

Pupil Premium Strategy Statement

1. Summary information					
School	South Hiendley Primary School				
Academic Year	2018-19	Total PP budget	£88.640	Date of most recent PP Review	22.1.18
Total number of pupils	214	Number of pupils eligible for PP	75	Date for next internal review of this strategy	Spring 2019

Current Attainment – Summer 2018					
	Pupils Eligible for PP (School)	Pupils not Eligible for PP (School)	Within School Gap	Differences from 2017 outcomes	National All Others 2017
EYFS GLD	50%	77%	27%	The in-school gap has closed by 14%.	ALL OTHERS 71% GAP TO NATIONAL ALL OTHERS 21%
Year 1 Phonics	89%	89%	0%	The in-school gap has closed by 19% diminishing the difference between disadvantaged and all others.	ALL OTHERS 84% ABOVE NATIONAL ALL OTHERS BY 5%
Key Stage 1 Reading	Exp: 64% GD: 18%	Exp: 75% GD: 31%	Exp: 11% GD: 13%	EXP The in-school gap has closed by 4%. GD The in-school gap has closed by 2%.	Exp: ALL OTHERS 79% GAP TO NATIONAL ALL OTHERS 12% GD: ALL OTHERS 28% GAP TO NATIONAL ALL OTHERS 10%
Key Stage 1 Writing	Exp: 64% GD: 9%	Exp: 69% GD: 25%	Exp: 5% GD: 16%	EXP: The in-school gap closed by 13%. GD: The in-school gap has widened by 1%.	Exp: ALL OTHERS 72% GAP TO NATIONAL ALL OTHERS 8% GD: ALL OTHERS 18% GAP TO NATIONAL ALL OTHERS 9%
Key Stage 1 Maths	Exp: 64% GD: 27%	Exp: 81% GD: 25%	Exp: 18% GD: -2%	EXP: The in-school gap has widened by 11% GD: The in-school gap has closed by diminishing the difference between disadvantaged and all others.	Exp: ALL OTHERS 79% GAP TO NATIONAL ALL OTHERS 15% GD: ALL OTHERS 23% ABOVE NATIONAL ALL OTHERS BY 4%
Key Stage 1 Combined (RWM)	Exp: 64% GD: 9%	Exp: 69% GD: 19%	Exp: 5% GD: 10%	EXP The in-school gap has closed significantly by 24%.	n/a

				GD The in-school gap has closed by 11%.	
Key Stage 2 Reading	Exp: 100% GD:40%	Exp: 58% GD: 23%	Exp: - 42% GD: - 17%	EXP: The in-school gap closed because a higher percentage of PP achieved EXP than All Others therefore diminishing the difference between disadvantaged and all others. GD: The in-school gap closed because a higher percentage of PP achieved GD than All Others therefore diminishing the difference between disadvantaged and all others.	Exp: ALL OTHERS 77% ABOVE NATIONAL BY 23% GD: ALL OTHERS 29% ABOVE NATIONAL BY 11%
Key Stage 2 Writing	Exp:100% GD:20%	Exp: 81% GD:31%	Exp: -19% GD: 11%	EXP: The in-school gap closed because a higher percentage of PP achieved EXP than All Others therefore diminishing the difference between disadvantaged and all others. GD: The in-school gap closed by 4%.	Exp: ALL OTHERS 81% ABOVE NATIONAL BY 19% GD: ALL OTHERS 21% GAP TO NATIONAL ALL OTHERS 7%
Key Stage 2 Maths	Exp: 60% GD: 20%	Exp: 65% GD: 23%	Exp:5% GD: 3%	Exp: The in-school gap closed by 4%. GD: The in-school gap has closed significantly by 20%.	Exp: ALL OTHERS 80% GAP TO NATIONAL ALL OTHERS 20% GD: ALL OTHERS 27% GAP TO NATIONAL ALL OTHERS 7%
Key Stage 2 Combined (RWM)	Exp:60% GD: 20%	Exp: 50% GD:15%	Exp: -10% GD: - 5%	Exp: The in-school gap closed because a higher percentage of PP achieved EXP than All Others therefore diminishing the difference between disadvantaged and all others. GD: The in-school gap closed because a higher percentage of PP achieved GD than All Others therefore diminishing the difference between disadvantaged and all others.	Exp: ALL OTHERS 67% GAP TO NATIONAL ALL OTHERS 17% GD: ALL OTHERS 9% ABOVE NATIONAL ALL OTHERS BY 11%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

