

Pupil premium strategy statement (primary)

1. Summary information					
School	Haselworth Primary School				
Academic Year	2018-19	Total PP budget	£74000	Date of most recent PP Review	
Total number of pupils	135	Number of pupils eligible for PP	43% including LAC, PLA	Date for next internal review of this strategy	November 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	30%	64%
% reading	30%	75%
% writing	60%	78%
% maths	60%	75%
progress in reading	-2.46	
progress in writing	-3.27	
progress in maths	-0.95	

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 on entry, especially of current year 6 cohort, and of vulnerable groups across the school
B.	Poor language acquisition and vocabulary
C.	Poor critical thinking and reasoning skills
D.	Poor spelling knowledge
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.	Low levels of personal resilience and self-regulation
G.	Limited opportunities for a wide range of life experiences and equality of access.

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 Preparation – improving format with increasing impact on early intervention and evaluation • SLT systems provided for smooth transition of information.	• There is 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.	Embedding of language acquisition techniques across the school and opportunities to build vocabulary • Monitoring of P4C sessions and how these link to texts • Monitoring of planning cycles of English and maths to ensure thread of learning and spiral curriculum • Pupil conferencing • Monitoring evaluation and review cycle planning	• 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
C.	Embedding of Questioning for Challenge across the school. 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 1 answer. • Monitoring of questioning skills in all subjects but particularly reading and maths • Monitoring the quality of books • Data analysis for pupil groups	• Evidence of improved fluency, reasoning and problem solving by pupils in their written work, learning in lessons • Improved pupil outcomes
D.	Improved spelling knowledge, and use of spellings across the school • 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 ARE spelling and spelling progress books is rapid and sustained
E.	High levels of attendance from vulnerable children across the school to allow them to learn and develop. • Attendance data • Tracking punctuality and attendance across the school at a group specific and individual level including breakfast club.	• Attendance improves for pupil premium children and is at least inline with national.

F.	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. • Improved test outcomes in all subjects for all groups of children across the school
G.	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					
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High quality first 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 infant 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 year .1. - Pupil progress meetings half termly with a focus on vulnerable pupils - Monitoring of quality first teaching in class - Monitoring progress	HT	Termly
B - Embedding of language acquisition techniques across the school and opportunities to build vocabulary	CPD programme that focusses on Greater Depth and Challenge for All using Lesson Study	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

	SAPARE Going for Gold Programme	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 in Juniors over the past 2 years, and now it is vital that we embed it across the infant school using early intervention. This is a 3 year 'Going for Gold' Programme. "the more disadvantaged pupils participating in the EEF trial saw their 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)	- Philosophy champions identified - Planning shows P4C questioning and responding - Reduction in low level behaviour incidents as children begin to problem solve - Year R have philosophy in their play through CPD	DHT	Termly
Total budgeted cost					£40,000
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?
A. High quality first teaching for all pupils especially focused on increased challenge and forensic use of assessment for all groups of pupils.	Third space learning	We have previously used Third Space and they had a huge impact on our PP children and their basic skills. This supports the Ofsted Pupil Premium review document (2016) through the teaching and learning council, which states that there are layers of development for schools. This is a third tier change, as we have previously focused on this. The impact has been good, but we still need to ensure that this is embedded with new staff, and used to get Greater Depth for all potential pupils	Outcomes for pupil premium children at the end of KS2 are good	Maths Leader	Half termly
C	Sumdog	This has a proven track record. We also want to increase parental engagement in maths and fluency.	- Children have improved fluency - Core skills are embedded across all year groups	Maths leader	Half termly

D	Spelling shed + CPD	This is a target area and we using this to ensure there is parental engagement in the modern age. This will support our spelling bee successful programme. This includes CPD.	- Children will be able to spell at Age Related Expectation - Children will have strategies for spellings they don't know	Spelling Champion	Termly
E	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.	Pupil premium attendance will be as good as non pupil premium attendance.	Inclusion leader	Half termly
Total budgeted cost					£10,000
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	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
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
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,	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.	HT / sport leader	Termly

		we wouldn't be able to offer as many opportunities to those 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.	- Contributions for PP towards residential trips are subsidised and individual payment plans set up on a case by case basis. - Monitor through pupil conferencing and observation.		
Total budgeted cost					£24,400

