

# Pupil premium strategy statement (primary)

1. Summary information					
School	Hendal Primary School				
Academic Year	2018/19	Total PP budget	£162,600	Date of most recent PP Review	
Total number of pupils	374	Number of pupils eligible for PP	125 (33%)	Date for next internal review of this strategy	September 2019

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%	64%
% making progress in reading	50%	75%
% making progress in writing	61%	78%
% making progress in maths	44%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor oracy skills
B.	Lack of experiences and knowledge and understanding of the world
C.	Social, emotional and mental health and behaviour difficulties
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance
E.	Parental engagement with academic targets

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children have increased spoken language skills and make at least 7 steps of progress in CLLD. In particularly children's vocabulary increases.	Children make accelerated progress in their CLLD assessments. Children's vocabulary increases by 4 words a week in Upper Foundation.
B.	Children's speech, reading comprehension, creative writing and problem solving skills are improved because children have experiences to draw on and link to in their	We diminish the difference in EYFS and KS1 and KS2 attainment between disadvantaged and non-disadvantaged

	learning	pupils.
<b>C.</b>	Children can manage their behaviour with increased responsibility. Children can regulate their emotions with increased control. Children can understand and accept consequences with fewer exhibits of unacceptable behaviours. Exclusions are reduced in frequency and number and attendance improves.	Pastoral support and Nurture principles. Learning mentor timetable and social and emotional interventions monitored and reviewed. Boxall assessments. Personalised approaches to learning and welfare monitored in Positive achievement books. Attendance figures improve.
<b>D.</b>	Attendance will improve and persistent absenteeism will be reduced	Weekly meetings between Attendance officer and Headteacher. Clear tracking of attendance and a rapid response approach for nonattendance. Consistent and clear communication with parents. Fast track meetings for persistent absentees and monitoring period of improvement. Escalating to EWO involvement as needed. Breakfast club places. Attendance policy followed robustly.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018-19</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 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>
Teachers Increased subject knowledge and curriculum knowledge	CPD - personalised programme for all teachers	Quality First Teaching Feedback adds +8 months of learning Evidenced by Education Endowment Fund research – Teaching and learning toolkit	Monitoring of Teaching and Learning linked to Appraisal.	KA	July 2019
Children have interventions to close gaps in learning and meet ARE's	Targeted Interventions led by teaching assistants. CPD - programme for Teaching Assistants.	Evidence based research from EEF and 1 <sup>st</sup> Class Number intervention and Reading Recovery (Marie Clay) Structured interventions completed and progress documented on action plans.	Half termly Pupil progress meetings – analyses progress and attainment of disadvantaged pupils.	KA	July 2019
Raised attainment in KS2 assessments	Deputy Headteacher team teaching/coaching 50% accross KS2 classes	Good/outstanding teaching leads to good/outstanding outcomes. Ofsted 2013.	Consistency in our approaches to high expectations, planning progress, differentiation, assessment for learning and behaviour management Coaching strategies shared and opportunities for feedback in place.	DB	July 2019
Raised attainment in Year 6 SAT's tests	Extra Teaching Assistant in Year 6	Improved outcomes Sharper teaching focus with increased adult to pupil ratio Greater differentiation More time for targeted interventions	Three weekly monitoring of teaching and learning and sharing assessments and intervention results.	DB	July 2019
<b>Total budgeted cost</b>					<b>£40,000</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>
Increase in oracy skills in EYFS including vocabulary and comprehension.	WELCOME Speech Programme	100% of children enter EYFS with lower than typical CLLD levels EEF Early Years Toolkit EYFS intervention +5 months	All staff are trained to administer the Welcome assessment. Children are targeted on entry to EYFS using baseline assessments.	RK/KT-B	July 2019
Increase reading attainment in Year 1	1 to 1 Reading Recovery based intervention	Children entering Year 1 who have not achieved GLD in Reading	CPD training from previous Reading Recovery teacher. Half termly monitoring by Headteacher. Clear communication with parents.	KA/CK	July 2019
Increase attainment in Reading and Writing in KS1	Year 2 1 to 1 support for phonics, reading and writing sentences	Diminish the difference in English in KS1 Target children in Year 2 who did not pass Year 1 Phonics check	Half termly monitoring by Headteacher.	KA/KC/UK	July 2019
Year 3 part time TA to Diminish the difference in Reading for children who fail the phonics check in Year 2.	Support for 1 to 1 targeted reading interventions such as Alphabet work, memory work and sight vocabulary interventions	New approaches to reading for children who do not have good phonic knowledge.	Half termly monitoring by Headteacher.	KA/RB/EC	July 2019
Year 4 part time TA to Diminish the difference in Reading	Extra part time TA for reading comprehension interventions	Improved outcomes Sharper teaching focus with increased adult to pupil ratio Greater differentiation More time for targeted interventions Reading comprehension strategies + 4 months EEF Toolkit	Half termly monitoring by Headteacher.	KA/GS/NW	July 2019

