**PUPIL PREMIUM STRATEGY STATEMENT 2018 – 2019**

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| 1. **SUMMARY INFORMATION**
 |
| TOTAL NUMBER OF PUPILS: | 297 |
| NUMBER OF PUPILS ELIGIBLE FOR PP: |  42 (14%) |
| TOTAL PP BUDGET: | 54 760 |
| DATE FOR NEXT REVIEW OF STRATEGY: | July 2019  |

**OFSTED 2015:** ***The very small numbers of disadvantaged pupils make good progress from their starting points. Their achievement is in line with, or exceeds, their peers and other pupils nationally***.

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| 1. **End of 2018 ATTAINMENT**
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| **YEAR 6 2018****Number of pupils eligible for pupil premium 8/30 = 27%** | Pupils eligible for pupil premium1 pupil = 13% | Pupils not eligible for pupil premium1 pupil =4.5% |
| % achieving at least expected standard in reading, writing and maths combined | 4/8 | 50% | 15/22 | 68% |
| % achieving at least expected standard in reading | 5/8 | 63% | 16/22 | 73% |
| % achieving at least expected standard in writing | 7/8 | 88% | 20/22 | 91% |
| % achieving at least expected standard in maths | 5/8 | 63% | 19/22 | 86% |
| % achieving at least expected in SPAG | 6/8 | 75% | 19/22 | 86% |
| % achieving at least expected progress in reading | To be confirmed |  |  |  |
| % achieving at least expected progress in writing |  |  |  |  |
| % achieving at least expected progress in maths |  |  |  |  |
| **YEAR 2 2018****Pupils eligible for Pupil Premium 5/41 = 12%** | Pupils eligible for pupil premium 1 pupil = 20% |  | Non- eligible for pupil premium1 pupil = 2.8% |  |
| % achieving at least expected standard in reading | 2/5 | 40% | 31/36 | 86% |
| % achieving at least expected standard in writing | 1/5 | 20% | 29/36 | 81% |
| % achieving at least expected standard in maths | 3/5 | 60% | 35/36 | 97% |
| **YEAR ONE PHONICS SCREENING 2018****Pupils eligible for Pupil Premium 8/50 = 16%** | Pupils eligible for pupil premium1 pupil = 13% |  | Non- eligible for pupil premium1 pupil = 2.4% |  |
| % achieving expected standard | 6/8 | 75% | 35/42 | 83% |
| **EARLY YEARS FOUNDATION STAGE 2018** | Pupils eligible for pupil premium1 pupil = 25% |  | Non- eligible for pupil premium1 pupil = 2.5% |  |
| % achieving expected standard | 1/4 | 25% | 36/40 = 90% | 75% |

***NB: IN MOST YEAR GROUPS, NUMBERS OF PUPIL PREMIUM LEARNERS IS SO SMALL THAT PERCENTAGE COMPARISONS ARE NOT A USEFUL MEASURE***

* **All pupils were able to attend the Year 6 residential regardless of financial circumstances.**
* **All pupils were able to attend all school trips and events regardless of financial circumstances.**
* **The gap in attendance between disadvantaged pupils and other pupils continues to close and is less than national.**
* **There is no discernible difference in the number of behaviour sanctions for disadvantaged pupils compared to other pupils.**
* **Disadvantaged pupils continue to receive daily milk if they wish**
* **Pupils and families continue to receive help and support from our Home School Support Worker.**

**Disadvantaged pupils leave the school prepared for the next stage of their education:**

***I enjoyed aspiration week because it inspired me to be a scientist. I am really upset to leave this amazing school.***

***I have been pushed a lot and gained confidence.***

***I feel that Halling has given me more ideas about what I want to be in the future (I want to be a historian, hopefully).***

***I was also taught how to speak and my reading responsibility was something that prepared me to do things by myself. I’ve also learned the value of money which makes me understand that money is important.***

***Halling School has pushed me out of my comfort zone……..made me more confident…..pushed me to my limit.***

***Halling School has made me more confident and has helped me achieve more. I am leaving a school that has been part of my childhood.***

***Year 6 leavers’ survey July 2018 (quotes from FSM/6 pupils)***

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| 1. **BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PUPIL PREMIUM**
 |
| IN-SCHOOL BARRIERS |
| **A.** | Achievement in English in Year 5 and Year 4 |
| **B.** | Pupils’ enjoyment of reading/achievement in reading in KS2 (boys and girls) |
| **C.** | Lack of pupil motivation/aspiration within one KS2 cohort of pupils |
|  EXTERNAL BARRIERS |
|  | Lack of parental aspiration and engagement impacts on pupil aspiration and learning behaviours in target year group |
|  | On entry, many children lack age-appropriate vocabulary and have articulation problems |
|  | Lack of parental support for reading at home within certain cohorts |

