

Pupil premium strategy statement (primary)

1. Summary information					
School	Hurst Hill Primary School				
Academic Year	2018-2019	Total PP budget	£113,520	Date of most recent PP Review	March 2018
Total number of pupils	274	Number of pupils eligible for PP	86	Date for next internal review of this strategy	March 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	25%	2017 64%
% making progress in reading	31%	72%
% making progress in writing	69%	76%
% making progress in maths	50%	75%

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.	Progress in core subjects is below the national average with SATs results in the bottom 10%
B.	Key stage 2 progress for PP children is below national average across all subjects with reading declining further in 2017-2018. We are in the bottom 10% in the borough for attainment progress and the gap increased during the previous year.
C.	50% of children achieved expected in SPAG paper. Upon analysis spelling is a barrier and through book monitoring it is evident across the school that the formation of letters and numbers in upper key stage 2 is also not in line with expected. The teaching of spelling, and also the testing of spelling, has not had consistent monitoring or intervention. There are also growing concerns that the vocabulary gap is widening so children are not used to hearing or using a wider range of vocabulary. This is impacting on the reading attainment and spelling as children do not understand words across a range of contexts.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is below the national average. An increase in the number of families having holiday requests declined. Families accept and pay the fines imposed by the LEA preferring to pay the reduced rates for holidays in term time. Parental engagement is also low.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase in the quantity of children reaching the age related expected standard across core subjects through consistent good teaching.	The percentage of children achieving age related expected standards will increase due to the consistently good wave one teaching. Teachers

		will be able to reflect on pupil's progress more efficiently and adapt pedagogy provision in line with misconceptions or barriers to learning.
B.	Pupil premium and non-pupil premium children attainment gap to be reduced through wave one teaching and regular interventions.	The percentage of pupil premium children achieving expected will increase more in line with non-pupil premium children. They will receive regular intervention both in the classroom and personalised in groups to accelerate their progress.
C.	Handwriting and spelling standards to increase in line with the expected standards through regular intervention and additional support during wave one teaching.	<p>Spelling attainment will increase in SPAG. Children will have a greater awareness of spelling families and will understand the rules which underpin spelling.</p> <p>All PP children will follow the school handwriting policy and their handwriting will demonstrate show:</p> <ul style="list-style-type: none"> • KS1: form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • KS2: maintained legibility in joined handwriting when writing at speed. <p>This will contribute the an increase in the percentage of children achieving expected standards in English writing and the SPAG test.</p>
D.	Pupil premium children to have attendance at or above the expected threshold.	PP pupils to have attendance of at least 95% and will be motivated to attend school through the new attendance procedures and initiatives. Parents will become more engaged with school and understand the impact of non attendance on their children's attainment and life long learning skills.

5. Planned expenditure					
Academic year	2018-2019				
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, B	<p>Whole school CPD actions based on attainment, SIP and overcoming trends/behaviour and barriers.</p> <p>Consistent permanent staff across the school to have quality CPD which can then be used to improve the quality of lessons, marking, verbal feedback, pedagogy and attainment across the school.</p>	<p>Whole school initiative – Transforming teaching project (TTP) funded by DFE. EEF toolkit research advises the quality of differentiated wave one teaching as having an impact on narrowing attainment gaps.</p> <p>All staff to receive intense training to improve pedagogy – this will develop teachers’ CPD and enable them to deliver lessons that are consistently good.</p> <p>SW and AS (good secure teachers) will receive 1:1 support from TTP facilitators and released from class to attend meetings across the MAT.</p> <p>Funding will be used to provide CPD release /class cover during these sessions. This includes three full days each and weekly meetings. Both parties provided with additional release cover to plan and develop sessions in order to disseminate the developmental outcomes to the school.</p> <p>Fortnightly staff meetings delivered by the TTP to encourage teachers to self reflect and develop CPD.</p>	<p>Staff meetings, assessment discussions, pupil progress monitoring.</p> <p>Weekly meetings with TTP</p> <p>Book trawls PPA days with SLT SIP reviews</p> <p>1:1 Pupil progress meetings with HT mid-point appraisal meetings.</p> <p>End of year appraisal will ensure quality provision in all classes.</p>	<p>TTP Programme educators.</p> <p>All staff to take responsibility in completion of tasks:</p> <p>Focus on SW&AS intense CPD which will be disseminated across the school.</p> <p>CJ, BW, HH, LF, JP</p> <p>RK and CJ</p>	December 2018 and February 2019

