

Pupil premium Impact Statement 2018 / 2019

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 2019					
	Pupils Eligible for PP (School)	Pupils not Eligible for PP (School)	Within School Gap	Differences from 2018 outcomes	National All Others 2018
EYFS GLD	50%	71%	21%	2018 in school gap: 27% The gap has closed by 6%.	ALL OTHERS 73% GAP TO NATIONAL ALL OTHERS 23%
Year 1 Phonics	71%	85%	13%	2018 in school gap 0% The in-school gap has widened by 13%.	ALL OTHERS 85% GAP TO NATIONAL ALL OTHERS 13%.
Key Stage 1 Reading	Exp: 67% GD: 33%	Exp: 84% GD: 21%	Exp: 18% GD: -12%	EXP 2018 in school gap 11% EXP The in-school gap has widened by 7%. GD 2018 in school gap -14% 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 12% GD: ALL OTHERS 29% ABOVE NATIONAL ALL OTHERS BY 4%
Key Stage 1 Writing	Exp: 56% GD: 11%	Exp: 79% GD: 21%	Exp: 23% GD: 10%	EXP 2018 in school gap 5% EXP: The in-school gap has widened significantly by 18%. GD 2018 in school gap 16% GD: The in-school gap has closed by 6%.	Exp: ALL OTHERS 74% GAP TO NATIONAL ALL OTHERS 18% GD: ALL OTHERS 18% ABOVE NATIONAL ALL OTHERS BY 3%.
Key Stage 1 Maths	Exp: 67% GD: 22%	Exp: 79% GD: 21%	Exp: 12% GD: -1%	EXP 2018 in school gap 18% EXP: The in-school gap has closed by 6%. GD 2018 in school gap -2%	Exp: ALL OTHERS 80% GAP TO NATIONAL ALL OTHERS 13% GD: ALL OTHERS 25%

				GD: The in-school gap has closed by diminishing the difference between disadvantaged and all others.	GAP TO NATIONAL ALL OTHERS 3%
Key Stage 1 Combined (RWM)	Exp:56% GD:0%	Exp:79% GD:21%	Exp: 23% GD: 10%	2018 EXP Gap: 5% The in-school gap has widened significantly by 18%. 2018 GD Gap: 10% The in-school gap has widened significantly by 21%.	n/a
Key Stage 2 Reading	Exp: 40% GD:0%	Exp: 38% GD: 8%	Exp: - 2% GD: - 8%	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 has widened by 9%.	Exp: ALL OTHERS 80% BELOW NATIONAL ALL OTHER BY 40% GD: ALL OTHERS 33% BELOW NATIONAL ALL OTHER BY 33%.
Key Stage 2 Writing	Exp:67% GD:20%	Exp: 69% GD:15%	Exp: 3% GD: -5%	EXP: The in-school gap has widened by 16%. GD: 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.	Exp: ALL OTHERS 83% GAP TO NATIONAL ALL OTHERS 16%. GD: ALL OTHERS 24% GAP TO NATIONAL ALL OTHERS 4%.
Key Stage 2 Maths	Exp: 67% GD: 7%	Exp: 54% GD: 8%	Exp:113% GD: 1%	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 has closed by 2%.	Exp: ALL OTHERS 81% GAP TO NATIONAL ALL OTHERS 14%. GD: ALL OTHERS 28% GAP TO NATIONAL ALL OTHERS 21%.
Key Stage 2 Combined (RWM)	Exp:40% GD: 0%	Exp: 38% GD:8%	Exp: -2% GD: 8%	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 widened by 6%.	Exp: ALL OTHERS 70% GAP TO NATIONAL ALL OTHERS 30% GD: ALL OTHERS 12% GAP TO NATIONAL ALL OTHERS 4%

Barriers to future attainment		
In-school barriers		
A.	Speaking and Listening – 52%	
B.	Literacy skills – 55%	
C.	Maths skills – 52%	
D.	PSED / Self-belief / Attitude to Learning – 55%	
E.	Parental involvement / Home-life – 55%	
External barriers		
F.	Absences – 12% / Exclusions – 0%	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for relevant PP children	PP children’s speaking and listening skills will improve in order to accelerate progress and increase attainment in Communication & Language, Phonics, Reading and Writing scores across the school. Barriers to learning involving speech will be reduced for disadvantaged pupils who have speech difficulties.
B.	Improve children’s Literacy Skills in order to improve progress and increase attainment in Phonics, GPS, Reading and Writing scores across the school.	Year 1 disadvantaged pupils to pass the Phonic Screening Check. Year 2 disadvantaged pupils to pass the Phonic Screening re-check. Disadvantaged KS2 pupils to become more confident with their understanding and application of phonics. The gap for end of statutory assessments for Reception, Y2 and Y6 disadvantaged pupils and national other are reduced.
C.	Improve children’s Maths Skills in order to improve progress and increase attainment in Maths scores across the school.	The gap for end of statutory assessments for Reception, Y2 and Y6 disadvantaged pupils and national other are reduced.
D.	Improve children’s Personal, Social and Emotional development in order to reduce barriers to learning, allowing them to reach their full potential.	Disadvantaged pupils to be equipped to cope with challenging situations both at school and home, and in and out of class.