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| 1. **OUTCOMES (desired outcomes)**
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| **A.** | **Attainment of pupil premium learners in writing is broadly in line with all other learners at the end of Year 6. The gap in attainment continues to narrow in other KS2 year groups.** |   |
| **B.** | **Pupil’s enjoyment of reading is evidenced by increased engagement in reading lessons and comprehension skills consequently improve. Attainment of pupil premium learners in reading is broadly in line with all other learners at the end of Year 6. The gap in attainment continues to narrow in other KS2 year groups.** |  |
| **C.** | **In Year 3, 4 and 6 (target year groups), the pupil premium learners make at least expected progress by end of the year** | *In Year 4 average progress scores in reading and maths are broadly in line with average progress scores of other learners. In writing, PP learners APS was 6.7 compared to 5.6 for non-PP learners.**In Year 6 average progress scores in reading, writing and maths were broadly in line with those of non-PP learners. It is the same case in Year 3.*  |

**PLANNED EXPENDITURE FOR 2018 - 2019**

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| 1. **PLANNED EXPENDITURE**
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| **Quality of teaching for all** |
| **Desired outcome** | **Action/approach** | **Evidence and rationale**  | **Monitoring effectiveness** | **Staff lead** | **Review date** |
| **To improve progress and attainment of disadvantaged pupils in reading, writing and maths** | See target year group action planSee targeted support plan including **allocation of full-time teacher to deliver quality interventions Terms 1 and 2 (years 2, 3, 4, 5)****Allocation of permanent highly-skilled HLTA in Year 5****(4/5 of salary allocated)****DHT teaching English to small group of Year 5 pupils daily (7 hours per week)** | Achievement of disadvantaged pupils in comparison to other pupils | Pupil progress meetingsPupil premium report to Governing Body (Standards and Achievement Committee) | SLTA4A coach | July 2019£38 981 |
| **To increase parental engagement in learning** | Continue with structured conversations for target pupils in Years 3 and 4Target some pupils for 1:1 adult key worker/mentorHT to continue to develop Parent Forum to enable parents to understand and, in some respects, influence school policy and practice | Lack of parental engagement with pupil learning in some cohorts | Pupil progress meetingsPupil premium report to Governing Body (Standards and Achievement Committee) | All teachersParent Forum led by Wendy Donnelly and Tracey Mcgloin | July 2019 |
| **To meet the required standards to achieve the Achievement for All Quality Mark** | Complete all assessment/impact documentsUnder-go assessment from external A4A assessor | Evaluation and accreditation for the Achievement for All 2 year project |  | SLTAll teachers and governorsA4A coach |  |
|  **Total budgeted cost** | **£38 981** |

