

# Pupil premium strategy statement (primary)

1. Summary information					
School	St Hilda's C of E Primary				
Academic Year	2017/18	Total PP budget	£83,000	Date of most recent PP Review	08.2.2018
Total number of pupils	332	Number of pupils eligible for PP	60	Date for next internal review of this strategy	1.09.2018

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	55%	69%
% making progress in reading	64%	85%
% making progress in writing	64%	83%
% making progress in maths	55%	75%

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.	Stability / mobility – raised percentage of in year admissions many of which are PP children. These children have also had more than one school.
B.	Pupil children also fall into more than one vulnerable group.
C.	Speaking and Listening skills in Reception are lower for pupils eligible for PP than for other pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Lack of enrichment experience outside school.
E.	Attendance rates for pupils eligible for PP are below that of pupils not eligible for PP.
F.	Parental engagement of PP pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attendance of PP pupils	Reduce the number of persistent absentees among PP pupils
B.	Ensure baseline assessments identify where PP pupils are academically so they can be supported to start on next steps.	Make increased progress with a decreased difference compared with 'other' pupils.

<b>C.</b>	Improve emotional resilience, improve self-confidence.	Impact of 'Wild Tribe' on progress.
<b>D.</b>	Improved percentage of pupils eligible for PP achieve the expected standard in maths in KS2, therefore having an increased percentage achieving the expected standard in reading and maths combined.	Increase the number of PP pupils achieving the expected standard in maths and therefore increase the expected standard in Reading , Writing and Maths.
<b>E.</b>	Improved percentage of pupils eligible for PP achieve the expected standard in Phonics in KS1.	Percentage of pupils achieving expected standard in Phonics in line with previous years. (Huge dip in 2017)
<b>F.</b>	Improved percentage of pupils eligible for PP achieve the expected standard in writing in KS1.	Greater than 85% achieve the expected standard in writing in KS1.

5. Planned expenditure					
Academic year	2017/18				
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?
Ensure baseline assessments clearly identify where all children are academically so that we can identify next steps.	Initial assessments provide clear baseline about where child is and next steps.	To remove barriers to learning and provide targeted support.	Gap analysis and targeted support.	ES KS BR	Termly
Improved percentage of pupils eligible for PP and all pupils achieve the expected standard in Maths therefore have an increased percentage in reading writing and maths combined	Quality First Teaching. Develop teacher subject knowledge. Use of White Rose Maths and develop reasoning and problem solving skills. Targeted support for children to address misconceptions. Smaller group teaching	Planning of maths indicates that staff are secure with the assessment foci prior to 2014 but need more guidance with reasoning and problem solving guidance in years that do not have Interim Framework guidance.	Maths in Key Stage 2 is a key area for improvement. Staff training. Talk it Solve It, APE. Termly Data Analysis, Pupil progress Meetings.	TC CM FC	Termly
Improved percentage of pupils eligible for PP and all pupils achieve the expected standard in Phonics Screening.	Quality First Teaching. Reduction in class size – four classes rather than three (no mixed age class) Targeted support for underachieving pupils – small group support with use of TA's.	Smaller class sizes improve Quality First Teaching, additional groups for phonics to target under achieving with targeted support from TA's.	Staff training Agreed approach Tracking of data Monitor planning and observations of teaching.	KS FC	Termly
Improved percentage of pupils eligible for PP and all pupils achieve the expected standard in writing in KS1.	Staff Inset September 2017. Quality First Teaching. Reduction in class size – four classes rather than three (no mixed age class) Consistency in planning and the use of writing checklists for pupils- (cold and hot writing) Targeted support for underachieving pupils – small group support with use of TA's.	Improved subject knowledge of staff to impact all children. Consistency of approach across school.	Staff training, Agreed approach to ensure consistency in planning and resources available to pupils.	KS FC HJ	Termly
<b>Total budgeted cost</b>					£5000