*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

2017-18

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
B. 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	Ensure all staff are using high quality feedback Revisit CPD on feedback (3 new teachers from September 2017) Revisit Blooms training for greater Depth Questioning Develop Haselworth Way for Greater Depth using Philosophy for Children type questions Split maths lesson over break to allow adults to effectively move maths learning on	Book reviews and review of SeeSaw shows that the quality of feedback has improved for all learners. Pupil premium children are being given more opportunity to work at greater depth. Progress in maths data shows that PP children made better than average progress at the end of KS2 in math and writing (2017) Many examples of P4C questioning in maths and English due to CPD. This is supporting pupil's skills in questioning and accessing GD thinking. 25% (40% PP) of the cohort achieved GD for maths KS1.	CPD impact has been good this year, and there is evidence of teachers implementing strategies. The split maths lesson was unsuccessful as this meant that they did not have enough time to go in depth with tasks. Writing at greater depth needs more focus and CPD for teachers. This will be on our next plan.	£1000
A. Improve vocabulary / SP&L skills for all children but particularly those in year R	Development of communication friendly spaces and provision that engages children in talk Development of a Haselworth Way for the role of the adult and questioning using training materials for Hampshire	Hampshire Moderation evidenced the use of adults within the year R classroom, and the focus on CLD for pupil premium children. Improvement in progress for year R Communication and Language aspect with 80% making excellent progress from their starting point.	We need to ensure that there is also opportunity for challenge in communication and language (and other aspects) in order to accelerate progress.	£2000

B. 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 infants to allow children to be taught in single year groups	PP no SEND make good progress from their starting points and the data is showing that we are diminishing the difference and closing the gap within school.	Greater depth is still an area for development in some cohorts. Access to this is improved due to smaller cohorts but there is still work to be done on securing the basic skills.	£26,958
A. Improve vocabulary / SP&L skills for all children but particularly those in year R	Early years and KS1 focus for Philosophy for Children. Train all new teachers to at least level 1 Case study key PP children using a 360 approach	CLD 84% for cohort at Good Level of Development. 83% of PP children achieved CLD Early Learning Goal within a small cohort.	This has been successful but needs to be embedded next year with P4C being taken within the children's learning.	£2,000
A. Improve vocabulary / SP&L skills for all children but particularly those in year R	CPD for all early years staff on baselining and data analysis. CPD so that all adults are clear about the next steps in children's learning using	Moderation showed an improvement in tracking this year and a better understanding of the cohort. There has been increased number of adults tracking CLD progress and evidencing this.	This has been embedded this year. We now need to streamline systems to ensure there isn't an overlap of data.	£1,000

B. 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 C.Improve the emotional resilience and problem solving skills of all those eligible for Pupil Premium to ensure that	Reduce class sizes in the juniors (where there is a higher percentage of pupil premium children) to ensure that there is a focus on Age Related Expectation	Cohort data shows that the difference is diminishing between children of PP (no SEND) and non pupil premium children at each assessment point. Emotional resilience has improved for PP children and this is shown through their PASS surveys and a reduction in small incidents in the behaviour logs. The targeted planning and teaching that this allows has meant that children have more personalised learning.	We need to continue with this next year as it works. Teachers know every single one of their children really well.	26,998
B. 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	Targeted Maths reasoning and fluency CPD to include broadening and deepening	CPD is evidenced in book monitoring and lesson observations. Maths data across the school is stronger and PP have achieved well. Maths EY – 84% PP ARE (non SEND) KS1 - 100% non SEND PP KS2 – 100% PP non SEND achieved ARE Writing EY – 84% PP ARE (non SEND) KS1 – 84% PP ARE (non SEND) KS2 – 100% PP non SEND achieved ARE	This has worked but needs embedding. Continue and develop next year as a maths mastery hub with NCTEM.	£2,000
Total cost				£61,958
v. 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 November 2017

