

# Halsnead Primary School

## Pupil premium strategy statement:

1. Summary information					
School					
Academic Year	2019/2020	Total PP budget	£194040	Date of most recent PP Review	September 2019
Total number of pupils	304 + 30 nursery children	Number of pupils eligible for PP	147	Date for next internal review of this strategy	September 2020

2. Current attainment			
	<i>Pupils eligible for PP in the school</i>	<i>Pupils not eligible for PP in the school</i>	<i>National average for all pupils in 2019</i>
% achieving expected standards in R, W and M combined at KS2	43%	37%	<b>(65%)</b>
% achieving high standards in R, W and M combined at KS2	0%	0%	<b>(10.5%)</b>
% achieving expected standard in reading KS2	63%	48%	<b>(73%)</b>
% achieving high standard in reading KS2	7%	18%	<b>(28%)</b>
% achieving expected standard in writing KS2	53%	59%	<b>(78%)</b>
% achieving GD in writing KS2	0%	0%	<b>(20%)</b>
% achieving expected standard in maths KS2	56%	51%	<b>(75%)</b>
% achieving high standard in maths KS2	7%	7%	<b>(23%)</b>
% achieving expected standards in reading at KS1	32%	43%	<b>(76%)</b>
% achieving expected standards in writing at KS1	32%	39%	<b>(70%)</b>
% achieving expected standards in maths at KS1	21%	54%	<b>(76%)</b>
% achieving GLD in EYFS	40%	41.4%	(71.5) 2018

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Historical poor teaching has led to significant gaps in learning over time.	
<b>B.</b>	Limited experiences outside school of visiting places of interest to stimulate imagination and develop values	
<b>C.</b>	Many of the PP pupils are with SEND	
<b>External barriers</b>		
<b>D</b>	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over represented with persistent absence	
<b>E</b>	PP Late arrivals and pick-ups is not yet the same standard as other pupils.	
<b>F</b>	Social difficulties experienced by families including housing, finance, family literacy and parental anxieties	
<b>G</b>	Some pupils come from homes with limited experiences of higher education and may therefore have low aspirations for their futures	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Ensure the quality of teaching and learning is good or better in every class so that historical gaps in skills and knowledge are filled effectively	100% of teaching and the quality of work in books, across the school to be at least viewed as strong Attainment in core subjects at the end of KS1 and KS2 show an improvement and is at least in line with attainment of all pupils nationally by Summer 2021 (in line with non-PP nationally by 2022) Percentage of children achieving GLD show an improvement and is at least in line with attainment of all pupils nationally by Summer 2021 (in line with non-PP nationally by 2022)
<b>B.</b>	Improve the experiences of PP pupils so that they can contribute productively to class discussions and improve the content and therefore standards of their writing	Attainment in core subjects at the end of KS1 and KS2 show an improvement and is at least in line with attainment of all pupils nationally by Summer 2021 (in line with non-PP nationally by 2022) Percentage of children achieving GLD show an improvement and is at least in line with attainment of all pupils nationally by Summer 2021 (in line with non-PP nationally by 2022) The proportion of PP pupils achieving Greater depth matches that found in the rest of the cohort by summer 2021
<b>C.</b>	SEND pupils are well supported and make good progress across the school	Early identification for pupils with SEND and high-quality support ensures they make good progress from their starting points The assessment system for SEND is appropriate and provides clear next steps for children and is used to support differentiation within classrooms

<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP by 5%. Overall PP attendance improves and by Summer 2020 is at least 95.5%. (By summer 2021 attendance for PP is at or above national average)
<b>E.</b>	Increase punctuality for pupils eligible for PP	Reduce the number of lates among pupils eligible for PP so that is in line with all children
<b>F.</b>	Ensure those families who require support and advice have the confidence to come into school and receive necessary support	Greater number of families engaging with school and feeling supported, resulting in improved attendance, engagement of parents with the school (attendance at parents' evenings) and a reduction in outward mobility.
<b>G.</b>	Aspirations of pupils are raised and they aspire to follow professional careers. Pupils eager to engage in interschool competitions and other challenges which are academically based.	<p>Increase in pupils' motivation and risk taking with their learning. Pupils develop confidence in leadership skills and public speaking.</p> <p>Greater evidence of children contributing to the wider community through opportunities in the curriculum</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019/2020</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A Ensure the quality of teaching and learning is strong in every class so that historical gaps in skills and knowledge are filled effectively	Supporting in planning and teaching by leaders  CPD training for all staff linked to the priorities of the school  Designing and embedding the curriculum to encourage depth of learning  Opportunities to observe strong teaching practice	To provide pupils with the skills to support them in their reading, writing and maths.  To ensure that there are opportunities for focussed team teaching and lesson modelling to support the continued improvement in the quality of teaching and learning	Regular staff training Observations and Partnership teaching Monitoring of pupil's progress Coaching opportunities to improve the quality of teaching Schools self-evaluation activities	<b>HT DHT AHT</b>	Termly review through progress meetings/monitoring and yearly detailed review.
B Stimulating learning experiences help develop imagination and language	Regular visit to enhance learning in topics  'Hook' days at the start of topics to motivate pupils  Visits or visitors to the school to extend learning  After school and lunch clubs provide a broad and varied diet of learning opportunities  Subsidised education visits	Pupils will be able to develop their language through discussions of different experiences and this will lead to improvement in vocabulary and ideas within their written work.  Planned opportunities throughout the learning journey for pupils to reflect on their learning	Joint staff planning Staff training Modelled lessons Coaching to improve the quality of teaching across the school Curriculum maps show engaging hooks involving educational trips/visitors	<b>All leaders</b>	<b>Termly</b>
C The needs of /SEN pupils are met within the classroom and these	Early identification of SEN needs in EYFS or ASAP following entry to school	To support PP pupils with combined barriers to learning to access the curriculum. There is evidence from the 2020 outcomes that	Accurate identification of need and targets intervention/support.	<b>HT SENDco</b>	<b>Termly</b>