Speaking and Listening – 53%

Literacy skills – 53%

Maths skills – 49%		
PSED / Self-belief / Attitude to Learning – 51%		
Parental involvement / Home-life – 56%		
External barriers		
Absences & Punctuality – 20% / Exclusions – 0%		
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To diminish the difference between the achievements of Pupil Premium children and National Other in Communication, Language and Literacy, Physical Development Reading, Writing and Maths. SALT ASSESSMENTS / PUMA / PIRA / BENCH MARKING TOOL KIT / EY GLD / YR1 PHONICS / KS1 SATS / KS2 SATS	The difference between PP and National Other will diminish.
B.	To support hard to reach and disadvantaged families to enable them to engage with school and support their child's learning. CAFS / PARENT QUESTIONNAIRES / ATTENDANCE TO EVENTS / RESPONSE TO HOMEWORK	Positive engagement with CAFS. More PP families attending school curriculum events. Increase the number of PP children engaging in homework activities.
C.	To provide a culture and ethos to promote resilience and empower PP children to be positive and proactive towards their learning. CPOMS INCLUDING BEHAVIOUR INCIDENTS / LESSON OBSERVATIONS	The difference between PP and National Others will diminish.
D.	Diminish the difference between the attendance of Pupil Premium children and National. ATTENDANCE RECORDS / ATTENDANCE FIGURES	Attendance and punctuality improves and PP attendance in line with National Performance.

4. Planned expenditure

Academic year

2018-19

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.

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?
To diminish the difference between the achievements of Pupil Premium children and National Other in Communication, Language and Literacy, Physical Development Reading, Writing and Maths.	<p>Speech and Language Therapist Qualified Speech and Language Therapist to work with targeted children across the school. (majority from EY – early intervention).</p> <p>Intervention packages then delivered by support staff: £5,000</p>	<p>53% of PP children have a barrier of learning related to speaking and listening. The majority of children entering Nursery are working significantly lower than expected in Communication and Language. (2018 Baseline meeting ARE, Nursery - 20% Reception - 55%).</p> <p>This has been an effective use of PP Funding in the past as evidenced in PP GLD, YR1 Phonics, KS1 SATS. Early intervention prevents issues in Literacy later on in schooling.</p>	<p>SALT reports</p> <p>Lesson observations</p> <p>Monitoring activities</p> <p>EY GLD / YR1 Phonics Screening / SATS results</p>	<p>SLT</p> <p>SENCO</p> <p>Beth Ward Speech & Language Therapist</p>	July 19

	<p>Guided Reading <u>Inset Reading Focus</u> 26.10.18 led by Karen Osbourne and Adele Brown: £250 <u>Guided Reading Materials</u> Improve the capacity and quality of reading materials and resources across the school: £1,000 <u>PM Benchmarking Kit</u> To be used to ensure all children are reading at a suitably challenging level: £263 <u>PIRA</u> Used to improve accuracy of assessments using this termly standardised test: £633</p> <p>Maths – ‘Closing the Gap’ Targeted Support <u>Teaching Assistants</u> Funding of TA’s: £54,400 <u>PUMA</u> Used to improve accuracy of assessments using this termly standardised test: £617</p>	<p>53% of PP children have a barrier to learning linked to Literacy Skills.</p> <p>2018 PP Reading scores were all under National All Others in EY and KS1.</p> <p>The school took part in the SSIF Project in 2017 / 2018 which began to have a positive impact on Reading. The new Guided Reading strategies developed last year now need to become fully embedded across the whole school.</p> <p>49% of PP children have a barrier to learning linked to Mathematics.</p> <p>2018 PP Maths scores were all under National All Others at statutory points.</p>	<p>Lesson observations</p> <p>Monitoring activities</p> <p>Reading scores – EY GLD / PIRA / SATS</p> <p>Pupil Progress Meetings</p> <p>Guided Reading Records</p> <p>Lesson observations</p> <p>Monitoring activities</p> <p>Reading scores – EY GLD / PUMA / SATS</p> <p>Pupil Progress Meetings</p>	<p>SLT</p> <p>Literacy Lead</p> <p>SSIF Project Ambassadors VF & AW</p> <p>SLT</p> <p>Maths Lead</p>	<p>July 2018</p> <p>July 2018</p>
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	<p>Total Sporting Solutions – Kidnetics This will be funded for Autumn 18 by PP Funding. After this it will be funded by a grant: £210 <u>Physical Development Equipment</u> Resources to enable the teaching of PD as by practitioners in school in order to maximize impact: £200</p>	<p>53% of PP children have a barrier of learning related to Literacy, including the physical action of writing. The majority of children entering Nursery and Reception are working significantly lower than expected in Physical Development which is having a negative impact on Writing scores. (2018 Baseline meeting ARE, Nursery - 5% Reception - 44%).</p>	<p>Termly Progress Reports for each child written by practitioners working for Total Sporting Solutions – Kidnetics.</p> <p>Physical Development and Writing scores.</p>	<p>Miss Kelly Total Sporting Solutions, Kidnetics.</p> <p>PP Lead PE Lead</p>	<p>January 2019</p>
Total budgeted cost					£62,573
Quality 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?