		<p>Disadvantaged pupils to have positive self-esteem and increased motivation and in-turn a good attitude towards their learning.</p> <p>Disadvantaged pupils to increase their life experiences and interest through lunch time sports club, after-school clubs and school visits.</p>
E.	Raise the profile of the Learning Mentor's role in school to support vulnerable families, allowing parents to effectively support their children.	<p>Parents of disadvantaged pupils will feel more confident in supporting their child's learning.</p> <p>Disadvantaged pupils will have positive self-esteem and increased motivation and in-turn a good attitude towards their learning.</p> <p>Disadvantaged children to learn about healthy lifestyles and good behaviour choices.</p>
F.	Diminish the difference between the attendance of Pupil Premium children and national other.	Disadvantaged pupils attend school every day, on time, except when they are ill.

Review of 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 / Success Criteria	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Total Cost	To be continued next year? Y/N
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.	Speech and Language Therapist Qualified Speech and Language Therapist to work with targeted children across the school. (majority from EY – early intervention).	EY 80% of pupils meet ARE in Speaking.		£5,000	Y

	<p>Guided Reading <u>Inset Reading Focus</u> 26.10.18 led by Karen Osbourne and Adele Brown: £250</p> <p><u>Guided Reading Materials</u> Improve the capacity and quality of reading materials and resources across the school: £1,000</p> <p><u>PM Benchmarking Kit</u> To be used to ensure all children are reading at a suitably challenging level: £263</p> <p><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</p> <p><u>PUMA</u> Used to improve accuracy of assessments using this termly standardised test: £617</p>	<p>Reading scores are below National in EY, KS1 and KS2.</p> <p>An effective tool to identifying individual pupils reading skills and areas of development.</p> <p>Maths scores are below National in EY, KS1 and KS2.</p>		<p>£250</p> <p>£1,000</p> <p>£263</p> <p>£633</p> <p>£54,400</p> <p>£617</p>	<p>N – invest in Read, Write, Inc and Vipers</p> <p>Y</p> <p>N (one off payment)</p> <p>N</p> <p>Y</p> <p>N</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</p> <p><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><u>Physical Development Cohort Sept 19</u> Nursery Baseline ARE 8% Reception Baseline ARE 44% EY Profile ARE 80% (+72%)</p> <p><u>Cohort Sept 20</u> Nursery Baseline ARE 5% Reception Baseline ARE 75% (+70%)</p>	Practitioners will continue to use approaches used by Total Sporting Solutions to continue to support PD in the EY.	£210	N
				£200	N
Total budgeted cost					£62,573
Quality Teaching for All					
Desired outcome / Success Criteria	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Total Cost	To be continued next year? Y/N

<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>Monitoring activities evidenced that the majority of TA support was effective in supporting and extending children's learning.</p> <p>External visitors to school comment positively on pupil's behaviour and conduct.</p> <p>Pupils comment that they feel supported and safe at school.</p>	<p>Stamina during tasks and ownership of own learning needs to improve.</p> <p>Further develop values curriculum.</p>	<p>£54,400</p>	<p>Y</p> <p>N</p> <p>N</p>
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Total budgeted cost £54,400

Targeted Support

Desired outcome / Success Criteria	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Total Cost	To be continued next year? Y/N
To support hard to reach and disadvantaged families to enable them to engage with school and support their child's learning.	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) CPG Homework Books New style homework booklets to allow children to complete homework more independently at home: £509 CPOMS Continue to use CPOMS to record Safeguarding and behavioural concerns: £645 Curriculum Events: £200 Funding of Educational Visits: £2,000	Some PP children attended Homework Club. Most PP children completed CPG booklets at home.	Headteacher to further support the development of the role of the Learning Mentor. Parental engagement needs further development – consider types and times of events.	£17,500	Y
				£509	Y
				£645	Y
				£200	Y
				£2,000	Y

<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>Overall absence is rising each year and is now significantly above National by 10%.</p> <p>Persistent Absence is also rising each year and is now significantly above national by 5%.</p>	<p>Headteacher to increase pace and focus in improving attendance of all pupil groups.</p> <p>Headteacher to give clear and consistent messages to parents about term time holidays, punctuality and attendance.</p> <p>Headteacher to define rolls of Attendance Officer and Learning Mentor in improving attendance.</p> <p>EWO to be appointed by IPMAT.</p> <p>Increase hours of Attendance Officer.</p> <p>Headteacher to ensure that Breakfast Club is used effectively to support attendance of PP families.</p>	<p>£17,500</p> <p>£1,000</p> <p>£3,200</p> <p>£500</p> <p>£500</p>	<p>Y</p> <p>N</p> <p>Y</p> <p>Y</p> <p>Y</p>
Total budgeted cost					£26,054