

Hatherleigh Community Primary School Pupil Premium Strategy 2018-2019

1. Summary information					
School	Hatherleigh Community Primary School				
Academic Year	2018-19	Total PP budget	£61920	Date of most recent PP Review	March 2018
Total number of pupils	190	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Sept 2018

2. Current attainment 2017		
Year 6	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (our school)</i>
% achieving in reading, writing and maths	60%	39%
% making expected standard in reading	80%	72%
% making expected standard in writing	60%	56%
% making expected standard in maths	80%	61%
Year 2	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (our school)</i>
% making expected standard in reading	67%	70%
% making expected standard in writing	33%	50%
% making expected standard in maths	67%	60%
Year 1 phonics	67%	79%
EYFS GLD	100%	83%

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.	Early language development – clarity of speech, quality of vocabulary and grammar	
B.	Delayed fine/gross motor skills	
C.	Social and emotional needs	
D.	Increasing numbers of children at risk of exclusion or coming to school as managed/pre-managed moves	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Families in need of early help – family upheaval, mental health issues, rural isolation and poverty – and unable to fully meet the needs of their children including educationally	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Strong transitions and early parental engagement	Children are well supported physically, emotionally and academically by their families who engage well with the school for positive outcomes for their children.
B.	All children to have strong communication skills	Children are able to speak clearly and form grammatically correct sentences. They enjoy exploring and experimenting with new vocabulary.
C.	Accelerated progress for disadvantaged children to lessen the learning gap	All children achieve well.
D.	All children to access learning in school through effective social and emotional support which enables children to feel happy and confident in school	No exclusions and no disruptions to learning.

5. Planned expenditure					
Academic year	2018-2019				
A. 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?
A1 Children to learn to read quickly and confidently in order to be able to access all areas of the curriculum	Robust phonics teaching with early interventions for those who find it difficult Phonics play £100 ELS/Phonics booster % of Y1 learning support £750	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), Effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. (EFF Research)	Subject leader and SLT monitoring Phonics and book band tracking Analysis of impact of intervention groups	Kt SN JF	Nov 2018 Feb 2019
A2 Standards in writing to be raised across the school and across the curriculum	CPD and cover £520 Letter join £196 Additional TA support in Y2 for literacy support incl precision teaching £3000	For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential'. OFSTED Report on Disadvantaged Children 2017	Subject leader and SLT monitoring	SC CB	July 2018 Nov 2018 Feb 2019
A3 Standards in maths to be raised across the school and across the curriculum	CPD and cover £520	For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential'. OFSTED Report on Disadvantaged Children 2017	Subject leader and SLT monitoring	NP CB	July 2018 Nov 2018 Feb 2019
A4 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) £500	Strong transition impacts on outcomes for Learners EYFS/Induction: 'Unknown Children: destined for disadvantage?' OFSTED 2015 'Common strengths in most effective support for disadvantaged pupils include...strategic planning at points of transition having high impact on outcomes and destination' Pupil Premium – What OFSTED looks at 2017	School calendar Feedback from visits Responses from parents and pre-school Baseline assessment	KT SN CB	October 2018
A5 Strengthened transition Y6 to Y7	Additional visits escorted by learning support staff and attendance at meetings £360 Summer school £440	Past experience of strengthened transition has produced good feedback from children, their parents and secondary schools. 'Common strengths in most effective support for disadvantaged pupils include...strategic planning at points of transition having high impact on outcomes and destination' Pupil Premium – What OFSTED looks at 2017	School calendar Feedback from visits Responses children and staff	HL: CB	July 2018 September 2018
Total budgeted cost					£6386.00

B. 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?
<p>B1 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</p>	<p>Communication Champion to lead communication, speech and language interventions in school, promoting narrative group, liaising with S&L therapy and TAs Communication Champion £4200</p>	<p>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:</p> <ul style="list-style-type: none"> •Targeted reading aloud and discussing books with young children •Explicitly extending pupils' spoken vocabulary •The use of structured questioning to develop reading comprehension 	<p>Regular Feedback and written reports from Communication Champion teacher</p> <p>Analysis of intervention children's data across core curriculum subject areas</p> <p>Feedback from speech and language therapists</p>	<p>HJ DO</p>	<p>termly</p>
<p>B2 Early identification of children making slow progress in maths but also to extend more able learners in maths</p> <ul style="list-style-type: none"> •Maths intervention teacher providing booster lessons •Counting to Calculating Y2/Y3 <p>Multiplicity Project in Upper KS2</p>	<p>Maths intervention teacher 0.2 £8781 Maths intervention TA £3709 Counting to Calculating £520 Additional training for TAs £300</p>	<p>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)</p>	<p>Time allocated for staff to deliver effectively.</p> <p>Intervention grids completed by lead staff and monitored by SLT</p> <p>Children's progress and next steps decided between intervention lead and class teacher</p>	<p>NC</p>	<p>Nov 2018 July 2018 February 2019</p>
<p>B3</p>	<p>Thrive sessions 1:1 EYFS /ks1Thrive practitioner £4077 KS2 Thrive practitioner</p> <p>Renewal of thrive licences through high quality CPD £1200</p>	<p>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.</p> <p>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).</p>	<p>Evaluation of</p> <ul style="list-style-type: none"> • Thrive action plans • Thrive intervention plans <p>Feedback from families and children</p> <p>Staff CPD forms</p>	<p>DC CB DO</p>	<p>September 2018 December 2018 March 2019</p>