<p>To provide a culture and ethos to promote resilience and empower PP children to be positive and proactive towards their learning.</p>	<p>Teaching Assistants Funding of TA's: £54,400</p> <p>Craig Batley Training Four sessions of training on the effective use of TA's to support children's learning. Including questioning and scaffolding to allow children to become independent learners.</p> <p>Resilience Inset Staff to take part in Resilience Inset training to increase their understanding of how their actions and the language they use can promote resilience and independent learning.</p>	<p>51% of our PP have a barrier to learning due to PSED issues, lack of self-belief and poor attitude to learning. There are some very vulnerable cohorts within KS2. There is a high percentage of PP children in YR3 (48%), YR4 (43%) and YR6 (53%).</p> <p>Research shows that effective interactions between TA's and pupils can impact on children's learning by 5 additional months. However, it is crucial that TA's are well trained, disseminated effectively and work in partnership with the class teacher.</p> <p><i>"Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver."</i></p> <p><i>"EEF trials have demonstrated that, when they are well-trained and used in structured settings with high-quality support and training, TAs can make a noticeable positive impact on pupil learning"</i></p> <p><i>"There is also evidence that working with TAs can lead to improvements in pupils' attitudes"</i></p> <p>Education Endowment Foundation.</p> <p>The school took part in a Pupil Premium Practice Review in January 2018. It identified the need for teaching staff to disseminate support staff more effectively and that questioning and scaffolding needed to improve in order to allow children to be more independent and proactive in their learning. Training took place last year and continues into this academic year. Approaches need to become fully embedded across the whole school.</p> <p>Monitoring of questioning demonstrated the positive impact of the training.</p>	<p>Monitoring CPOMS</p> <p>Lesson Observations</p> <p>Pupil Premium Practice Review</p> <p>Monitoring of TA's</p>	<p>SLT</p> <p>PP Lead</p> <p>SENCO</p>	<p>Termly</p> <p>July 19</p>
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Total budgeted cost					£54,400
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?
To support hard to reach and disadvantaged families to enable them to engage with school and support their child's learning.	<p>Learning Mentor Continue to develop the role of the Learning Mentor in taking a lead on supporting hard to reach families: £17,500 (INCLUDING TRAINING / HOME WORK GROUP)</p> <p>CPG Homework Books New style homework booklets to allow children to complete homework more independently at home: £509</p> <p>CPOMS Continue to use CPOMS to record Safeguarding and behavioural concerns: £645</p> <p>Curriculum Events: £200</p> <p>Funding of Educational Visits: £2,000</p>	<p>56% of our PP children have a potential barrier to learning due to their unstable home life and / or lack of parental support.</p> <p>The Learning Mentor's role was increased to Full-Time last year in response to the Due Diligence carried out by the MAT. This has allowed the Learning Mentor more time to support families and in turn allowing the Headteacher to delegate some duties to her, such as transition activities for pupils new to the school, leading CAFS, attending CIN and CP Conferences.</p> <p>School were praised at recent MASH and CP Conferences about their Safeguarding records. This was due to the CPOMS system.</p> <p>Parent feedback showed a negative response towards a topic style homework. Impact on Literacy and Maths scores lacked evidence. In response to this CPG booklets will be used to support the continued development of key Literacy and Maths skills. There is supportive materials for parents and children to help them complete tasks at home. This is followed up in class.</p>	<p>Monitoring CPOMS</p> <p>Monitor attendance of PP families to school events</p> <p>Parent and Pupil homework questionnaire</p>	<p>SLT</p> <p>PP Lead</p>	July 19

<p>Diminish the difference between the attendance of Pupil Premium children and National.</p>	<p>Learning Mentor Continue to develop the role of the Learning Mentor in taking a lead on supporting hard to reach families including improving their punctuality and attendance to school. The Learning Mentor works closely with the Attendance Officer and Headteacher to monitor, track and address pupil absence. Learning Mentor: £17,500</p> <p>EWS: £1,000</p> <p>Attendance Officer: £3,200</p> <p>Attendance Rewards: £500</p> <p>Breakfast Club: £500</p>	<p>The school's attendance figures for last two academic years have continued to climb, taking them above National. The attendance target for the school has not been met for the last 3 years. In 2016-17 they were above National (4%) by 0.5% (4.5%) and persistent absence (10.8%) was 2.5% above National (8.3%).</p>	<p>Monitoring attendance figures CAFS Learning Mentor records on CPOMS</p>		<p>Half-Termly</p>
Total budgeted cost					<p>£26,054</p>