

# Pupil Premium Strategy Statement Hatherleigh Community Primary School 2017-2018

Date of most recent Pupil Premium Review: March 2017      Date of next Review September 2017

Pupil Premium includes the 'ever 6' (E6) - children who are now in receipt of FSM or who have been at any time in the last six years. At Hatherleigh Community Primary School we recognise that there are often vulnerable children and families who do not qualify for pupil premium funding and that not all Pupil Premium families are disadvantaged. In planning we try to ensure that the needs of all vulnerable children are met.

The designated lead teacher for Pupil Premium children is the Headteacher Mrs Caroline Boother.

The designated governor for Pupil Premium children is Mr Paul Rooney.

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils in school	178
Total number of pupils eligible for PPG (FSM)	32
Amount of PPG received per pupil	£1320
Total amount of PPG received	<b>£42,240</b>

<b>Number of pupils and pupil premium grant (PPG) received: Service children</b>	
Total number of pupils eligible service children	3
Amount of PPG received per pupil	£300
Total amount of PPG received	<b>£900</b>

<b>Number of pupils and pupil premium grant (PPG) received: Children in Care</b>	
Total number of pupils eligible children in care	5 (6 in Sept)
Amount of PPG received per pupil	£1900
Total amount of PPG received	<b>£9500</b>

<b>Pupil premium grant (PPG) received</b>	
TOTAL	<b>£52,640</b>

1.Current attainment		Pupils eligible for PP (in school)	All pupils at Hatherleigh
% working at required standard (good level of development) at end of EYFS 2016		60%	69%
% working at required standard in phonics Year 1 2016		100%	85%
% working at required standard at end of KS1 2016		33% R 33% W 33% M	76% R 60% W 68% M
% working at required standard at end of KS2 2016		33% R 44% W 44% M	M 62% R 58%W 65%
% working at ARE at end of Key Stage 1 2016-2017 February 2017		66% R 66% W 66% M	71% R 57% W 48% M
% working at ARE at end of Key Stage 2 2016-2017 February 2017		80% R 80% W 60% M	67% R 61% W 56% M
Average attendance of PPG pupils 2015 -2016 (FSM ) compared to whole school		94.3%	96.5%
Fixed term exclusions		0	0
<b>1. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
<b>A.</b>	Speech, language and communication delay		
<b>B.</b>	Social and emotional needs due to home issues/upheaval/mobility		
<b>C.</b>	Social and emotional factors leading to some behaviour issues		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>	In 2016 attendance (due to ill health) and mobility (children arriving upper Key stage 2) were key issues which impacted upon the school's data at end of Key stage 2.		
<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be</i>		<b>Success criteria</b>	
<b>A.</b>	Early rigorous teaching of phonics continues to ensure that children have strong foundation upon which to build as they progress through KS1	Phonics tracking shows good progress and high levels of attainment.	
<b>B.</b>	Gap between pupil premium and non-pupil premium children is closed with all children achieving at least in line with national data or above	School and national data shows disadvantaged and non-disadvantaged children achieving well.	
<b>C.</b>	Middle ability children make good or better progress from their starting points e.g. between EYFS and end KS1 and between end KS1 and KS2. Children who were assessed at 2a or 3 at the end of KS1 need to be targeted in order to exceed age related at the end of KS2.	Progress data at least in line with national through school analysis and Devon and national data.	
<b>D.</b>	Children's social and emotional needs are met so that they enjoy coming to school and have higher self-esteem and better relationships	Children engaged and confident in their learning demonstrated by attendance data and progress data (attendance at 95% or above and progress data in line with all children) Discussions with children a and staff and Thrive assessments show improved confidence, self-esteem and relationships	