C. 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	1:1 maths intervention for year 6 pupils	Third space learning impact. 100% of PP pupils who accessed 3rd space learning achieved ARE at the end of KS2. Analysis shows how this built on identified gaps.	Continue next year but also identify children in year 5 after Christmas. Use also for children identified for Greater Depth challenge.	£1658
C. Improve the emotional resilience and problem solving skills of all those eligible for Pupil Premium to ensure that they are able to reason and discuss	Provision of an ELSA 2 afternoons per week to work 1:1 or with small groups to improve emotional wellbeing of Pupil Premium children Format for recording sessions to evaluate progress	Improved tracking and analysis for need for Pupil Premium Children. 100% of children have made progress emotionally from their starting point.	Continue with ELSA.	£2416
A. Improve vocabulary / SP&L skills for all children but particularly those in year R	1:1 and small group Language Links programme to be delivered to specific children across the school	Progress data from the programme shows that identified children in year R and year 4 have made progress from their starting point in language.	Due to set up problems, this hasn't run for long enough to identify specific achievements for groups of pupils. Continue next year as first data upload looks successful. Year R to train inhouse LSA for role to double and target specific children during discovery.	£500
B. 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	Personal Intervention Plans for all children eligible for Pupil Premium (IEPS but must also be small steps for GD if needed)	PIPS have developed over the year and allowed us to track small step progress for PP child and their next steps. This has been used alongside the Small Step Progress grids to set targets.	Continue and refine. Has been an excellent source of evidence for understanding individual children's needs.	£10

B.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	Dedicated time in the morning for LSAs to work with children on feedback from previous day / next steps / challenge and prioritise PP children for Hot Listing.	Feedback cycle is evidenced in books. This has shown children having time to reflect and edit. Pupil Premium children pupil conferencing has identified that children like this opportunity. Sometimes they are able to do it independently, and sometimes with the support of an adult to explain. Less evidence of marking in books, but good evidence of children responding to verbal feedback.	Continue as part of the SEND plan. Less adult support in the coming year will mean that teachers will be responsible for ensuring this happens during lesson times.	8.30-9.15 of an LSA day £2,600 to represent % of PP children	
				Total cost	£7,184
vi. 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)		
B.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 D.Decrease the amount of lates and unauthorised absences for pupil premium children	Inclusions leader (0.1 time allocation over 1 week) to target families with persistent lates through attendance meetings and a clear escalation policy Families phoned each day when late and then followed up Half termly data checks shared and persistent late data collated and acted upon	Work with Pupil Premium families has included: Attendance meetings School Nurse Referrals Attendance Legal Planning Strategy Meetings Early Help Hub referrals Penalty notice route Reporting to Governors half termly Pupil premium attendance: 94.62 2018. There has been a reduction in the number of lates after the register closes.	We need to continue with this, but we need to consider structuring the Inclusion leader time differently so that it is more effective. We also need to have a script for new families that join.	£3,400	
E.Ensure there is equal access for all pupils, including those eligible for Pupil Premium	Contribution towards the cost of school residentials and special visits	The team building at Osmington Bay has 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. McBeth visit resulted in follow up work that all children could produce a high quality outcome.	This is vital to continue. It is providing experiences for children that broaden their education.	£5,000	

		Inspired them to enjoy Shakespeare and KS2 play was a follow up to this.		
E.Ensure there is equal access for all pupils, including those eligible for Pupil Premium D.Decrease the amount of lates and unauthorised absences for pupil premium children	Provision of breakfast club – free to PP children	Attendance improved for those PP that were encouraged to join Breakfast club. Pupil conferencing shows that children enjoy this start to the day as they get to eat and socialise with structured activities.	Continue this, but we need to ensure that it is always a nurturing environment even on busy days.	£5,000
B.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	Year 6 Easter Booster	Due to the cohort and challenges of parental engagement this wasn't attended by as many children as we would have hoped. Those children who did attend reported enjoying having time to go through strategies and small gaps in knowledge.	Look at cohort of children next year and see an after school club all year would be more effective.	0 internal cover day
				total 13,400
Total cost				82,542
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 slightly more on our PP budget due to LSA pay increase.				