

Pupil premium strategy statement (Hurst Hill Primary School) 2016/17

1. Summary information					
School	Hurst Hill Primary School				
Academic Year	2016-17	Total PP budget	£112,200	Date of most recent PP Review	
Total number of pupils	306	Number of pupils eligible for PP	85	Date for next internal review of this strategy	March 2017

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	33%	52%
% making progress in reading	47%	65%
% making progress in writing	72%	87%
% making progress in maths	53%	74%

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.	Pupils achieving the expected standard in Reading, Writing and Maths at end of Key Stage 1 and KS2
B.	Pupils making expected progress in KS1/KS2
C.	Reception – increased percentage of pupils achieving ELG in Reading, Writing and Maths
D.	Pupils achieving the expected standard in Phonics Screening
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Emotional and Social Behaviour of pupils
F.	Attendance rate for pupils eligible for PP are 94.6% whilst non PP is at 96.3%. This reduces their school hours and causes them to fall behind.

4. Desired outcomes					
	<table border="1"> <thead> <tr> <th><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		
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A.	Improved outcomes for pupils in receipt of PP in reading, writing and maths at end of KS2	Pupils eligible for PP make accelerated progress across Key Stage 2 so end of Key Stage data shows diminishing differences between PP children and rest of the cohort.
B.	Improve rate of progress for all groups of PP learners in KS1 and KS2	All PP pupils to make at least expected progress and achieve end of year target , from their starting points (low, mid or high PAG)
C.	Increased percentage of Pupil Premium pupils to reach at least expected standards from their Baseline Starting Point than in 2015-16	PP pupils to make the same amount of progress as non PP pupils from their Baseline Starting Points.
D.	Increased percentage of Pupil Premium pupils to pass the Phonics Screening.	PP pupils to make accelerated progress to reach expected standards.
E.	Levels and resilience and independence are improved in PP pupils.	PP Pupils will have developed strategies to be able to cope with challenging situations. The resilience and motivation of pupils eligible for PP in learning situations will improve – Attainment and progress will improve.
F.	Increased attendance and punctuality rates for PP pupils	Overall PP pupils attendance improves from 94% to 96% to bring it in line with other pupils.

5. Planned expenditure

Academic year

2016/2017

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?
<p>Improved outcomes for pupils in receipt of PP in reading, writing and maths at end of KS2</p> <p>Improve rate of progress for all groups of PP learners in KS1 and KS2</p>	<p><u>Reading</u> – Extra Teacher 1 day a week to work with groups of PP pupils – Deputy to work with a small group of Year 6 PP pupils</p> <p><u>Maths</u> – Extra Teacher 1 day a week to work with groups of PP pupils – Children grouped for maths lessons based on ability –</p> <p><u>Writing</u> – Extra Teacher 1 day a week to work with PP pupils –</p>	<p>Expectations in reading, maths and writing have been raised through the new style SAT's papers.</p> <p>There will be more opportunities for pupils to be taught in smaller groups and so misconceptions can be dealt with immediately</p>	<p>Half Termly assessment data</p> <p>Intervention tracking sheets</p> <p>Pupil Premium Progress Meetings</p> <p>Lesson observations, book scrutinies</p> <p>Moderations in school and across NDLP</p>	<p>All key stage 2 staff/English lead/SLT</p>	<p>March 17</p>
<p>Increased percentage of Pupil Premium pupils to reach at least expected standards from their Baseline Starting Point than in 2015-16</p>	<p>Staff received training on identification of starting points for pupils in their class – Low Pag, Med Pag, High Pag – this was to develop staffs understanding of expected progress for each group of learners</p>	<p>Expectations have been raised for each teacher and therefore their accountability ensuring that all pupils whatever their starting point make at least expected progress.</p> <p>Staff must ensure that what they teach their pupils enables them to achieve this progress</p> <p>Staff will be able to identify gaps between PP and non PP progress</p>	<p>Half Termly assessment data</p> <p>Intervention tracking sheets</p> <p>Pupil Premium Progress Meetings</p> <p>Lesson observations, book scrutinies</p> <p>Moderations in school and across NDLP</p>	<p>All Key Stage 1 and 2 staff / SLT</p>	<p>March 17</p>
<p>Increased percentage of Pupil Premium pupils to pass the Phonics Screening.</p>	<p>TA's work with year 1 PP pupils during an afternoon to boost their phonics progress to ensure that the pupils achieve phase 5 coverage</p>	<p>All pupils have to have secure knowledge of Phase 5 phonics to be able to pass the screening test at the end of year 1</p> <p>Lower PP achievers receive intervention 3 times per week</p>	<p>Trajectories are set at the start of the year by KS1 leader – targets are set for each pupil</p> <p>Half termly assessments</p> <p>Pupil Progress meetings</p> <p>Tracking</p>	<p>All Reception and Key Stage 1 / SLT</p>	<p>March 17</p>