<p>Special Needs Teaching Assistant (part time) SEND intervention groups carried out for LAPs Targeted support for small groups Sentences SMART, direct phonics, Work through Personalised programmes of support recommended by Learning Support Service</p>	<p>Support for learning needs</p>	<p>EEF Toolkit Individualised instruction +3 months Collaborative learning +5 months</p>	<p>Half termly monitoring by Headteacher and SENDCO</p>	<p>KA/RW/AW</p>	<p>July 2019</p>
<p>Behaviour support worker (part time) Targeted support for small groups Talk about, social stories etc. Work through Personalised programmes of support and emotional literacy resources recommended by Education Psychology</p>	<p>Support for SEMH needs</p>	<p>Emotional literacy approach proven to increase standards in English and SEMH EEF Toolkit Behaviour interventions +3 months Social and Emotional learning interventions +4 months</p>	<p>Half termly monitoring by Headteacher and SENDCO</p>	<p>KA/RK/HJ</p>	<p>July 2019</p>

Raised attainment in KS2 SATS results for Disadvantaged pupils	Booster classes for SATs January 2019 to May 2019	EEF Toolkit Small group tuition +4 months	SATS analysis KA/DB	KA/DB	July 2019
Diminish the difference for all Disadvantaged pupils	New resources for intervention groups 5 minute boxes Lifeboat resources Wordblaze	Reading comprehension strategies +4 months EEF Toolkit Peer tutoring + 5 months EEF Toolkit research	Half termly monitoring by Headteacher and SENDCO	KA	July 2019
Improved attendance for Disadvantaged pupils and persistent absentees	Attendance officer to chase attendance plus extra member of staff to go and door knock and collect children from home	Improved attendance improves attainment	KA/RB attendance meetings EWO fast track meetings	KA/RB	July 2019
Increased physical activity	Sports leader to deliver after school sports clubs	EEF Toolkit Physical development approaches +3 months	DB/LN monitor uptake and participation	DB	July 2019
<b>Total budgeted cost</b>					£75,000
<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>

Pupils attendance improves and children who may not always do so have a breakfast	Subsidised Breakfast Club	To improve attendance, health and daily physical activity. EEF Sports participation +2 months	Target pupils are offered free breakfast club places	KA	July 2019
All Pupils attend all educational visits and residential	Subsidised Educational visits/visitors	A focus on experiential learning and improve knowledge and understanding of the world	Target pupils are offered subsidised places for all educational visits/visitors and residential	KA	July 2019
All pupils raise their attainment by reading for enjoyment	Purchase reading books for challenge and reluctant readers	To raise attainment in reading and improve enjoyment of reading EEF Reading comprehension strategies +6 months	Pupils will be given targeted reading materials	KA	July 2019
Pupils take part in daily physical exercise and improve their social skills	Play leader at lunchtimes	EEF evidenced based research SEMH learning +4 months	Pupils are chosen as playmakers	DB/EC	July 2019
All pupils wear their uniform with pride and feel a sense of belonging	New uniform and PE kit fund	A sense of belonging and stability lead to improved behaviour and positive attitudes to learning	Pupils receive new school uniform and PE kit as required	KA	July 2019
To nurture talent and offer enrichment to the curriculum	Subsidised Music lessons	Enrichment opportunities nurturing talents EEF Arts participation +2 months	Pupils are offered subsidised music lessons	KA/EC	July 2019
Pupils develop collaborative working, team building skills and communication	Forest Schools	Pupils communication skills are improved and this is evidenced in cross curricular lessons as are their collaboration skills EEF Toolkit Outdoor adventure learning +4 months	Pupils will access Forest School and revisit this throughout the school year	KA	July 2019
<b>Total budgeted cost</b>					<b>£47,600</b>