		Members of SLT released to model and support with teaching, planning and assessment. Ensuring all of these areas are consistently good. This includes support during PPA days; with team teaching, coaching sessions, marking and role modelling expected standards.	Assessment discussions, SLT meetings and PPA release time	CJ, BW, HH, LF, JP, AS, DR, LD, NW, AJ	Half termly reviews and evaluations after the event.
A&B	Rigorous monitoring of attainment outcomes and provisions will ensure staff are reactive and reflective to the learning needs of all children.	Multi Academy Trust (MAT) moderation with Linda Minnock – local authority moderator. This will ensure that the quality of outcomes in PP and non PP children’s books meet consistently good standards; that the quality of assessment is accurate and that teaching and learning outcomes are in line with other MAT schools so as to reduce the attainment gap. EYFS, Year two, Year 4 and Year 6 staff and leaders will be released to prepare for, and to attend these sessions.	All outcomes will be discussed and analysed during DHT and HT MAT meetings with the Chief executive officer (CEO)	RK, CJ, LF, BW, HH	Termly and evaluations after the event.
A&B		All staff developmental mark PP children’s work and set gap tasks which are completed during tutorial time prior to any new learning.	Moderated during assessment discussions	Whole School	Half termly and evaluations after the event
		Weekly SLT meetings focus on the quality of teaching and reflect upon current practice and initiatives in place. DHT and SENCO evaluate the designed quality intervention for PP and SEND children using SIP and outcomes from SPTO assessment outcomes.	Agendas are prepared at the beginning of every term. Phase meetings mapped to correlate.	SLT	Weekly and evaluations following moderation

		HT – regular 1:1 meetings with SLT and teaching staff to review pupil progress action plans and progress. Staff released from class by DHT	Planned into calendar Pupil progress booklets. HT - pupil voice interviews End of year appraisal.	RK	Half termly
A&B		SENCO moderates intervention and provides quality in house training to meet CPD requirements for TAs and teaching staff.	Book Trawls Intervention folders	JP	Half termly
A&B		DHT provides additional support during WAVE one teaching of maths and English twice a week. DHT - PM sessions provided for PP children to meet SPAG standards twice a week.	Book Trawls, assessment discussions Intervention folders	CJ	Evaluations after the intervention
A&B		NQT staff receive quality support from DHT. Meeting fortnightly on a 1:1 basis with a bespoke action plan. Quality CPD also provided by Hales Valley teaching school. Released weekly to complete developmental tasks. The ideology being that NQTs will maintain consistently good learning within the classroom and provide quality QFL intervention during wave one teaching/intervention groups - meeting the needs of all learners.	Rigorous reflective and reactive NQT action plans in place. NQT journal monitoring Outcomes discussed in fortnightly 1:1 meetings. NQT evaluations Lesson observations	CJ, LD,AJ	Fortnightly and through termly assessment reports to HVTS

A&B	Purchase of wave one teaching resources to support the progress and enable children to meet PAG group targets.	Salford intervention scheme purchased to baseline readers and determine reading ages at the beginning of the academic year and attainment at the close of the year.	Whole school assessed every term and outcomes discussed in SLT.	JP and SLT	March 2019
A&B	Feedback from the MAT has recommended the use of materials purchased.	Bug club, Times table rock stars and Spag.com purchased as an incentive for pupils to read and practise tables at home as well as during school intervention time.	Monitored by the maths and English leader.	JP CJ, RW	In line with monitoring calendar
		Year 5/6 children provided with additional CGP reading intervention resources to help accelerate progress and meet the expected standard in SATs.	Used during intervention sessions with targeted support and during wave one teaching. Impact will be monitored during SLT meetings following book trawls and SPTO comparisons.	Phase leaders	In line with monitoring calendar
A&B	Whole school approach to target arithmetic and test style questions for children.	Fluent in five to be used in upper key stage two from September 2018 every day.	Monitor regularly through book trawls and assessment discussions	CJ and RK	In line with monitoring calendar

