

Halsnead Primary School
Pupil Premium Strategy 2018-2019

Headteacher: Helen Taylor

Chair of Governors: Denise Allen

Pupil Premium Link Governor: Jill Sharp

Pupil Premium Profile 2017 - 2018

Number of eligible pupils:	152
Amount per pupil:	£1320
Total pupil premium budget:	£201,000

Halsnead KS2 SATs results 2018	Reading		Writing (TA)		Mathematics		
		School 2018	National 2018	School 2018	National 2018	School 2018	National 2018
% of children achieving the expected standard	All	59	75	71	76	35	76
	Disadvantaged	43		57		29	
% of children achieving high level of attainment	All	15	28	12	28	3	24
	Disadvantaged	5		10		0	
Average Scaled Score	All	101.1	105	100.6		97.9	104
	Disadvantaged	98.9		98.8		99.2	

		School 2018	National 2018
% of children achieving the expected standard in R, W & Ma	All	24	61
	Ever FSM	14	
% of children achieving high level of attainment in R, W & Ma	All	3	10
	Ever FSM	0	

Halsnead KS1 SATs results 2018

		Reading		Writing		Mathematics	
		School 2018	National 2018	School 2018	National 2018	School 2018	National 2018
% of children achieving the expected standard	All	67	75	52	70	52	76
	Ever FSM	70	60	40	53	40	61
% of children Working at Greater Depth	All	17	26	4	16	13	22
	Ever FSM	5		0		5	

Year 1 Phonics screening check results

		School 2018	National Average 2018
Pass	All %	82	82
	Ever FSM %	81	70

Executive Summary

Barriers to educational achievement faced by eligible pupils at the school:

- The significant majority of children enter the school with starting points well below expected levels and very few achieving age related expectations at the start of nursery.
- Many of our children arrive in the Nursery setting exhibiting a level of development which is well below national expectations
- Parental support for their children's learning is difficult. Parents are often unable to support their children's learning at home for a range of reasons, including, lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home.
- Social and emotional learning: we recognise that social and emotional wellbeing is all important, not only to our children's welfare but has a direct impact on their learning.

We will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps, raising attainment and improving progress of disadvantaged pupils through:

- **Reduction in pupil/teacher ratio**
 - Ensured TA's are available to deliver RWI in smaller groups
 - Maintained 2 teachers per year group in year 3 and 4

<ul style="list-style-type: none"> ● Effective intervention classes to improve achievement in English and mathematics <ul style="list-style-type: none"> ● Implementation of a range of evidence based interventions targeted at children's specific needs ● Targeted one to one and small group speech and language therapy ● Further development of reading comprehension approaches to improve reading focused on learners' understanding of the text ● Additional professional development on teaching of phonics and early reading to raise rates of progress and improve reading and phonic check outcomes in Year 1 ● Introduction of writing conferences tailored to needs of individual children
<ul style="list-style-type: none"> ● Teaching Assistants impact on raising standards <ul style="list-style-type: none"> ● Sustained professional development (alongside class teachers) to ensure high quality feedback on learning impacts on raising achievement ● High quality professional development for TAs that mirrors that for teachers so staff work effective together to further raise the quality of teaching, leading to increases in attainment. Training to deliver one to one and small group support
<ul style="list-style-type: none"> ● Minimising barriers to learning and achievement <ul style="list-style-type: none"> ● Active engagement of parents in supporting their children's learning ● Interventions which target social and emotional learning ● Interventions to improve attainment by reducing challenging behaviour through specialised programmes ● Interventions which target attendance
<ul style="list-style-type: none"> ● Meeting individuals' particular needs <ul style="list-style-type: none"> ● Provision of artistic, sporting and creative extra-curricular activities, such as dance, drama, music
<ul style="list-style-type: none"> ● Extending school time <ul style="list-style-type: none"> ● Providing additional session to key children in nursery

- **Area: Reduction in pupil/teacher ratio**
 - Ensured TA's are available to deliver RWI in smaller groups
 - Maintained 2 teachers in year 3 and 4