B4 To reduce social/emotional barriers and lessen impact of family issues on learning.	Thrive family support and home action planning PPSA £7100 Thrive family workshops £500	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	Evaluation of <ul style="list-style-type: none"> Thrive action plans Thrive intervention plans Feedback from families and children Staff CPD forms	DC CB DO	September 2018 December 2018 March 2019
B5 Increase family engagement in children's learning	Nessie club and home learning £325 Family learning workshops in targeted areas e.g. phonics and maths Production of booklets to support home learning Funded through SIP	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.	Parent questionnaire Participation in events and evaluation sheets Headteacher's reports to Governors	DO NP KT/JF VJ	October 2018 June 2019
B6 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 and personal study skills £1300	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)	Parent questionnaire Feedback form children Analysis of data of children attending	HL CP	June 2019
B6 Additional support for Children in Care including preparation and attendance at CIC and PPE meetings and CPD	Child in Care champion Attendance at PEP meetings £800	'Appoint a senior leader to raise the profile and champion the learning of disadvantaged pupils' OFSTED Report on Disadvantaged Children 2017	PEP evaluation reports CIC progress data Headteacher's reports to Governors	CB VJ	Termly reports Termly data analysis PEP review dates
B7 To ensure equal access and enrichment opportunities for all children.	Personalised action plans £2000	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	Parent questionnaire Feedback form children Staff analysis of use of funding and impact Headteacher's reports to Governors	SLT incl SBM VJ	October 2018 February 2019
B8 Additional support for vulnerable/disadvantaged children and their families to overcome barriers to learning	Team Around the child meetings – Early help strategy Attendance, cover and transport £1100	'expecting high levels of parental engagement and good attendance and pursuing these relentlessly' The Pupil Premium: what Ofsted looks at March 2017	TAF evaluation reports PP progress data Headteacher's reports to Governors	DO/CB VJ	Termly reports Termly data analysis PEP review dates
Total budgeted cost					£35922.00

C. 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?
C1 Access to high quality enrichment for more able learners	G+T £300	'For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential'. OFSTED Report on Disadvantaged Children 2017	Feedback from children Monitoring by G+T leader Reports to Governors	JF VJ SLT	February 2019
C2 All children to attend school regularly and punctually with no gap between pupil premium and other children	Robust registration Good communication with families Certificates/stickers for good attendance and punctuality	'expecting high levels of parental engagement and good attendance and pursuing these relentlessly' The Pupil Premium: what Ofsted looks at March 2017	Daily monitoring by class teacher and admin Weekly monitoring by SLT Attendance reporting to EWO and Governing Board	PW CB	Monthly attendance reviews
C3 Improved induction for growing numbers of inwardly mobile pupils; additional admin time for welcome packages etc	3 afternoon per half term £540	Past experience of the importance of the first moments in school	Feedback from children and their families Monitoring by SLT Reports to Governors	SLT VJ	Ongoing and termly HTs reports
C4 All children to enjoy coming to school and to be able to access the curriculum even if unable to remain in the classroom	Development of 'Thrive hub' led by an experienced Thrive and SEN trained HLTA £17000 PP resources £200 Contribution to Thrive log cabin £1000	Thrive's approach to understanding and working with children's social and emotional development has developed in accordance with current findings in neuroscience. Thrive website 2018	Evaluation of <ul style="list-style-type: none"> Thrive action plans Thrive intervention plans Feedback from families and children Staff CPD forms	DC CB DO	September 2018 December 2018 March 2019
C5 Increase staff's confidence in handling children who are finding it difficult to self-regulate through PIPs/de-escalation training	PIPs training £557 plus supply £500	'The aim of Passive Intervention and Prevention (PIPS) training is to enable schools and other settings to develop a consistent, acceptable team approach to managing behaviour in a manner that maintains positive relationships and continues to care for pupils/clients at times of crisis' Babcock LDP Behaviour support team	CPD /evaluation from staff Log of incidents shows reduction No exclusions	SLT Governors	September 2018
Total budgeted cost					£19557.00
Total cost					£62405

