

Pupil Premium Strategy Statement

1. Summary information					
School	William Hildyard Church of England Primary and Nursery School				
Academic Year	2018-2019	Total PP budget	£43,560	Date of most recent PP Review	24/09/18
Total number of pupils	230	Number of pupils eligible for PP	32	Date for next internal review of this strategy	01/04/19

2. Current attainment				
	<i>Pupils eligible for PP July 2018</i>	<i>Pupils eligible for PP July 2018 (SEND) (11 children)</i>	<i>Pupils eligible for PP (not SEND) July 2018 (21 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	47%	0%	67%	61%
% reaching ARE in reading	66%	0%	86%	71%
% reaching ARE in writing	53%	0%	81%	76%
% reaching ARE in maths	62%	9%	90%	75%

Current Progress	
	<i>Pupils eligible for PP July 2018 (Above expected)</i>
% making progress in reading, writing and maths	81%
% making progress in reading	94% (3%)
% making progress in writing	94% (6%)
% making progress in maths	94% (16%)

<u>End of KS2 DATA 2018</u>	<i>Pupils eligible for PP (6 children)</i>	<i>Progress (Whole class)</i>	<i>Pupils eligible for PP (not SEND) July 2018 (4 children)</i>	<i>Progress</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	34%	-	50%	-	61%
% reaching ARE in reading	50%	-1.1 (-2.1)	75%	-0.1	71%
% reaching ARE in writing	50%	-1.4 (-0.5)	75%	-0.8	76%
% reaching ARE in maths	67%	0 (0.4)	75%	3.8	75%

1. 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.	Supporting special educational needs – some children eligible for the PP are also receiving support for SEN (11/32)				
B.	Poor comprehension, reasoning and problem solving skills				
C.	Low self-esteem or lack of confidence.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Low oracy due to lack of opportunities for educational visits and extra-curricular activities				
2. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Higher rates of attainment and achievement for all PP children.			The difference is diminished or closed between pupils eligible for PP and other pupils in school and nationally. Children will make 3.2 points progress throughout the year. (3 points shows a good rate of progress)	
B.	PP children have a greater engagement in their independent learning.			Pupils eligible for PP are more articulate, are involved in discussions in lessons and more children meet the expected standard in reading, writing and maths.	
C.	PP children will increase their social and emotional skills and be able to work independently.			Evidence will show that children will use their social skills for positive reasons. Evidence of improvement in non-academic skills related to emotional confidence and resilience through baseline and final assessment in Forest Schools.	
3. 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?

Continued higher rates of progress.	To work with the Achievement for All charity to support our PP children and parents (£4,150)	Achievement for All is a whole-school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils. There will be a variety of mini-projects linked to supporting the work to ensure our PP children are diminishing the difference.	AfA lead within the school to champion the project and support teachers in training etc	PP manager and CT	Each assessment period (3 times a year)
Increased progress in reading	To purchase and use a structured scheme to support guided reading (£4,352)	Reading has been an area that has been a focus on our SDP due to low results at the end of KS2. Bug club is a robust guided reading programme that provides everything that teachers need to help children master fluency and deepen comprehension.	Regular monitoring (termly) by English lead	PP manager, English lead and CT	Each assessment period (3 times a year)
Total budgeted cost					£8,502
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?

