Strategies).	• Increased readiness to learn. • More able to articulate their emotions. •
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	• Improved knowledge of the world around us • Improved SP&L data for vulnerable groups • Improved participation and confidence

5. Planned expenditure					
Academic year	2019/ 2020				
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.					
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?
High quality teaching for all pupils especially focused on increased challenge and forensic use of assessment for all groups of pupils.	Reduce class sizes in the infants and juniors to ensure that there is a focus on Age Related Expectation	The EEF toolkit states that small class sizes is an expensive approach but has high impact if the class size is below 24. Hattie also agrees with this in visible learning. The aim is to have single age classes with a clear focus on age related expectation and targeted teaching. Splitting classes means that teachers are able to target support especially for PP children.	- Monitoring of data and data capture - Feedback and MER cycle embedded - Employment of experienced teacher for years 1 and 4. - Pupil progress meetings half termly with a focus on vulnerable pupils - Monitoring of quality-first teaching in class.	HT	Termly Annual cost £42,000
	CPD programme that focusses on Greater Depth and Challenge for All using Lesson Study/ coaching & mentoring. (Cost of supply to release teachers.)	Evidenced from the EEF shows that CPD is at the heart of improving outcomes for Pupil Premium Children. EEF recommend lesson study as a method to best challenge staff as well as to help embed the necessary reflective culture.	- Monitoring impact of CPD and lesson study - Teacher feedback and CPD impact report - Data analysis to show improvement	HT	Half termly 3x supply days to cover teachers £600

High quality teaching for all pupils especially focused on increased challenge and forensic use of assessment for all groups of pupils. Embedding of language acquisition techniques across the school and opportunities to build vocabulary/ spelling skills.	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.	There is extensive research published by SAPERE into the high impact of P4C for PP children and their language skills. We have seen the impact of this over the past 3 years, and now it is vital that we embed it across the whole school. Schools taking part in the last EEF trial saw children's reading skills improve by four months, their maths results by three months and their writing ability by two months. Feedback from teachers throughout the trial suggests that Philosophy for Children had a beneficial impact on wider outcomes such as confidence, patience and self-esteem too." Education Endowment Fund (EEF)	- Planning & learning walks show P4C questioning and high quality dialogue. - Reduction in low level behaviour incidents as children begin to problem solve - Year R have philosophy in their play through CPD	DHT	Termly £400 training
Total budgeted cost					£53,000
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 ?
Embedding of language acquisition techniques across the school and opportunities to build vocabulary/ spelling skills.	Spelling shed app and spelling CPD.	To increase enthusiasm for learning spellings. The app is linked to the National Curriculum and focuses on a progression in spelling lists. also use this app to increase parental engagement. This will support our spelling bee successful programme and will include CPD.	- Children will be able to spell at Age Related Expectation - Children will have strategies for spellings they don't know - Spelling leader will monitor use and track spelling data.	Spelling Leader	Termly £100
Improve attendance from vulnerable children across the school to allow them to learn and develop.	Inclusion Leader targeting attendance 0.5	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.	The gap between PP attendance and non PP attendance will continue to close.	Inclusion leader	Half termly £2693
Total budgeted cost					£2793
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 ?
E F	Breakfast club	Research through Kellogs shows that children who have a breakfast achieve well at school. Breakfast club gives children healthy choices and encourages them to start the day on a good breakfast. They are ready to learn. All our children have free breakfast club, but we are using 60% of the funding as 60% of our pupil premium children attend)	• Monitor breakfast club attendance and impact • Data collection once a half term on who attends breakfast club (PP / non PP) • Case study of PP children who have attended and attendance has improved (termly)	IL	Termly £8263.00
F	ELSA (Emotional Literacy Support Assistant)	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.	• Monitor pre and post SDQ scores. • SENCO as line manager, overseen by Inclusions Leader. • Pupil conferencing.	IL/ SENCO	Termly Annual cost £6137
F	Play therapist	This has a proven track record for improving outcomes for children with developmental and attachment delay. This is an area identified for particularly some of our Looked After Children.	• Monitor SDQ questionnaires • Forensically identify those in need of placement • Consult with parents, carers and school staff for impact using Boxall.	IL	10 week blocks Annual cost £7696.00
F	Child Counsellor	Counselling from a qualified counsellor can help and child who is 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.	• Discussions with counsellor as to progress being made. • Case studies of children accessing this support.	IL	Termly review Annual cost £7020
G	Trips and visitors	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. Without this funding, we wouldn't be able to offer as many opportunities to those	• Admin officer to produce summary of every trip to include contributions and amount paid by PP. This is to be shared with SLT each time a trip takes place. • Contributions for PP towards residential trips are subsidised and individual payment plans	HT / sport leader	Termly Annual cost £5000

		children who need it most. We would have to considerably reduce the number of visits due to families being unable to pay. At Haselworth we educate the whole child.	set up on a case by case basis. • Monitor through pupil conferencing and observation.		
Total budgeted cost					£27,979
Total					£82,772

*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

2018/ 2019

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.

iv. 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 a positive impact. See appendix 1 for Internal PP data.	We will continue with this approach but realise that without high quality teaching in the classroom, small class size has minimum impact. Therefore focus will continue to be on quality of teaching.	£52,610 Full time teacher in Y1 and 4 mornings a week in Year 4).
	CPD programme that focusses on Greater Depth and Challenge for All using Lesson Study.	CPD was carried out through staff meetings in the autumn and spring terms. We discussed what was meant by challenge for all & wrote a 'higher reachers' policy. DHT wrote 'questions for challenge' to support deeper thinking across the curriculum. Teachers chose a partner teacher to carry out lesson study with. Lesson observation showed high quality questioning in a number of classrooms to challenge all children. This is not yet consistent. Monitoring of impact of lesson study and opportunities to challenge all is not yet having maximum impact.	This will continue. Teachers have been paired by HT & DHT to enable more effective mentoring and coaching. Robust and vigorous monitoring system to be further embedded. Leaders to hold other teachers to account.	n/a
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. This year, 3 teaching staff and 1 governor have received training. Impact from P4C lesson observations has been high quality questioning and an improvement in reasoning from YR- Y6. Children are able to justify their reasons and explain themselves thoughtfully. Teachers are becoming more philosophical and reflective practitioners and are more able to ask challenging questions to move children forward in their 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).	£120

	Third space learning	This programme of using online 1:1 tutors is relatively expensive and has unfortunately not had the desired impact. The children enjoyed the sessions and made progress within the app. However, this was not translated into the classroom or end of KS2 Maths results. Of the eight children who did not achieve their maths SATs, six had done Third Space and were PP.	We will not continue with this intervention from this point.	£7524 Plus 1 hour of LSA £802
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.	Sumdog Maths App	The children enjoy using the Sumdog app and it increased parental involvement with some failies. However, upon detailed analysis, the children were not being challenged in their maths learning. Children in Y6 were often still working on Y2-5 objectives. Therefore impact on maths knowledge was minimal.	We will not continue with this intervention from this point.	£250
	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
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> .	£4870	
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.	This intervention will continue as this therapy is a means of supporting children to express themselves and to be able to communicate their feelings. We continue to have a number of children in school (particularly PP children) for whom this is a priority.	£11,544.00	
To ensure there is equal access and opportunities for Pupil Premium children.	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 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.	The feedback from parents was that this was a great help. Therefore we will continue to offer this financial support to families.	5x £30 voucher = £150	
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	£91,480

Total cost

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.