<p>A&B</p>	<p>Establish a team to support anxiety in school and improve behaviour so that all children can learn without distractions and make progress.</p> <p>Team teach CPD to be provided for the new behaviour mentor and a member of Nursery staff.</p> <p>Pupil reward scheme to celebrate good behaviour across the school and promote well-being.</p>	<p>A survey in 2012 by the Children’s Commissioner found that 80% of pupils reported that other pupils disrupt their learning. 40% of teachers leave the profession in their first five years with pupil behaviour been a major contributor. Pupils are increasingly starting school with less ‘school readiness’ resulting in them falling behind and in some cases never becoming good learners</p> <p><u>Wellbeing team KM JP AW</u> Behaviour mentor employed to support PP children and others who require intervention and additional support to manage their anxiety.</p> <p>Development of a calm, well-being room enables children to deescalate and reflect with the behaviour mentor as and when required.</p> <p>Team will liaise with multi agencies to help support mental wellbeing of PP children in school.</p> <p>Classrooms will become calm and attainment will increase.</p> <p>VIP hot board and assemblies will motivate children and promote school values and high expectations so that all children can learn.</p>	<p>Monitoring through learning walks, pupil voice and behaviour folders.</p> <p>CPOMS will be reviewed regularly.</p> <p>Every half term VIP children are selected and will spend time with HT</p>		<p>March 2019 and ongoing evaluations during SLT meetings</p>
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		Well-being team provide support for target groups of PP children who require structured lunchtimes, activities and guidance to maintain anxiety levels and wellbeing. Monitor latest technology and provide motivational APPs for children to use as a tool to move learning forward in an engaging way during anxious moments. Lunchtime PSHE club weekly, sports coach (some of this from Sports premium budget)			
A, B &D	Establish Magic Breakfast for children so that concentration and school readiness mindset is established at the beginning of the school day. Well being team will supervise the distribution of free breakfast to all children every morning from January 2019	EEF held trails and evidence demonstrated that attainment improves when children have eaten. Doctors agreed that children who do not eat well have an increased chance of not achieving. By providing all children with breakfast every day, disadvantaged children will not feel singled out or embarrassed at having free food. Families will also attend school earlier and this should also improve attendance.	Daily reflections on routines from launch. Comparison of data during SLT meetings and assessment discussions.	RK and Well-being Team. CJ – attendance impact.	March 2019 Weekly attendance monitoring.
C	Invest in a handwriting CPD package and resources for staff to deliver quality handwriting lessons and intervention.	Kinetic letter training provided for all staff so that all children can meet the government expected standards in letter formation and handwriting standards. This will help overcome barriers and raise the standards for all children. Additional handwriting intervention provided weekly for target children and handwriting practise patches incorporated into KS2 English lessons.	English coordinator Book trawls Assessment discussions Pupil progress meetings	LF	Half termly

A&B	<p>Developing the CPD of teachers: consequently providing a wider school team to support in PE or at play times; to engage children in physical activity and to support positive play at lunchtimes.</p>	<p>Sports company will provide teachers support during PE lessons. Model pedagogy. Teachers will observe and replicate the styles of the coaches, acting on advice and feedback and consequently improving their own CPD.</p> <p>Coaches will evaluate the pedagogy and support staff to develop their confidence across all strands of the sporting curriculum and raise the quality of PE teaching.</p>	<p>Lesson observations. Monitoring of assessments</p>	DR	Half termly
A&B		<p>After School Club and lunch time enrichment opportunities provided by class teachers. Staff will hold after school or lunch clubs to challenge children and provide a wider variety of extra curricular activities. Staff will apply the CPD development from Sports Plus coaches. A day in lieu will be granted as payment for running the clubs.</p>	<p>Drop in sessions. Celebration of achievements within the club</p>	RK and CJ	Half termly
A&B		<p>IT Expert to attend school one day a week to deliver quality teaching sessions alongside teachers modelling how to teach computational thinking and programming as this is an area that staff have shown a weakness.</p>	<p>Lesson observations and through regular monitoring of attainment.</p>	RK SH CJ	Termly

	Facilitate parental workshops to increase engagement and improve relationships.	<p>Parent workshops will offer advice on how children can be supported at home.</p> <p>Provide opportunities for teachers and parents to interact and build positive relationships.</p> <p>Inspire sessions will encourage parental engagement and demonstrate how children can be supported with their learning.</p> <p>Safety workshops: CEOP, E safety and first aid will support parents with the wellbeing of pupils and improve relationships.</p> <p>Reading workshops will be delivered for parents to explore a wider range of texts with their children and teachers will share advice on how to explore comprehension, vocabulary and help reduce the vocabulary gap.</p>	<p>Calendar of events is shared with parents.</p> <p>Advertised on school newsletter</p> <p>Gathering of parent evaluations after each event.</p>	CJ, RK,JP,NW, HH	Termly
Total budgeted cost					£56,728.37
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?
B	Release of leaders to deliver the highest quality attainment intervention and improve the life chances of PP children across the school.	Phase leaders deliver weekly intervention for target PP children to raise attainment and reduce the progress gap between boys and girls as well as PP and non PP children.	Evidence in books – book trawls and assessment discussions.	BW,CJ,HH,LF	Half termly