Strategy	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
<u>Assessment support (Pts)</u> <ul style="list-style-type: none"> • PTs advisor support • Professional Development • Provide additional support to Senior teachers to lead on the implementation and direction of outstanding, focused interventions across their phases 	<ul style="list-style-type: none"> • Early identification of children who are working at or below expected. • Tracking of progress for identified groups of children, especially pupil premium, to narrow gap between lowest and highest attaining children. 		<ul style="list-style-type: none"> • On-going professional development for staff – developing assessment model which is fit for purpose according to new expectations 	<ul style="list-style-type: none"> • Termly evaluation of progress across the school for identified groups. • PPM meetings 	No cost	Children have been identified for intervention through discussion in PPM Teachers aware of PP children Assessment system now fit for purpose
<u>Year 3 and 4 Teacher</u> <ul style="list-style-type: none"> • An additional full-time class teacher for year 4 • Classes not merged into year 3/4 mixed class • Year 3 Maths Intervention to be run weekly in registration time 	<ul style="list-style-type: none"> • Raised attainment • Increase rates of progress • Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> • Year 3 and 4 – 2 teachers September 2018 • Responsive working with children to provide interventions as they need it • Identify classes (July 2017) 	<ul style="list-style-type: none"> • Lesson observations in line with monitoring timetable • Half termly tracking data review 	****	<u>Year 3 & 4</u> Data suggests that the gap has widened or where the PP group were exceeding the performance of others the gap has been closed as others are making more progress Intense teaching CPD has begun with SLE support
<u>TA's for RWI</u> <ul style="list-style-type: none"> • Phonics Scheme implemented in FS and KS1 	<ul style="list-style-type: none"> • Increased in % of children achieving the Y1 phonics check • Significant majority of children making sufficient progress in reading in R, Y1 		<ul style="list-style-type: none"> • Lesson observations of phonics and guided reading (Autumn 2018) • Half-termly tracking of phonics and book bands (Oct 2018 onwards) 	<ul style="list-style-type: none"> • Lesson observations • Book look reviews • Assessment points • Impact of interventions review (December 2018, 	*****	Disadvantaged scored in line with national on the Phonics screening test

<ul style="list-style-type: none"> Children taught in groups based on ability rather than whole class 	<p>and Yr 2 over the course of the year</p> <ul style="list-style-type: none"> Quality of teaching of phonics and guided reading judged to be at least good in R, YR1 and YR 2 		<ul style="list-style-type: none"> Target groups identified & interventions put in place (Jan 2019 onwards) 	<p>March 2019, July 2019)</p> <ul style="list-style-type: none"> Y1 phonics check outcomes, July 2019 Yr 2 reading results and phonics outcomes, 2019 R reading outcomes, July 2019 		
				<p>Total cost for area:</p>	<p>£****</p>	

Area: Effective intervention classes & 1-2-1 tuition to improve achievement in English & Mathematics

- **Small group tuition:** implementation of a range of evidenced based intervention programmes targeted at children's specific needs
- **Reading comprehension strategies:** reading comprehension approaches to improve reading focused on learners' understanding of the text
- **Raising quality of teaching of early reading:** additional professional development on teaching of phonics and early reading to raise rates of progress and improve reading and phonic check outcomes in Year 1
- **Targeted teaching in Y6:** additional interventions, targeted support and reduced class sizes to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs.

Rationale: Sutton Trust-EFF Toolkit, 2015

- *"greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains the impact ... that small tuition is effective"* (+4 months)
- *"on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress"* (+5 months)
- *"when a change in teaching approach does accompany a class size reduction (... smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitude. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive"* (+3 months)
- *"oral language interventions consistently show positive benefits on learning, including oral language skills. On average, pupils who participate in oral language interventions make approximately five months' progress over the course of a year"* (+5 months)