<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>
Increases attendance rates	EWO Learning Mentor, JC in office monitor pupils who fall below 95%	We can't improve attainment for children if they aren't attending school.	Monitoring and evaluation Half – termly Head and Learning Mentor monitor attendance and implement procedures	TC AH SA TA	Half Termly
Improved percentage of pupils eligible for PP achieve the expected standard in reading. Therefore improved percentage of pupils achieve expected standard in reading, writing and maths.	One to one tuition by specialist teacher	Impact over previous years Accelerated of pupils EEF research into small group tuition = + 4months	Termly reviews including data analysis Purchase of additional resources	LL AH	Termly
Improved percentage of pupils achieve expected standard in reading	Reading comprehension strategies Reciprocal reading strategies and focus on reading domains Small group reading support	EEF research into small group tuition = + 4months Reading comprehension strategies = + 5 months	Data analysis to monitor progress Purchase of additional resources	HJ FC AH	Termly
<b>Total budgeted cost</b>					£45,415
<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>
Provide enriching experience for pupils that will impact standards across the curriculum	Subsidy for residential trip Subsidy for non residential trips Subsidy for After school clubs	Pupils who experience more enriching activities attain more than those who don't. Overall, studies of adventure learning consistently show positive benefits on academic learning.	Monitor take up of residential trips and impact on achievement.	CM TC	Annually
Improve pupils' emotional resilience	'Wild Tribe' forest school program	Children attain more when they have good mental wellbeing	Termly reviews of pupils who take part	TC LM	Termly
Improve parental engagement	'Hub' coffee mornings weekly to include workshop sessions for parents After school workshops half termly	Parental involvement is consistently associated with pupils success at school	Learning Mentor to run 'Hub' weekly Teaching staff to host workshops after school	TC SA FC CM	Annually
<b>Total budgeted cost</b>					£28933



## 6. Review of expenditure

Previous Academic Year 2016 -17

### 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
Improved progress and attainment in maths	Numicon training for whole staff Purchase of Numicon resources	Increase percentage of pupils achieving expected standard in maths	Numicon has been an invaluable resource. We need to ensure new staff receive training either in house	£4500
Improved progress and attainment in writing	Renew Talk for Writing training for all staff	Consistent approach to the teaching of writing increased percentage of pupils achieving expected standard in writing.	Continue to ensure that new staff receive training and revisit with exiting staff	£500
Improved Teaching and Learning across the school	KAGAN Co operative Learning training for all staff	Improved teaching and learning. Pupils able to talk about learning and explain their knowledge	Continue to ensure that new staff receive training and revisit with exiting staff	£800

### 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
Improved percentage of pupils eligible for PP achieve the expected standard in reading. Therefore improved percentage of pupils achieve expected standard in reading, writing and maths.	One to one tuition by specialist teacher	Impact over previous years Accelerated of pupils EEF research into small group tuition = + 4months	Termly reviews including data analysis Purchase of new additional resources	£6650 £1100
Improved percentage of pupils eligible for PP achieve the expected standard in maths. Therefore improved percentage of pupils achieve expected standard in reading, writing and maths.	One to one tuition and small group boosters	EEF research into small group tuition = + 4 months	Paired tuition is as effective as one to one with reduced cost Booster groups in school time ensure pupils unable to stay behind after school are still able to receive intervention	£37000

### 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
Improved Attendance	EWO Support Learning Mentor	Attendance remains an issue. This is partly due to extended family holidays and religious observance.	We must continue with EWO support and look at other ways to encourage increased attendance	£2160 + salaries
Provide enriching experience for pupils that will impact standards across the curriculum	Subsidy for residential trip Subsidy for non residential trips Subsidy for After school clubs	Pupils who experience more enriching activities attain more than those who don't. Overall, studies of adventure learning consistently show positive benefits on academic learning.	Monitor take up of residential trips and impact on achievement.	£3600
Improve parental engagement	'Hub' coffee mornings weekly to include workshop sessions for parents	Parental involvement is consistently associated with pupils success at school	Learning Mentor to run 'Hub' weekly	£2000