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
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	Disadvantaged children moved up a quintile in reading from 2016 at end KS2 but remain in bottom quintile in maths and writing, Disadvantaged children made better progress than all children in reading but still below national however they achieved higher than national at expected and at greater depth . Progress and attainment in writing and progress in maths was lower than national but attainment was in line with national. No disadvantaged children gained greater depth in writing or maths (OFSTED INSPECTION SUMMARY REPORT 2017)	Fine tuning of assessment (bearing in mind teacher workload) system improving analysis Development of excel sheet with governors support SLT increasing use of ASP and FFT	
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 3 x 2 days supply	Children more aware of targets (OFSTED 2017) and pace /direction improving in most cohorts	Continue to promote target setting and pupil progress meetings but build into class time where possible Use of FFT targets	£275
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)	Really positive start to EYFS Sept 2017 for all but one child. Feedback from families and staff excellent.	Continue to spend time and resources on induction – encouraging pre-school to use our facilities so children become familiar with the setting. Further funding to be made available to enable EYFS teacher/s to do phonics teaching at pre-school and for pre-school staff to observe phonics teaching at school.	£250
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)	Good transition aided by English project and the numerous sports events that take place prior to year 7.	Closing the Gap English project was more beneficial to college staff in terms of raising expectations and having a better understanding of the Y^ curriculum but would have helped our pupils to make better progress in Y7	£250 Plus summer school cost
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 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 Early identification assessment screening through purchase of Speechlink	Phonics standards in line with national for this year running at end of Y1 and Y2. Very positive feedback form S+L therapist – quick step down of children with S+L plans	Communication champion role to continue Early intervention continue using speechlink and language link	£7350

To ensure children make expected progress in English	Targeted support in areas where children have been identified as underperforming by delivering specific interventions: precision teaching, additional phonics, ELS, handwriting booster; additional guided reading sessions Resources to support interventions at home and at school:	Disadvantaged children moved up a quintile in reading from 2016 at end KS2 but remain in bottom quintile in maths and writing, Disadvantaged children made better progress than all children in reading but still below national however they achieved higher than national at expected and at greater depth . Progress and attainment in writing and progress in maths was lower than national but attainment was in line with national. No disadvantaged children gained greater depth in writing or maths (OFSTED INSPECTION SUMMARY REPORT 2017) Attendance at Nessy club is good. Children enjoy gaining certificates and are motivated to learn in a progressive way. Reading ages of PP children improve	Phonics boosters to continue in place of ELS Continuation of narrative groups Precision teaching to be extended Staff CPD in developing guided reading Extend Nessy licences?	£11557 £290 Nessy £100 Phonicplay £196 Letterjoin
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 Maths intervention teacher providing booster lessons; Counting to Calculating Y2 Multiplicity Project in Upper KS2	Multiplicity Maths intervention: PP children made 26% and 17% progress with 3 other non PP children benefiting from the intervention and making between 16 and 29% progress	Maths remains a focus for the whole school – CPD to be included in next PP plan	£5263 teacher £6770 HLTA
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	Huge impact of mental health/social and emotional well-being of children and staff 1:1 but also in drop in play times Feedback from families and children	To be continued and developed – idea forming of a thrive hub Additional member of staff to be employed April 2018-	£6172
Developing confidence and self-esteem for individuals and small groups led by THRIVE practitioner	Nurture group (THRIVE based) learning support/teacher THRIVE training and resources (continuing professional development)			£7571 Family Thrive £3275 Thrive resources £100
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 and personal study skills	Feedback from children and families very positive and impacted on results of KS2 PP children	Will aim to extend this club to all PP/disadvantaged children in the next academic year	£1300
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	Proves a good opportunity to be challenged by expert practitioner but additional benefit of mixing with children from other schools – hopefully start to develop friendships that will develop in Year 7.	To be continued Spring 2019, again with a range of other local schools	£200

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
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	Feedback very good from parents and means no child is excluded from additional activities because of parent's ability to pay	To be continued Letter to be sent out again to parents in September so they can plan ahead CB to investigate forest school model locally	£2000
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	Family learning uptake lower than hoped for Phonics workshop very well attended and will become an annual event Most successful event was our multi-agency coffee morning which engaged several parents with different services including the school nurse, our Thrive practitioner and OCRA for physical activity and created new opportunities.	Phonics workshop to be repeated early Autumn annually Multi-agency coffee morning to be repeated termly	£500
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	Summer school a huge success for those able to attend – feedback from children and parents very positive	Will encourage children to take up this offer if repeated	£1200
to ensure all pupil premium children have access to free milk	Free milk provided at play times and lunchtimes	Good take up Additional to free fruit and veg	Continue	£266

7. Additional detail

Our biggest project moving forward is the idea developing of a Thrive hub with fully trained staff who can support, challenge and extend children who are experiencing long, medium or short term barriers to learning.
We aim to fundraise to procure a log cabin/robust summer house which will provide a calming, multi-sensory environment for intervention and group meetings.