6. Review of expenditure £162,360				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £85,000
Raised attainment and progress in all year groups and Key Stages	<p>EYFS Extra TA full time</p> <p>Year 1 1 to 1 Reading TA</p> <p>Year 2 1 to 1 Phonics/reading TA</p> <p>Year 6 Extra TA</p> <p>Deputy Head teacher 50% in Year 6</p>	<p>EYFS extra TA; Disadvantaged reduced gap by 7% from 41% to 34% GLD Year 1 Phonics score Disadvantaged 60% - 23% gap from All pupils Nationally 83%</p> <p>Year 2 Phonics scores Disadvantaged 85% - 7% gap from All pupils Nationally 92% KS1 Reading Expected Disadvantaged 62% - 14% gap from All pupils Nationally 76% KS1 Greater Depth Disadvantaged 23% - 3% gap from All pupils Nationally 26%</p> <p>Year 6 focussed writing intervention groups increased Writing Expected Disadvantaged 61% from 24% a 17% gap from All pupils Nationally at 78%</p> <p>Raised Combined % in RWM to 60%</p>	<p>EYFS TA continue with spend and target all disadvantaged children.</p> <p>Year 1 1 to 1 Reading Recovery based intervention Full time - continue with spend Year 1 reading book bands fewer Disadvantaged children reading below expected level July 2018</p> <p>Year 2 1 to 1 phonics and reading support 4 days – continue with spend start earlier from September 2018 review in Easter Budget 2019/20</p> <p>Year 6 Extra TA full time support change focus to Reading based on 2018 results</p> <p>50% achieved Combined RWM</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £45,000

Small group Interventions in every year group	Learning Mentor  Resources  Boosters	Ran Nurture programme with focussed check ins to meet the needs of 12 children Good quality resources purchased to enable reading and maths interventions to run in KS2 classes Focussed children attended two booster groups a week	Met needs of cohort 2017-18 position replaced with 1 x part time Behaviour Support worker and 1 x part time Learning Support Assistant. Resources are well used and interventions are in place pupils are accessing groups to meet needs based on assessments and gap analysis. Booster groups were well attended by Disadvantaged pupils attendance registers 95% Continue spend	
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £32,360
Subsidised activities and	Educational Visits  Breakfast club  Music lessons	All disadvantaged pupils attended all educational visits  Breakfast club is attended by up to 70 children a day  37 pupils accessed guitar lessons (46% of cohort Disadvantaged)	Excellent use of PP spend all children attended Educational Visits to support and reinforce learning.  Attendance registers  Continue with opportunity for Year 4 classes and additional opportunity for subsidised music lessons	

## 7. 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](http://www.aschool.sch.uk)

- NFER Spending priorities for the Pupil Premium – The Sutton Trust May 2013
- Ofsted The Pupil Premium: an update July 2014

### **Key Stage 2 Results 2018**

Percentage of Year 6 Pupil Premium Funded children achieving Expected Standard in Reading, Writing and Maths

	<b>Hendal Disadvantage</b>	<b>Hendal - All pupils</b>	<b>National</b>	<b>Gap</b>
<b>Reading</b>	52%	%		%
<b>Writing</b>	74%	%		%
<b>Maths</b>	57%	%		%

Year 6 Pupil Premium Funded children Expected Progress in Reading, Writing and Maths

	<b>Hendal Disadvantage</b>	<b>Hendal – All Pupils</b>	<b>National</b>	<b>Gap</b>
<b>Reading</b>	-4.6	-5.4		
<b>Writing</b>	-6.4	-8.5		
<b>Maths</b>	-3.9	-5.8		