Total budgeted cost					£41,300
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?
<p>Improved outcomes for pupils in receipt of PP in reading, writing and maths at end of KS2</p> <p>Improve rate of progress for all groups of PP learners in KS1 and KS2</p>	<p>2 TA's attended training on first class at writing – working with PP pupils in year 3 – 4 x times per week</p> <p>2 TA's work with PP pupils on first class at numbers – Year 2 and 3</p> <p>3 TA's work with PP Pupils on Better Reading Partnership – Years 3 and 4</p> <p>1 TA works with year 4 targeting maths for PP pupils twice a week – includes more able pupils</p> <p>TA's works with PP pupils – this will aid children who are struggling to meet at least expected and also to work with those PP pupils who are high achievers</p>	<p>Expectations in reading, maths and writing have been raised through the new style SAT's papers.</p> <p>There will be more opportunities for pupils to be taught in smaller groups and so misconceptions can be dealt with immediately</p>	<p>Half Termly assessment data</p> <p>Intervention tracking sheets</p> <p>Pupil Premium Progress Meetings</p> <p>Lesson observations, book scrutinise</p> <p>Moderations in school and across NDLP</p>	<p>All key stage 2 staff/English lead/SLT</p>	<p>March 17</p>

Levels and resilience and independence are improved in PP pupils.	<p>Develop pupil's resilience through helping gain self-esteem. Pupil Progress observations in order to establish barriers and learning.</p> <p>Teaching staff decide what child needs to overcome these barriers</p> <p>New Nurture Group facility for PP Pupils to work with the learning mentors – 8 children 4 mornings per week – afternoon sessions available for small groups</p> <p>Level 1 TA's appointed to support pupils</p>	<p>Pupils given the correct tools for them to be independent in their learning which will in turn lead to raised self-esteem and resilience</p> <p>PP Pupils will be shown strategies to enable them to cope with challenging situations.</p>	<p>Pupils behaviour</p> <p>Pupil Premium Progress Meetings</p> <p>Boxall profile baseline and exit data</p>	<p>Learning Mentors / All Key Stage 1 and 2 staff / SLT</p>	<p>March 17</p>
Increased attendance and punctuality rates for PP pupils	<p>SBM and Deputy to monitor attendance and late marks monthly</p>	<p>PP Pupils attendance to improve to enable them to be in class more</p> <p>Pupils whose attendance begins to fall will be written to and invited to attend a meeting with the Deputy. If absence continues then school will refer to EIS (Education Investigation Service)</p> <p>Walking Bus</p>	<p>Attendance Records</p>	<p>SBM / Deputy</p>	<p>March 17</p>
Total budgeted cost					<p>£54,250</p>
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?
Other	<p>PP also pays for school trips, residential, music lessons, PE kit and book bags</p>	<p>We want all our pupils to be able to take part fully in everything the school has to offer, including trips and extracurricular activities.</p>	<p>Spreadsheet monitors spending</p>	<p>SBM / Deputy</p>	<p>March 17</p>

Total budgeted cost					£16,650

6. 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