

Pupil Premium Strategy Statement

1. Summary information					
School	William Hildyard Church of England Primary and Nursery School				
Academic Year	2017-2018	Total PP budget	£69, 014	Date of most recent PP Review	05/09/17
Total number of pupils	230	Number of pupils eligible for PP	32	Date for next internal review of this strategy	01/04/18

2. Current attainment			
	<i>Pupils eligible for PP (your school) March 2018</i>	<i>Pupils eligible for PP (not SEND) March 2018</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	44% (14/32)	65% (13/20)	61%
% making progress in reading	53% (17/32)	75% (15/20)	71%
% making progress in writing	50% (16/32)	75% (15/20)	76%
% making progress in maths	63% (20/32)	90% (19/20)	75%

3. 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 (12/32)
B.	Poor 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.	Lack of opportunities for educational visits and extra-curricular activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children will make more than expected progress in maths, reading and writing.	Children will make 3.2 points progress throughout the year. (3 points shows a good rate of progress)
B.	PP children will reach age related expectations.	100% of PP children will be working at, or above, aged related expectations.
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.
D.	PP children have a greater engagement in their independent learning.	Evidence will show that are more engaged and ready to learn following sensory circuit sessions. Evidence of improvement in non-academic skills related to emotional confidence and resilience through baseline and final assessment in Forest Schools.

5. Planned expenditure

Academic year

2017-2018

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	Review
<p>Attainment and progress of PP children is monitored by all teachers. 100% PP children make 3.2 points progress.</p>	<p>To provide teachers to work in small group settings to support PUP children working below the expected level: Teacher with Y3-6 (in Maths) (£12,629)</p> <p>Teacher with Y3/6 (for English) and work in small group settings to support PUP children working above and below the expected level (Y3,4,5&6) (April to July) (£5945)</p> <p>To provide two TA's to work across the school to enable teachers to offer small group support to PUP children not working at expected level. (£15,313)</p> <p>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)</p> <p>To ensure a member of staff has overall responsibility of monitoring all aspects of PUP children (£5,397).</p>	<p>Greater % of PP children within KS2 therefore majority of the support from PP to be placed here. Class teacher who supports PP children to work within KS2.</p> <p>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.</p> <p>CT to report to SL and PP manager about support and children's progress termly via pupil progress meetings.</p>	<p>PP manager/HOS to monitor quality of planning and teaching of interventions, through termly meetings and performance management.</p> <p>Staff received training on individual provision planners. PP manager to support drafting, implementation and progress through the planner.</p> <p>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.</p> <p>PP manager to meet with teachers to determine efficacy of current interventions and adapt if necessary.</p>	<p>PP manager, HOS and governor.</p> <p>PP manager and CT</p> <p>PP manager and SENDCO</p> <p>PP manager, assessment lead and CT</p>	<p>Teacher and TA interventions are having the desired impact:</p> <p>Progress at the end of 2017-2018 was at 94% for Maths, Reading and Writing for all PP children. Attainment of PP group Reading 66% Writing 53% Maths 62%</p> <p>PP who aren't SEN Attainment Reading 86% Writing 81% Maths 90%</p> <p>Attainment of Y6 PP group Reading 50% Writing 50% Maths 67%</p> <p>Y6 PP who aren't SEN Attainment Reading 75% Writing 75% Maths 75%</p> <p>Lexia is supporting the work in reading across the school: Attainment across the school is higher in reading than other areas for PP group.</p>

Total budgeted cost					£40,933
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	Review
Targeted interventions provided before or after whole class teaching.	Y2/6 maths club – intervention lead by teacher	<p>CT to ensure that planning for intervention is useful, fast paced and positive. Children need first quality planning and teaching that is essential for children to progress.</p> <p>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.</p> <p>Results on Classroom Monitor (CM) used to monitor progress.</p>	<p>Staff received training on individual provision planners. PP manager to support drafting, implementation and progress through the planner.</p> <p>PP manager to meet with teachers to determine efficacy of current interventions and plan new ones if necessary.</p> <p>PP manager to meet with teachers to determine efficacy of current interventions and adapt if necessary.</p>	PP manager and CT	<p>Attainment and progress within Maths at the end of KS2 is greater than other subject areas for PP groups. The % of children getting GDS is greater than other areas.</p> <p>Attainment at the end of KS1 was below other areas.</p>
Children to be ready to learn.	Sensory Circuit before school club. (£850)	Some PP children display challenging behaviours. 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 monitor with HOS and Sports apprentice to assess children before sessions and after a series of sessions, monitoring progress and improvement in self-esteem and ability to display behaviour for learning strategies.	PP manager, HOS and Sports apprentice.	<p>Feedback from teachers across the school shows that children who attend sensory circuit are much more ready for learning in a morning. (Review provision: some children as they require the calming aspect. A small proportion of children entered class over-stimulated)</p> <p>2 children have had a specialist teaching assessment which provided a detailed report containing specific objectives to work on for teachers.</p>
Children who are on both the PP and SEND register receive targeted support at a level appropriate to them.	<p>Individual provision planners used to support this group of children.</p> <p>Use of the 'Specialist Teaching Service' to access and support children who are on both registers. (£3,100)</p>	Data from last year shows that non SEND PP children are making more progress than children who are both PP and SEND. (12 of 32 PP children are currently also SEND.)	PP manager and SENDCO to discuss with CT, ensuring that all in-school and out-school support is accessible for children who are on both registers.	PP manager and SENDCO	
Total budgeted cost					£3950
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	Review

<p>PP children will increase their social and emotional skills.</p> <p>PP children engagement in independent learning.</p>	<p>Opportunities to attend educational visits and extra-curricular activities To work alongside key practitioner to provide an after school forest schools club. (£6,420)</p> <p>To continue with Forest School. To provide 6 days per academic year for each year group. (£14,500)</p>	<p>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.</p> <p>Forest School is an inspirational process that offers children regular opportunities to achieve, and develop confidence through hands-on learning in a woodland environment.</p>	<p>PP manager to calculate costings and take up of activities by parents and children.</p> <p>Staff from the Forest school will work alongside the CT to assess the development of social skills before and after the Forest school sessions.</p> <p>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.</p>	<p>PP manager and HOS.</p> <p>PP manager, Forest school teachers and CT.</p> <p>PP manager and CT</p>	<p>All PP children were able to attend educational visits which support child's learning last year with their class.</p> <p>Forest schools practitioners provided analysis of all children showing the good progress they had made in the 'hidden curriculum/ soft skills'. Personal reflections of each child were documented and were provided to teachers as part of transition at the end of the academic year.</p>
Total budgeted cost					£20,920