Strategy	Outcomes and success criteria	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
Phonics & Early Reading <ul style="list-style-type: none"> • Additional professional development to raise the quality of teaching of early reading leading to raised achievement (RWInc development day) • Model lesson, team teaching, lesson observations with feedback and follow up professional development • Additional tracking and early intervention for target groups to raise outcomes in phonics 	<ul style="list-style-type: none"> • Increased in % of children achieving the Y1 phonics check • Significant majority of children making sufficient progress in reading in Y1 over the course of the year • Quality of teaching of phonics and guided reading judged to be at least good in Y1 	<ul style="list-style-type: none"> • Lesson observations of phonics and guided reading (Autumn/Spring/Summer) • Half-termly tracking of phonics and book bands (Oct 2018 onwards) • Target groups identified & interventions put in place (Jan 2019 onwards) 	<ul style="list-style-type: none"> • Lesson observations • Book look reviews • Assessment points • Impact of interventions review (December 2018, March 2019, July 2019) • Y1 phonics check outcomes, July 2019 • RWI development day reports 	****	Phonics data in line with national

Strategy	Outcomes and success criteria	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
Year 6 Maths Booster <ul style="list-style-type: none"> Daily maths booster for identified year 6 children 	<ul style="list-style-type: none"> Increased practice in applying skills. Accelerated rates or progress Raised attainment 	<ul style="list-style-type: none"> Identify target individuals and groups (November 2018, March 2019) 	<ul style="list-style-type: none"> School staff involved in evaluation and monitoring process. Tracker data analysis 	****	Children have shown an increase in confidence in maths and improved fluency in 4 operations. They are more able to access class work independently Summer term PP that have attended have increased scale scores
			Total cost for area:	£****	

Area: Ensuring Teaching Assistants impact on raising standards

- Teaching Assistants:** Class teachers and teaching assistants work together effectively, leading to increases in attainment; support and training for both teachers and TAs so the quality of provision is consistently good or better; TAs to deliver one to one and small group support

Rationale: Sutton Trust-EFF Toolkit, 2015

- “TAs can have a positive impact on academic achievement. One to one or small group support shows a stringer positive benefit of between three and five additional months on average”*

Strategy	Outcomes and success criteria	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
Teaching Assistants <ul style="list-style-type: none"> Provide individualised tailored programmes to vulnerable pupils. Provide targeted support to pupils who are disengaged/need help managing their behaviour. Provide targeted support to address identified barriers to learning for vulnerable pupils. 	<ul style="list-style-type: none"> Accelerated rates of progress Raised attainment Increase in the percentage reaching nationally expected levels Narrow gap between highest and lowest attaining pupils 	<ul style="list-style-type: none"> Needs based (September 2018 onwards) Individual and group programmes to be put in place in response to outcomes from pupil progress meetings (September 2018 onwards). Identified individuals to be supported as needed. 	<ul style="list-style-type: none"> Pupil progress meetings to include discussion & evaluation of outcomes (Autumn 2018 onwards) Lesson observations to include focus on impact of additional adults (Oct 2018 onwards) Impact of interventions review (Autumn 2018) 	*****	Interventions delivered Scaled scores on tests and gaps analysis show interventions have closed gaps Data suggests gap has widened

	<ul style="list-style-type: none"> Improved learning behaviours – independence, resilience, confidence 		<ul style="list-style-type: none"> Tracker data analysis ongoing 		School reviews commented on children been ready to learn
<p>High Quality TA Professional Development</p> <ul style="list-style-type: none"> TA's provide high quality in class support and interventions to targeted groups of children 	<ul style="list-style-type: none"> Accelerated rates of progress Raised attainment Increase in the percentage reaching nationally expected levels Narrow gap between highest and lowest attaining pupils Improved learning behaviours – independence, resilience, confidence 	<ul style="list-style-type: none"> Appropriate internal CPD provided External SSIF bid attended 	<ul style="list-style-type: none"> Observations and Performance management in place for TA's Tailored CPD provided 	SSIF bid	TA confidence in role is increasing
			Total cost for area:	£****	

Area: Minimising barriers to learning and achievement:

- **Active engagement of parents** in supporting their children's learning at school: programmes focused on parents and their skills; encouraging/enabling parents to support their child at home; and more intensive support programmes for families in crises and those facing challenging circumstances
- **Social and emotional learning:** Interventions which target social and emotional learning (SEL) to improve attainment by improving the social and emotional dimensions of learning ways in which pupils work with and alongside their peers and staff focused on more specialised programmes which are targeted at pupils with behavioural issues or behavioural and academic issues.
- **Behavioural interventions** to improve attainment by reducing challenging behaviour through implementation of more specialised programmes
- **Attendance interventions** to improve attendance and punctuality through implementation of personalised strategies for targeted families

Rationale: Sutton Trust-EFF Toolkit, 2015

- *"parental involvement is consistently associated with pupils' success at school. The impact of parents' aspirations is also important"* (+3 months)
- *"SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months' additional progress"*

- “evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months)

Strategy	Outcomes and success criteria	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
Parental Workshops <ul style="list-style-type: none"> • Provide targeted support to address identified barriers to learning for vulnerable pupils. 	<ul style="list-style-type: none"> • Parent workshops identified termly for whole class support • Co-ordinated programme of programmes covering English, maths and IT • 1:1 or small parent group identified to deliver training on specific programme e.g. maths strategy or phonics 	<ul style="list-style-type: none"> • Needs based following PP meetings (November 2018, March 2019 and June 2019) 	<ul style="list-style-type: none"> • Attendance of parents • Impact of interventions review (November 2018, March 2019 and June 2019) 	****	Learning mentors targeted families that needed further support through: <ul style="list-style-type: none"> -Arranging early help -Completing referrals -Targeting for parents workshops -Coordinating AWO support -Providing 1:1 support for children -Meeting with parents Workshop schedule was established and published Number of parents varied but increased towards the end of the year
Learning Mentors <ul style="list-style-type: none"> • Identify and support families to raise levels of attendance 	<ul style="list-style-type: none"> • Attendance rates increase for identified pupils 	<ul style="list-style-type: none"> • Identified individuals to be supported as needed. • 1:1 meetings with families • Phone calls/home visits for key families 	<ul style="list-style-type: none"> • HT/LM to monitor attendance data and identify interventions where appropriate 	****	Attendance improved for PP from 93.1 to 94.5 PP PA reduced from 21.2 to 17.7
SMSC support <ul style="list-style-type: none"> • Introduction of values within school 	<ul style="list-style-type: none"> • Children take more ownership of learning • Children develop sense of community • Children take pride in their work • Raised attainment 	<ul style="list-style-type: none"> • Values built with staff • Values introduced to children and families • Circle times on displaying values • Behaviour policy supports values 	<ul style="list-style-type: none"> • Pupil voice questionnaires • Children’s attitude to learning improves 	Teaching time	Non negotiables printed for displays Pupil reporting improvement in school

		<ul style="list-style-type: none"> School ethos matches values 			
			Total cost for area:	£ ****	

<p>Area: Meeting individuals' particular needs</p> <ul style="list-style-type: none"> Extra-curricular activities: provision of artistic, sporting and creative extra-curricular activities, such as dance, drama, music, painting, including beyond the school day.
<p><u>Rationale:</u> Sutton Trust-EFF Toolkit, 2015</p> <ul style="list-style-type: none"> <i>"specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also been consistently reported."</i> (+2 months)

Strategy	Outcomes and success criteria	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
<p>Enrichment Trips</p>	<ul style="list-style-type: none"> Accelerated rates or progress Raised attainment Increase in the percentage reaching nationally expected levels Narrow gap between highest and lowest attaining pupils 	<ul style="list-style-type: none"> Children/families identified as needing support to ensure that children can attend all enrichment activities that are offered. Broad and varied experiences offered to encourage aspiration and ambition. Trips to help to develop a sense of belonging and British Values. 	<ul style="list-style-type: none"> Record of opportunities that children have had access to. Pupil Voice Parent Voice 	500	All children in all year groups went on education visit
<p>Enrichment Visitors to the school</p>	<ul style="list-style-type: none"> Accelerated rates or progress Raised attainment Increase in the percentage reaching nationally expected levels 	<ul style="list-style-type: none"> Broad and varied experiences offered to encourage aspiration and ambition. 	<ul style="list-style-type: none"> Record of opportunities that children have had access to. Pupil Voice Parent Voice 	500	<p>Year 3 Stone Age Day – Narrative was moderated as strong piece of work</p> <p>Children reported the day was 'fun', 'helped them</p>