B	<p>Personalised quality TA support and additional intervention.</p>	<p>EEF supports through research which shows that + 3months can be gained by reducing class sizes and 4+ months when teaching in small groups.</p> <p>Weekly, wave 3 and deeper intervention offering more personalised solution in an area individual to the pupil.</p> <p>All PP children receive two+ additional hours of personalised small group intervention per week from their designated TA:</p> <p>EYFS – JW KS1 – K S and C F, Year 3/4 TT and JE Year 5/6 by AR and DT.</p> <p>In context this means that <u>every afternoon</u>, <u>all teaching assistants</u> deliver quality support and intervention for PP children.</p> <p>Schedules of intervention are revisited termly during SLT meetings, monitored fortnightly and activities are personalised for PP individuals designed at accelerating their progress.</p>	<p>Reviewed in assessment discussions with all intervention staff.</p> <p>Quality intervention mapping</p> <p>Quality recording of intervention.</p> <p>Evidence collated in individual journals provided for the children and outcomes are monitored in PP folder.</p>	<p>JW,CF,NG,EP,JE,TT,DH, A &DT</p>	<p>Ongoing reflective evaluations. Half termly overviews.</p>
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B		Wave 2 teaching, targeted catch up provision to support pupil premium children who need additional support Supporting in lessons by working with children eligible for PPG. Designated staff have appraisal targets focusing on PP children (including the DHT) – progress, and outcomes evaluated at mid-point review.	Accurate use of SPTO and assessment tools. QLA to inform gaps and target areas for intervention to ensure it is personalised.	Class teachers and SLT	Ongoing reflective evaluations. Half termly overviews.
B	PP pupils to access learning through interactive technology.	Key stage 2 PP children have access to an ipad or laptop during tutorial sessions to practise times tables, spellings and grammar	Prefects distribute every morning RW monitors outcomes	CJ	Half termly
B	PP pupils access Specialist learning support provision at LSS unit	Specific personalised learning at specialised unit funded through SEND units – pupils attend specialist unit to work with expert teachers on areas of learning specific to each child.	JP evaluates impact. Regular meetings with carer.	JP	Half termly and during regular meetings.
B	LAC children provided with 1:1 support daily to improve wellbeing attainment. Counselling sessions to support anxiety.	LAC children to be provided with counselling/ specialist learning support to overcome anxiety. Weekly catch up meetings with the well being team. 1:1 support and personalised intervention during tutorials and core subjects.	Drop in sessions. Monitoring of SPTO Learning walks and	RK, CJ, KM and JP	Half termly and during regular meetings.
Total budgeted cost					£52,529.85
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review implementation?

			implemented well?		
D	Employ agency to help encourage increased attendance for PP children and support the attendance lead in promoting high expectations.	<p>‘Instill Excellence’ contracted to support the implementation of the new robust attendance policy.</p> <p>Quality control of attendance designed to contact parents whose children fall below the 95% attendance threshold.</p> <p>Daily contact with Sally and Kim from Instil. Inform them of non-notification absences and house calls are conducted the same day to establish reasons behind absence. During these visits, parents are reminded of the importance of attendance and evidence of medical visits required. They are questioned in depth and the children are questioned to assess safety and health where possible.</p> <p>Parents who fail to answer the door receive an immediate letter containing our guidelines and where required an invite into school to meet with the DHT – attendance lead.</p> <p>Contracts drawn up between parents and school to support with attendance. Instill deliver assemblies to the children to encourage 100% attendance and rewards are offered as an incentive. Class attendance is celebrated weekly with Hector the Hippo. The class with the highest attendance at the end of the year receive a day out to celebrate.</p> <p>Late attendance – Instill attend school weekly and conduct a late gate walk. This is</p>	<p>Fortnightly meetings between Sally and DHT to assess and moderate attendance.</p> <p>All evidence logged in the attendance folder.</p> <p>Weekly Pupil premium attendance reports generated and filed for evidence and quality control.</p> <p>Robust MAT policy in place.</p>	CJ	Fortnightly

	<p>Establish attendance rewards for 100% attendance and best class of the week</p>	<p>to remain as a prominent reminder regarding punctuality. Parents of children who are repeatedly late into school, are offered support and guidance from Instill and attend a support meeting with the DHT / attendance lead.</p> <p>Launch reward scheme to motivate children to attend.</p> <p>Weekly, termly and annual reward to celebrate attendance achievements and provide children with an incentive to attend.</p>	<p>Weekly celebrations in the assembly and advertised on the newsletter.</p>		<p>Termly and following CTF exportation</p>
Total budgeted cost					£4631.80