

Pupil premium strategy statement – Haselworth Primary School

1. Summary information					
School	Haselworth Primary School				
Academic Year	2017-18	Total PP budget	£82,020	Date of most recent PP Review	
Total number of pupils	127	Number of pupils eligible for PP	61 (48%)	Date for next internal review of this strategy	January 2018
2. Current attainment					
Year 6		All pupils	Pupils eligible for PP (your school)	National (for comparison of PP)	
(2016)	% achieving in reading, writing and maths	65%	63%	65%	
	Reading progress score	6.19	7.78		
	Writing progress score	6.29	7.57		
	Maths progress score	3.51	3.92		
	Reading scaled score	105.1	104.1		
	Maths scaled score	102.1	101.4		
Year 2	Reading working at+	75%	66%		
(2017)	Writing working at +	75%	66%		
	Maths working at +	80%	83%		
Year 1 (2017)	Reaching expected standard in phonics	85%	75%	81%	
EYFSP	% reaching GLD+	80%	44%	69.3%	
(2017)	% Reading ELG	85%	50%	78%	
	% Writing ELG	80%	44%	75%	
	% Number ELG	85%	50%	78%	
	% shape, space and measure	85%	50%	82%	

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.	Communication and language / vocabulary skills of children are low on entry in year R and this slows their writing progress down in subsequent years
B.	Maths / writing progress and attainment across the school is lower for those eligible for pupil premium, including the number of those working at greater depth
C	In school data collection shows that the emotional resilience of pupil premium stops them from being able to problem solve and stick at tasks
External barriers (issues which also require action outside school, such as low attendance rates)	

D.	Attendance for pupil premium children is broadly in line with other children, although slightly lower. Across the school Pupil Premium are more likely to be late or have unauthorised absence (PUT DATA HERE)	
E.	There is a lack of payment for school trips and outside experiences from parents. Children who are classified as pupil premium do not have contributions towards their trips. These activities are essential to broaden life experiences and break negative cycles.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve vocabulary / SP&L skills for all children but particularly those in year R	- Pupils eligible for PP in reception make rapid progress by the end of the year - All pupils eligible for PP meet Age Related Expectation
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	- Pupils eligible for PP (not SEND) make at least as much progress as 'other' pupils across the school in all subjects but particularly in maths and writing - Pupils eligible for PP achieve Greater Depth in maths and writing at the same as 'other' pupils. Measured by data tracking, moderation and teacher assessment
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	Pupils eligible for PP can reason and discuss as well as those who are not eligible for Pupil premium. This is shown in not only their emotional resilience, but also their communication and writing. Measured by PASS test and observations.
D.	Decrease in the amount of 'lates' and unauthorised absences for Pupil Premium children	Lates decrease and is better than inline. With those who are not eligible for PP. Measured by data
E.	Ensure there is equal access for all pupils, including those eligible for Pupil Premium	Pupils engage in all broadening activities and visits and are never excluded due to finances / lack of parental engagement. Measured by pupil conferencing and data tracking (PASS test)

5. Planned 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.					
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?
B. <i>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</i>	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	Within our school we have re-written our approach to feedback, however, this now needs to be embedded. There are many sources of evidence from the EEF Toolkit and Hattie that state that the most effective way to improve attainment is to have high quality feedback. We now need to focus this on PP children achieving Greater Depth through more complex thinking.	Professional development meetings to deliver training Monitoring, Evaluation and Review calendar to include key points for monitoring progress against this. Leaders to complete book scrutiny once every 2 weeks and feedback to SLT. This will always include PP and Non-PP samples) Evaluation of feedback policy Learning walks by SLT once per week with focus on AfL / GD	HT £1,000 for training Release time for MAST learning walks	January 2018
A. <i>Improve vocabulary / SP&L skills for all children but particularly those in year R</i>	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	Many of our children begin year R below national levels, especially in the domain of Communication and Language.	HT / Eng leader monitoring every 2 weeks Planning enhancements that allow children to develop language and this is monitored HIAS EYFS specialist support to write report and review Action plan in place for year R Time allocated to allow for planning with LSAs	£2,000 for CPD and resourcing / HIAS	Half termly

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	Reduce class sizes in infants to allow children to be taught in single year groups	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.	Employment of experienced teacher for year .1. Pupil progress meetings half termly with a focus on PP Monitoring,evaluation and review cycle with planning scrutiny built in	HT / Governors £28,238 for teacher and extra resources needed	At each data capture
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	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.	P4C leader to be allocated 0.1 per week to deliver lesson study and coaching in p4c PP and P4C lead to meet once a term to discuss impact of P4C Learning walks on MER calendar	£2,000 for teacher release one more per fortnight	Half termly at PP meeting
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	Keap - Learning, playing and interacting 2016 discusses the essential role of the adult and how this contributes to SP&L in Early Years settings.	Half termly moderation of Tapestry entries and quality of these MER CYCLE for lesson observations using role of adult observation sheets Data collection from baseline mod.	£1,000 for EY Target tracker and training	Half termly