Through targeted interventions children in PP group make better progress.	To provide a teacher to work in small group settings to support PUP children - teacher with Y3-6 (in Maths/English) (£11,743)	A greater focus on supporting children in English will occur this year based on 2018 KS2 data. There will still be a focus on Maths as individuals within PP group need support in this area (based on assessments from last year) Ofsted recognised that teachers give Pupil Premium Pupils targets and good feedback, which helps them to remember what they need to practise and learn next. It's the first quality teaching that is essential for children to progress.	PP manager/HOS to monitor quality of planning and teaching of interventions, through termly meetings and performance management. Staff received training on individual provision map. PP manager to support drafting, implementation and progress through the map.	PP manager, CT and governor.	Each assessment period (3 times a year)
	To provide TA's to work across the school to enable teachers to offer small group support to PUP children not working at expected level. To provide pre and post teaching sessions for PP children struggling with specific areas.(£4,459)	TA's play a key role in supporting the teacher to ensure that the pupils get the maximum benefit from the learning activities that the teacher plans. PP children will gain from the small group or 1:1 scenarios to support them with their learning.	PP manager to meet with middle leaders and teachers to determine efficacy of current interventions and adapt if necessary.	PP manager and CT	
	To provide adult to work in small group settings to support PUP children working on Lexia programme; to monitor progress and to feedback to PUP manager (£1649)	Lexia Core5 Reading addresses the development of oral language, reading, spelling, and writing skills. Children in the PP group access Lexia several times a week and the adult co-ordinates and monitors the children delivering lessons when children are identified as having areas of concern.	PP manager to hold regular meeting with adult in charge of Lexia to track children's progress. Adult to inform CT of areas that the children are struggling with .	PP manager and CT	
	Y2/6 maths/reading club – intervention lead by teacher	Ofsted recognised that teachers give Pupil Premium Pupils targets and good feedback, which helps them to remember what they need to practise and learn next. It's the first quality teaching delivered by teachers that is essential for children to progress.	PP manager to meet with teachers to determine efficacy of current interventions and adapt if necessary.	PP manager and CT	

Children to be ready to learn.	Sensory Circuit before school club. (£850)	We have also recognised that some of these children find it difficult to learn because of their emotional awareness, social skills, personal circumstances or attendance. Providing them with a stimulating yet calm way to be energised before lessons allowing them to settle, work alongside others thus improving their learning ability.	PP manager will liaise with teachers as to the impact it is having on children's behaviour. PP manager to monitoring progress and improvement in self-esteem and ability to display behaviour for learning strategies.	PP manager, HOS and Sports apprentice.	December 2018
Children who are on both the PP and SEND register receive targeted support at a level appropriate to them.	Individual provision maps used to support this group of children. Use of the 'Specialist Teaching Service' to access and support children who are on both registers. (£3,100)	Data from last year shows that non SEND PP children are making more progress than children who are both PP and SEND. (11 of 32 PP children are currently also SEND.)	PP manager and SENDCO to hold discussions with CT, ensuring that all in-school and out-school support is accessible for children who are on both registers.	PP manager and SENDCO	November 2018
Total budgeted cost					£21,800
iii. Other approaches					
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?
For PP children, to be able to be involved in educational and residential visits and other wider opportunities	Opportunities to attend educational visits and extra-curricular activities (£1,500)	Educational and residential visits are a key component of our curriculum. These enriching activities support the work that teachers do in all areas of the curriculum.	PP manager to calculate costings and take up of activities by parents and children.	PP manager and HOS.	December 2018
PP children will increase their social and emotional skills (soft skills).	To work alongside key practitioner to provide an after school forest schools club.(8,375)	Forest School is an inspirational process that offers children regular opportunities to achieve, and develop confidence through hands-on learning in a woodland environment.	Staff from the Forest school will work alongside the CT to assess the development of social skills before and after the Forest school sessions. A baseline and final assessment will demonstrate the effectiveness of these sessions.	PP manager, Forest school teachers and CT.	At the beginning and end of the class's time in forest school (Throughout Sept 18 – July 19).
PP children engagement in independent learning.	To continue with Forest School. To provide 5 days per academic year for each year group. (7,600)		PP manager to monitor with CT to find the starting points for individuals. PP manager and CT to assess the children's progress within a set period of time.	PP manager, Forest school teachers and CT.	At the beginning and end of the class's time in forest school (Throughout Sept 18 – July 19).

Increased confidence and raising of aspirations	Mentoring sessions with Sam Ruddock (Paralympic athlete) via Inspire+ (Sports charity) SUMO4Primary Schools programme - a programme that aim is to help children whatever their age or background to get the best out of themselves, get the best out of others and get the best out of life. (£500)	Mentoring/counselling has a positive impact on children's well-being and enables them to make the best of situations. It provides increased emotional confidence and a more positive attitude to their learning.	Feedback is provided by both programmes to CT to enable them to continue to support the individuals.	PP manager, CT and providers	At the end of each programme
Total budgeted cost					£17,975