3. Planned expenditure					
Academic year	2017-2018				
Pupil Premium will be used to improve classroom pedagogy, provide targeted support and support whole school strategies as outlined below.					
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?
All class teachers to plan effectively for pupils using formative assessment for learning and the school's new tracking system/class profiles.	Staff meeting and PPA time Subject leader monitoring time (school budget) Leadership closely monitor and link CPD/performance management /School Improvement Plan to emerging trends	High quality teacher professional development	Regular learning walks and learning scrutiny to ensure high quality teaching and learning by SLT and subject leaders Ensuring sufficient non-contact time for monitoring staff development and Regular reporting to Governors.	CB, NP, DO	termly scrutiny and analyses of data (November, March and July)  Termly Head teacher's Report to governors
All pupils, including disadvantaged pupils to be listened to and share responsibility for setting and meeting their targets	Time with individual children and staff (class teacher and SLT) reviewing progress and setting targets  £275		Timetabled on Annual Monitoring Calendar Supply cover built into budget	CB	Staff meeting time to discuss outcomes; Built into Performance Management Termly HTs report to Governors
Strengthened transition Pre-school to EYF	Additional time for EYFS staff member to visit pre-school. Early identification of children's health, development and learning needs and strategies to support 'school readiness' (including use of outdoor areas) £250	Strong transition impacts on outcomes for learners  EYFS/Induction: 'Unknown Children: destined for disadvantage?' OFSTED 2015	Staff better informed and well prepared (teachers and SENDCO)  Parents engaged in their children's learning from very early on	Headteacher SENDCO KT/SN/SY	Summer 2017 Spring 2018
Strengthened transition Y6 to Y7	Closing the Gap English project with four feeder schools and Okehampton College based on lesson study CPD for Y6 teacher re transition (based on lesson study) £250 <i>(see also summer school below)</i>	Past experience of strengthened transition has produced good feedback from children, their parents and secondary schools.	Time given to Year 6 teacher to visit other primary schools and the college for collaborative learning through lesson study. Time to feedback to staff and governors (inc evaluation report)	BC (Y6 teacher)	Autumn 2017
<b>Total budgeted cost</b>					<b>£775.00</b>

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?
To improve language skills of all children in order to enable access to full curriculum ; skilling up teachers and learning support staff to improve teaching and learning	Communication Champion to lead communication, speech and language interventions in school, promoting narrative group, liaising with S&L therapy and TAs (HJ) <b>£7050</b> Early identification assessment screening through purchase of Speechlink <b>£300</b>	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: •Targeted reading aloud and discussing books with young children •Explicitly extending pupils' spoken vocabulary •The use of structured questioning to develop reading comprehension	Regular Feedback and written reports from Communication Champion  Analysis of intervention children's data across core curriculum subject areas	HJ	Termly Reports from Communication Champion teacher to Head and SENCo
To ensure children make expected progress in English	Targeted support in areas where children have been identified as underperforming by delivering <b>specific interventions: precision teaching, additional phonics, ELS, handwriting booster; additional guided reading sessions</b>  <b>£11557</b> <b>Resources to support interventions at home and at school:</b> Nesy learning (£290), Phonicsplay (£100) Letterjoin (£196) <b>£586</b>	Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF)  Home learning encouraged to ensure consolidation of skills and parental engagement in children's learning	Time allocated for staff to deliver effectively.  Intervention grids completed by lead staff and monitored by SLT  Children's progress and next steps decided between intervention lead and class teacher	(TE, WB, SG, SarH addit part mornings)	AT least termly but more often if the intervention is for limited weeks or half term Pupil progress meetings Class profiles
To ensure children make expected progress in maths	Early identification of children making slow progress in maths but also to extend more able learners in maths <ul style="list-style-type: none"> <li>• <b>Maths intervention teacher providing booster lessons</b></li> <li>• <b>Counting to Calculating Y2</b></li> <li>• <b>Multiplicity Project in Upper KS2</b></li> </ul> <b>£5263</b> teacher  <b>£6770</b> HLTA/learning support	Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF)	Time allocated for staff to deliver effectively.  Intervention grids completed by lead staff and monitored by SLT  Children's progress and next steps decided between intervention lead and class teacher	NC	AT least termly but more often if the intervention is for limited weeks or half term Pupil progress meetings Class profiles