pupils make good progress	<p>Bespoke support for identified pupils.</p> <p>Teaching assistants to target children across the school to help close gaps. Also emphasis on PP</p> <p>Parent workshops to help them to understand expectations and how to support their child at home.</p> <p>External specialist SEN support</p> <p>Assessment system provides next steps for children and differentiation support</p>	pupils with SEND make improving progress to close the gap between SEND children and non-SEND	<p>Rigorous monitoring of the provision and progress made by these pupils. Updated provision mapping</p> <p>Staff training.</p> <p>Available resources that promote learning in books and through discussions with pupils.</p> <p>TA CPD</p> <p>Regular tracking and monitoring of progress on appropriate SEN assessment system</p>		
<b>Total budgeted cost</b>					*****
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

D. Increased attendance for pupils eligible for PP	<p>Targeted support and challenge to families to improve attendance.</p> <p>Rewards and incentives to improve attendance of PP children.</p> <p>Support from Learning mentors</p> <p>Additional support from AWO</p>	<p>The school cannot improve attainment for children if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Learning mentor who supports targeted families to provide support and advice to parents with attendance and working with outside agencies.</p> <p>Closer working with AWO provides a common message concerning the importance of good attendance</p>	<p>Increase in attendance of PP pupils</p> <p>Reduction of PA of PP pupils</p> <p>Greater number of families engaging with school and feeling supported, resulting in improved attendance</p>	<b>Helen, Learning mentors</b>	<b>Fortnightly</b>
E Improve Punctuality for pupils eligible for PP	<p>Targeted support and challenge to families to improve attendance – including offer of breakfast club.</p> <p>Rewards and incentives to improve attendance of PP children.</p> <p>Support from Learning mentors</p>	<p>The school cannot improve attainment for children if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Learning mentor who supports targeted families to provide support and advice to parents with attendance and working with outside agencies.</p> <p>Closer working with AWO provides a common message concerning the importance of good punctuality – use of late gate</p>	<p>Improvement in punctuality for PP children</p> <p>Greater number of families engaging with school and feeling supported, resulting in improved punctuality</p>	<b>HT, Learning mentors</b>	<b>Fortnightly</b>
<b>Total budgeted cost</b>					*****
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Families who require support and advice have the confidence to come into school and receive necessary support	Parents have a first point of contact through LM offering advice and support on a range of domestic issues and provide links with the support agencies	Learning Mentor who advises families and provides support helps to engage hard to reach families.	Monitoring of data to record number of families supported, improved attendance and links with local and school community.	<b>Learning Mentors</b>	<b>Termly</b>

		Closer working with AAP provides a common message concerning the importance of good attendance	Ensure the LM receives up to date training.  Parental questionnaires to monitor impact.		
PP pupils have high aspirations and self confidence	Value work focusing on improving PP pupil's mind-set, confidence and instilling high aspirations for the future.  Subsidising educational visits for pupils to visit a range of workplaces and workshops.  Growth Mindset training for all staff to instil this value in pupils.  Staff mentors for identified vulnerable pupils.	Research has shown that PP pupils have lower aspirations than non PP peers.	Monitoring teaching and learning  Close monitoring of progress  Discussions with pupils  Lesson observations show evidence of improved confidence and behaviour for learning.  Individual staff meet regularly with pupils to encourage and monitor progress.	<b>HT AHT Learning Mentors</b>	Termly review through progress meetings/monitoring and yearly detailed review.
<b>Total budgeted cost</b>					*****

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