	<ul style="list-style-type: none"> • Narrow gap between highest and lowest attaining pupils 		<ul style="list-style-type: none"> • Work surveys to show evidence of links between enrichment and learning 		understand the Stone Age.’
Enrichment Forest School	<ul style="list-style-type: none"> • Accelerated rates or progress • Raised attainment • Increase in the percentage reaching nationally expected levels • Narrow gap between highest and lowest attaining pupils 	<ul style="list-style-type: none"> • Broad and varied experiences offered to encourage aspiration and ambition. 	<ul style="list-style-type: none"> • Record of opportunities that children have had access to. • Pupil Voice • Parent Voice • Work surveys to show evidence of links between enrichment and learning 	****	<p>55% of children that attended are PP</p> <p>Teachers reported seeing, “improvements in social skills”</p> <p>Children enjoy the club. “It helps them make new friends.” And “lets them do fun things they can’t do on the yard.”</p>
			Total cost for area:	£****	

Area: Extending school hours

- Providing additional session to key children in nursery

Rationale: Sutton Trust-EFF Toolkit, 2015

- *“There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress.” (+3months)*

Strategy	Outcomes and success criteria	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
Offer additional sessions to key children in nursery	<ul style="list-style-type: none"> • Raised attainment and accelerated progress 	<ul style="list-style-type: none"> • Key children take up extra sessions in nursery (Autumn, Spring, Summer) 	<ul style="list-style-type: none"> • Records of attendance • Tracker data analysis 	£ ****	Children more settled and ready for transition
			Total cost for area:	£	

Area: Monitoring & evaluation of the impact of spending

Area: Active involvement of Governors

In addition to this: Monitoring and evaluation will take place as detailed above

- The Pupil Premium link governor will attend the inclusion meetings
- Outcomes for Pupil Premium will be reviewed at the resources committee
- An internal annual Pupil Premium review will take place
- Governors will undertake a learning walk focused on provision funded by the Pupil Premium
- Governors will include pupil premium as a focus for pupil voice – gathering children’s views on the provision and the impact this has had on them

Strategy	Outcomes and success criteria	Milestones (date to be completed)	Monitoring & evaluation When, by whom? How will success be evidenced?	Total cost	Actual Impact
<p>Headteacher and the Deputy Headteacher</p> <ul style="list-style-type: none"> • The Headteacher and Deputy Headteacher has responsibility to provide monitoring and evaluation of interventions for pupil premium children to ensure that they get the right support in a timely fashion. 	<ul style="list-style-type: none"> • PP children tracked across their school experience to ensure that they make at least expected progress. • Accelerated rates or progress • Raised attainment 	<ul style="list-style-type: none"> • Children identified for intervention support through regular meetings with intervention teachers and Tas’ 	<ul style="list-style-type: none"> • Pupil progress meetings • Tracking of intervention work, evaluation of individual programmes. • End of year data. 	1,000	<ul style="list-style-type: none"> • There are large gaps between PP and other throughout school. • Otrack introduced to help with tracking • Intervention tracking not yet rigorous

	<ul style="list-style-type: none"> • Narrow gap between highest and lowest attaining pupils 	<ul style="list-style-type: none"> • Weekly tracking of intervention provision to identify 			
			Total cost for area:	£1000	

Area	Expenditure
Reduction in pupil/teacher ratio	*****
Effective intervention classes & 1-2-1 tuition to improve achievement in English and mathematics	*****
Ensuring Teaching Assistants impact on raising standards	*****
Minimising barriers to learning and achievement:	****
Meeting individuals' particular needs	*****
Active involvement of Governors	
Extending School Hours	***
Monitoring & evaluation of the impact of spending	1,000
Total pupil premium expenditure:	£204992

*** linked to salaries