To reduce social/emotional barriers and lessen impact of family issues on learning.	Family support advisor employed one day a week to provide family support by referral, signpost to other help and provide positive parenting workshops + support groups  <b>£6172</b>	SEL (social and emotional) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EFF). Report: Creating a Culture: How school leaders can optimise behaviour Tom Bennett March 2017 Ensure school leaders have access to training in a range of behavioural strategies and examples of best practice in the school system	Feedback from children and their families. Attendance data Behaviour data Report from Family Support Advisor	SF	Termly
Developing confidence and self-esteem for individuals and small groups led by THRIVE practitioner	Nurture group (THRIVE based) <b>£7571</b> learning support/teacher  THRIVE training and resources (continuing professional development) including Family Thrive  <b>£3275</b>  Thrive resources <b>£100</b>	Thrive draws on neuroscience, attachment theory, child devt and research into the role of creativity and play in developing emotional resilience. It focuses on what can be done differently to re-engage children with learning. Whole class screening followed up by individual action plans for home and school;  Evidence suggests behaviour interventions produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. The direct involvement of parents with their child's school (e.g. through meetings with teachers or volunteering in school) has also been shown to be positively related to student behaviour (Pomerantz et al, 2007).	Feedback from children and their families. Attendance data Behaviour data Report from Family Support Advisor  Thrive assessment (individual, family and class assessments)	KT MA DC DO	Termly
Children who have limited access to support at home have additional help in school with homework	Teacher and teaching assistant led weekly club for supervised home learning/personal study skills(NC CP)  <b>£1300</b>	Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF)	Attendance register Discussions with children and parents about its usefulness and how it can be improved	NC/CP CB/NP	July 2017  October 2017
More able children in Upper KS2 to receive appropriate challenge	Creative writing workshops hosted at Hatherleigh Provision for more able children to develop their literacy skills through drama – working with Med Theatre and shared with other schools to ensure children have good challenge and develop social skills for moving onto college <b>£200</b>	Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF) Collaborative working (will also aid transition)	Tracking of progress and monitoring of books  Discussion with pupils and evaluation forms	SLT	Summer 2017  Spring 2018
<b>Total budgeted cost</b>					<b>£50144</b>

<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>
To ensure equal access and enrichment opportunities for all children.	Personalised action plans Funding to support or subsidise individuals/groups of children/additional activities e.g. Exeter University gifted and talented workshops, music tuition, additional equipment, residentials, other provision e.g. Horwood Coombe forest school <b>£2000</b>	Learn away project 2015 (6 year project) presented to national Geographic Society claims residential trips impact on self-esteem, relationships with others and ability to work in team as well as improving disposition to learning  OFSTED Pupil Premium Report 2014-5	Ensure all pupils have access to full range of extracurricular activities and are encouraged to attend. No pupil excluded from clubs and residential – class teachers to monitor take-up  Feedback from pupils/parents	Headteacher	Summer 2017
To engage families in their children's learning to ensure swifter progress and higher achievement.	1. Family learning provided by outside provider targeting families to engage with children's learning and develop skills to support early reading, maths and healthy lifestyles 2. Family Support and Information Sessions led by school especially in phonics, maths and internet safety <b>£500</b>	State of the Nation report on social mobility in Great Britain Social Mobility Commission First published: 16 November 2016 found that families where both parents are highly educated now spend on average around 110 minutes a day on educational activities with their young children compared to 71 minutes a day for those with low education; the early years of a child's life have a lasting impact, but there are stark social class differences in how ready children are for school: in the last decade 500,000 poorer children were not school-ready by age five; What happens in the home is key to child development, but support for parents is weak and provision patchy, even though most want better advice.		SLT	
To improve transition for vulnerable or disadvantaged pupils	Summer school for children in year 6 moving into Year 7 at Okehampton College – developing study skills and social/support networks <b>£1200</b>	Past success. Previously funded by Government/College. Very positive feedback from children and their parents. Decision of College to continue despite budgetary pressures	Good communication with children and their families. Link with College Feedback from College after Summer School that children have made a successful transition	SLT	Autumn 2017
to ensure all pupil premium children have access to free milk	Free milk provided at play times and lunchtimes  <b>£266</b>				
<b>Budgeted cost</b>					<b>£3966</b>
<b>Total budgeted cost</b>					<b>£54,885</b>