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	As previously said, this is an expensive intervention, but is highly effective for classes under 24. It allows teachers to plan effectively for children and focus on their next steps in learning. They will use target tracker to assess their progress and attainment and use this for gaps analysis for a much smaller group of children.	Performance management Lesson observations and coaching through MER cycle Book scrutiny every 2 weeks by maths and English leader Planning scrutiny for next steps Pupil progress meetings	HT 24,000 for specialist teacher in year 4	Half termly
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	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.	HIAS support with report shared MER cycle Pupil progress meetings	£2,000	
Total budgeted cost					£60,238
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?

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	Pupil Premium children in year 5 do not achieve highly enough in maths. Therefore we will use pupil premium on a highly effective online tutor. The research into this particular scheme shows that it increases children's fluency and calculation skills. The EEF state that 1:1 tutors are high impact.	5 weekly review by Third Space Pupil progress meetings PIP meetings (half termly) Data tracking from baseline by HT	HT / Year 6 teacher £1658 to reflect % of PP children	October 2017
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	The research conducted by Lucy Ball on the impact of the relationship between children and the ELSA on academic progress shows that the ELSA can give invaluable emotional support. For many of our children of pupil premium, the bottom rung of Maslow's hierarchy of need is often not sound, and therefore the ELSA is able to support and allow the children to then progress academically.	Inclusion leader and ELSA to meet half termly to evaluate effectiveness Data tracking from capture SDQ questionnaires and Boxall profiles monitored for progress by inclusions leader.	Ht / Inclusions leader ELSA for 2 afternoons £2416.00	October 2017
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	Some children need targeting to catch up as the gaps in their language are holding them back. We will deliver Language Link and Nursery Narrative to specific groups of children	Language links data analysis half termly MER observations of nursery narrative with specific child observations	£500 for training for programme	Half termly
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)	The document Pupil Premium Progress by NFER states that target setting and next step planning for Pupil Premium children is a feature of high achieving schools.	Monitored and reviewed half termly by CT and inclusions leader Pupil progress meetings half termly – this forms part of this Target tracker used to plan Half termly data capture	£10 for resources	Half termly

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.	Hattie and the EFF state the feedback is most effective when it is instant and when children have time to respond to feedback. By giving dedicated time for hot listing pupil premium children, they are given time for high quality questioning and modelling to embed learning or to unpick misconceptions.	Performance management target for pupil premium children for all class LSAs Reviewed half termly on Personal Intervention Plans	PP leader HT PP governor 8.30-9.15 of an LSA day £1,818 to represent % of PP children	Half termly
Total budgeted cost					£6,402
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?
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	Being at school on time every day equates to good progress. Improving punctuality improves outcomes. This is also a life skill.	Breakfast club data analysed half termly Report to CSA committee half termly on lates Data tracking of those specific families where attendance is an issue Reviewing EHH and ALP referrals half termly	Inclusions leader £3,400 (1/2 day per week)	January 2018
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	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 children who need it most. We would have to considerably reduce the number of visits due to families	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 set up on a case by case basis.	HT £5,000	Termly

		being unable to pay. At Haselworth we educate the whole child.			
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	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)	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)	HT Inclusions leader £5,000 to represent % of PP children	Half termly
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	Provision of weekly dedicated leadership time to focus on progress and attainment of pupil premium children	The teaching schools council identifies that focussed leadership time is essential to ensuring the best provision and impact for PP children. Having the inclusions leader dedicate one morning per week to pupil premium will ensure that PP are targeted and prioritised.	Half termly review meetings PP leader to report to HT and governors half termly Dedicated time to be agreed (core time) and this is to be spent meeting with PP children, tracking data and identifying children using our target system.	£1,680 for dedicated leadership time (1 hour per week)	Half termly
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	The EEF says that summer school isn't highly effective, however, we only have small cohorts. By targeting our year 6 pupils for an extra week of revision, we ensure that they return to school after the break without the dip. Teachers target small groups and work on core skills. Pupil premium children are focussed on.	Ensure that year 6 staff are able to attend and that this is planned for	0 Internal cover to cover day off in lieu as working through the holidays	July 2018
					£15080
Total budgeted cost					£82,020

6. Review of expenditure

Previous Academic Year

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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

This is a review of the previous year, so the outcomes and success criteria will be different to above.

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.