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| **Targeted support** |
| **Desired outcome** | **Action/approach** | **Evidence and rationale**  | **Monitoring effectiveness** | **Staff lead** | **Review date** |
| Year 6 pupils make expected progress in reading from Year2 and reach expected level |  Reading intervention group weekly : comprehension, discussion and reading aloud with TA4 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Suzy Fenson | July 2019 |
| Year 6 pupils make expected progress in reading from Year2 and reach expected level |  Reading intervention group weekly : discussion and reading aloud with TA5 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Suzy Fenson | July 2019 |
| Year 6 pupils make expected progress in maths from Year 2  | Support from class teacher 20 minutes per week 4 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Suzy Fenson | July 2019  |
| Year 6 pupils to make expected progress in writing from Year 2 | Additional handwriting support from teacher10 minutes 1:1 weekly3 pupils | Evidence from English monitoring | Pupil progress meetingsAssessment | Suzy Fenson | July 2019 |
| Target pupil meets targets towards closing gap with non FSM/6 pupils | 1:1 tuition for 6 weeks after school:Year 6 target pupils:tbc | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Wendy Donnelly |  July 2019 |
| Target pupils in Year 5 make better than expected progress in writing and reading | RWINc Freshstart group with HLTA daily:9 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Claire Camies | July 2019 |
| Target pupils in Year 5 meet individual targets in reading and writing | Daily English lesson with Deputy Head/English Lead:6 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Delia Mauldon | July 2019 |
| Target pupils in Year 5 make better than expected progress in maths | Daily focus group with HLTA:9 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Claire Camies | July 2019  |
| Target pupils in Year 5 meet individual targets in maths | Daily maths lesson with additional teacher:8 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Holly Ashton | November 2018  |
| Target pupils in Year 5 to meet individual targets in reading | 20 minutes weekly with TA:8 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Carole Pollington | July 2019 |
| Target pupils in Year 5 to meet individual targets in Writing | 20 minutes weekly with additional teacher:7 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Holly Ashton | November 2018  |
| Target pupils in Year 5 to meet individual targets in maths | 1:1 10 minutes weekly with additional teacher:3 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Holly Ashton | November 2018  |
| Target pupils in Year 4 to meet individual targets in reading | 1:1 25 minutes reading comprehension support with TA: one pupil25 minutes reading comprehension support with TA (group): 5 pupils25 minutes comprehension support with TA 4 pupils  | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | TA | July 2019 |
| Target pupils in Year 4 receive additional support for fine motor skills | 20 minutes per week with SENCO:4 pupils | SENCO assessment and observation |  | Zoe Boyd |  |
| 1:1 reading with an adult focus on higher level questioning | 20 minutes per week per pupil (SENCO or TA):7 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Zoe BoydCarole Pollington | December 2018  |
| Small English group with additional teacher focus on basic skills | Daily: 5 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Holly Ashton | November 2018  |
| Year 3 and 4 target pupils to develop neat, cursive handwriting | 20 minutes per week with TA: 3 pupils | Evidence from writing moderation | Pupil progress meetingsAssessment |  | December 2018  |
| Year 3 and 4 target pupils meet individual targets in maths | 20 minutes per week with TA:6 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment |  | July 2018 |
| 1:1 comprehension support Year 4 pupils | 2 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Miss Ashton or Mrs Pollington | December 2018  |
| Small group support for comprehension | 5 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Miss Ashton (teacher) | November 2018  |
| Phonics support in small group | 5 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Sadie Angus (teacher) | July 2019  |
| Year 2 target pupils to achieve greater depth in maths | Focus on telling the time: 9 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Miss Ashton (teacher) | December 2018  |
| Year 2 target ch. filling gaps from emerging secure in maths end Year1 | 5 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Miss Ashton (teacher) | December 2018  |
| Target children to pass phonics screening retake in June 2019  | 5 pupils | Evidence from data analysis and gap analysis | Pupil progress meetingsAssessment | Mrs Aldridge | June 2019  |
| Year one target pupils to continue to develop fine motor skills  |  8 pupils | Evidence from EYFS profile | Pupil progress meetingsAssessment of handwriting skills and cutting skills | Miss Brown | July 2019 |
| Year One target pupils to progress with basic writing skills | 10 pupils | Evidence from EYFS profile | Pupil progress meetingsAssessment of handwriting skills and cutting skills | Miss BrownMiss ConderMrs Husband | July 2019 |
| Year One target pupils to progress with skills and understanding of number | 6 pupils | Evidence from EYFS profile | Pupil progress meetingsAssessment  | Miss Brown | July 2019  |
| Increased access to a speech and language therapist (proportion of costing) | Children in all year groups  | Evidence from SENCO assessments, speech link, parental concerns | Progress against speech and language targets set by therapist | (Owl Therapy Centre) | July 2019 £2 000 |
| Provision of quiet space at lunchtime for target pupils and for others who wish to access | MJ (specialist TA for three hours per week |  |  | SENCO | £1 825July 2019  |
|  **Total budgeted cost** | £42 806 |

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|  **Other approaches** |
| **Desired outcome** | **Action/approach** | **Evidence and rationale**  | **Monitoring effectiveness** | **Staff lead** | **Review date** |
| Gap in attendance between pupil premium learners and other learners continues to narrowThere is no difference in behaviour (learning and conduct) for disadvantaged pupils | Continued focus on attendance monitoring by Tracey McGloin (Home School Support Worker)Targeted conversations with specific parents to include children’s attendance and punctuality | The great majority of the support given by the HSSW is to vulnerable children and their parents. This includes: **structured conversations for target families; attendance support and clinics; behaviour support; lunchtime provision etc.**  | Case studies for specific pupils indicate reduction of difficulties following school-based/school-initiated support. Head Teacher works closely with HSSW to monitor impact and identify needs. | Tracey McGloinWendy Donnelly | Termly review**£22 353** |
| Equality of access to extra-curricular activities  | School funds trips for pupils in families experiencing financial hardship | All children are entitled to wider curriculum offer including Year 6 residential  |  | Ann GoreWendy Donnelly | **£1000** |
| Pupils have access to additional nutrition during school day | Provision of milk daily (offered to all pupil premium learners | All disadvantaged pupils are able to access supplementary nutrition |  | Saskia Carr Taylor | **£400** |
| Target pupil/s have access to play opportunities to develop further social skills | Provision of after-school extended hours provision for target pupils (exceptional circumstances) | Carers often need respite.Pupils may lack opportunities to mix with range of ages in social setting |  | **EHP staff** |  **£250** |
|  **Total budgeted cost** | **£66 809** |

*NB: targeted interventions from TAs are itemised on this plan but* ***not costed*** *against pupil premium funding.*

*TA interventions include some pupils other than disadvantaged pupils.*

*Figures relating to staff salaried include all on-costs to the school e.g. national insurance etc.*

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| 1. ANY ADDITIONAL INFORMATION
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