4. Review of expenditure				
Previous Academic Year		2016-2017		
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
To ensure all disadvantaged pupils make progress at least in line with their peers	Rigorous monitoring of progress.  New tracking and assessment processes; smarter interventions	Good systems now in place and embedded for future. High quality teaching and new assessment /tracking systems ensure early identification of need and better understanding of ways to support children.	Continue to improve tracking system and use of termly class profiles to inform whole class teaching and interventions.	sch budget
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
To improve language and communication skills where it could be a barrier to learning across all areas of the curriculum	Communication Champion work with individual children working on S+L plans and narrative groups	Progress of children very good. 3 children taken off speech and language therapists list and more confident as well as more able to articulate; narrative group helps children to structure sentences and enrich vocab which helps speech and writing. Mixed groups of PP and non PP children; supports higher expectation of grammar in Ks1.	Early assessment and intervention worthwhile. Use of speech link to be continued. High impact: several children discharged from speech and language service. Improved confidence reported.	£5706
To improve progress and attainment in maths and English through intervention plans	Counting to calculating  Multiplicity project  Maths booster	Some examples of accelerated progress on individual pupil progress sheets evaluated e.g. 16/29 to 29/29  2/4 children reached scaled score of 100 which was not thought possible at start of year 6. On entry data showed range of 11%- 49% progress with best progress being 25/64 to 56/64	To be repeated where similar groups of children identified.  (will need to shadow counting to calculating in summer term if member of staff leaves)	£15415
To continue to improve phonic standards	Additional phonics teaching and learning	Phonics boosters and pre-teaching work well. Strength in 2016 and expected in 2017 was proportion of all pupils and proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in Year 1 (see Raiseonline Inspection Dashboard) Family phonics sessions well attended and informative as well as raising expectations Resources excellent –esp Espresso and Phonics play	Whole class teaching to include frequent fast paced phonics teaching (CPD R Cosgrove) Continue to fund additional TA and teacher time for boosters that pre-teach and reinforce whole class learning. Frequent tracking reported to Headteacher has had positive impact on identifying pupils who need earlier identification. Family workshops for autumn term	built into TA costs

To accelerate progress in writing and maths in KS2 for targeted children	One to one or small group intervention/booster groups with specialist teacher one afternoon a week	Maths booster group last year's y6: several children reached ARE who were borderline; heightened confidence as moved up to college. All children made progress in SPAG intervention group and were able to finish the paper ; improvements in scores included 12/50 to	Small group tuition as effective as one to one?	£7839
To reduce barriers to learning with better engagement from children and their families	Family learning (learn Devon) workshops	Family workshops not as well attended  One afternoon reading workshop oversubscribed (World Book day 2017)	Rather than running series of workshops which families are reluctant or unable to commit in future we will hold as series of 'one –off' workshops  Also need to specifically ask targeted families	no cost
to reduce social/emotional barriers to learning and lessen impact of family issues	Family support advisor	Good success rates for individual children and their families; have included support for bereavement, sleeplessness, domestic violence, separation, going into care; self-harm:	continue; sharpen referral and analysis of outcomes' ensure fair workload for parent support advisor	£5966
Children who have limited access to support at home have additional help in school with homework	Homelearning club	Good attendance; positive feedback from children and parents	Continue and offer to year 5 second half of summer term for their transition to Y6	£1300
Developing confidence and self-esteem for individuals and small groups led by THRIVE practitioner; to develop emotional resilience	Thrive and family Thrive  Assessment; nurture/social groups/ 1:1 intensive work; implementation of family action plans	More accurate assessment of children and family needs so that better support can be given; reduction in time lost in class so all children benefit	Pupils following the programme have developed greater confidence and a growing ability to manage their changing lives. Thrive trained staff can support all staff in meeting needs of disadvantaged children	£7571  £1280

### 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
Personalised action plans	Funding to support or subsidise individuals/groups of children/additional activities e.g. Exeter University gifted and talented workshops, music tuition, additional equipment, residentials, other provision e.g. Horwood Coombe forest school	Feedback from families and children very positive from G+T courses: enriched opportunities, new interests and friendships, improved self-esteem and confidence ; use of forest school prevented exclusion for cic; music tuition provided opportunities for performers in Spring Concert; Green rated PEPS for children in care	Will continue and kook at how to broaden scope and impact.	£2000
Milk	Provision of at least once daily free milk for vulnerable children' occasional breakfasts	Good uptake; Some children do not have milk regularly at home or breakfasts. We children have come to school distressed/hungry they cannot access learning until they have eaten,	Cool milk an expensive option; next year will manage in-house	£266