

Pupil premium strategy statement 17/18

1. Summary information					
School	Hermitage Primary School				
Academic Year	2017-2018	Total PP budget (includes C/F)	£ 115,710	Date of most recent PP Review	Oct 2017
Total number of pupils	406	Number of pupils eligible for PP	71 (17%)	Date for next internal review of this strategy	Apr 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Pupils eligible for PP do not do as well in maths as non PP pupils
B.	Pupils phonics/reading fluency skills are poor in Year 4 due to historical teaching methods
C.	Pupils struggle to maintain focus and retention is an issue
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parents and carers of PP pupils do not consistently engage with the learning at school and do not support pupils at home
E.	Attendance and punctuality is lower for pupils in receipt of PP

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils attainment and progress in maths will improve	Maths attainment and progress for pupils in receipt of PP at all levels (EYFS/KS1/KS2) will be line with their peers. Attainment and progress of all pupils in maths will increase.
B.	Reading fluency will improve	Reading/reading comprehension ages will improve (as will reading book levels) – with a focus on Year 4
C.	Pupils retention (and recall) of knowledge will improve	Attainment and progress scores at the end of each half term will show improvement
D.	Pupils will receive effective support from parents	Homework and other home learning tasks will be better supported either through parents or through systems in place at school. Parents will apply the knowledge shared at school workshops to practices at home that support learning.

4. 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	When will you review? April
To develop our maths provision	Improved concrete resources; training of TAs; more detailed monitoring of progress and intervention.	Last year's data showed slower progress in maths. Courses/research inform concrete/pictorial/abstract method. EEF research informing TA training.	SLT to lead on training; regular monitoring of interventions/effective use of TAs. Training on use of resources. Half termly data review.	GTA	£1,000
Improve phonics knowledge in Year 4	Training a dedicated staff member in fresh start – delivering the programme daily	Pupils in year 4 historically did not have effective phonics teaching – targeted programme to ensure catch up.	Pupils will be assessed half termly to endure progress. Staff member will be coached/mentored by reading leader	RSP	£1,000
Improve reading fluency	Staff training on improved Guided reading; purchase of graded independent reading resources for Upper School; improved diagnostic testing from Yr2-6	Data has shown that fluency needs to be overtly taught to improve speed and understanding. Reading age test has shown where gaps are – these are to be targeted through interventions and resources	Half termly analysis of data to ensure progress. Reading ages will be taken at end of year to ascertain progress. Regular INSET to ensure quality of teaching and monitoring of provision. Half termly monitoring of quality Comprehension lessons and Guided Reading lessons	PVA	£5,000
Improve focus and retention of knowledge	Timetable daily skills lessons with TA recapping prior knowledge; teaching of mindfulness to aid focus	Our pupils need regular re-capping of objectives to ensure retention. Mindfulness for our most vulnerable year group will aid focus in lessons	SLT to monitor/support and ensure quality sessions	GTA/EDS	£1,500
Total budgeted cost					£8,500
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? April

Diminishing differences between attainment of PP pupils and non PP pupils in reading, writing and maths in all subject areas	Targeted interventions will be provided for PP pupils to ensure they make similar progress to their peers	Specific interventions will target gaps in pupils learning. Interventions will focus on objectives, breaking them down into smaller, more manageable units for the pupil. This has proved effective in the past.	Continuous support for TAs delivering interventions. Weekly TA training. TA supervisor to carry out learning walks to support TAs. Effectiveness monitored by assessment of objectives embedded and pupils progress.	PVA/GHA	£45,000
Parental engagement in pupils' learning and wellbeing will be supported	Support for pupils' and parents' wellbeing in and out of the classroom by Pupil Wellbeing Officer	Our vulnerable pupils and their families will be supported to ensure they can fully access the learning and feel safe, knowing they belong to a community. They will be supported with attendance, punctuality and other social/emotional needs.	Pupil Wellbeing Officer to have a presence before/after school so as to be easily accessible to parents. Weekly meetings with PWO and SLT to support and develop. Ongoing training as required.	TRI	£26,000
Punctuality will be addressed	Breakfast Club offered to PP pupils	Pupils will arrive to school ahead of time and participate in essential social skills	Regular monitoring	PVA	£3,000
Home learning will improve	Homework Clubs to support pupils	Vulnerable pupils often do not complete homework or complete it without support	Half termly monitoring	TME	£3,000
Vulnerable pupils will make expected progress	1:1 daily tuition English/maths supported in class	This worked last year for phonics – roll this out for other pupils	Half termly data analysis. Support/mentoring for 1:1 tutor		£8,000
Total budgeted cost					£85,000
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?
Improve parents knowledge and understanding of the what goes on in school and how to support	Parental workshops	Pupils who are supported at home are more likely to make progress in school.	Careful planning and review of workshops.	KGI/EDS	£1,000
Ensure vulnerable pupils have the same	Support for trips, excursions, clubs etc	Vulnerable pupils will be supported to access trips and excursions that enrich the curriculum. This will aid engagement	Each case will be monitored individually.	EDS	£1,000

opportunities as others		in the topics and will support depth of learning.			
Train teacher to develop Provision for PP pupils	Teacher to shadow SENDCo, attending training etc. Aim is to support staff with strategies to support PP pupils	Having a member of staff in charge will ensure targeted support, regular monitoring and the use of latest techniques to support children.	Regular meetings to support staff member. Regular review of impact.	EDS	£1,000
	Payment of School meals for children in receipt of PP				£15,000
Total budgeted cost					£18,000
Grand total spend 2017-18					£111,500

5. Review of expenditure				
Previous Academic Year		2016-17		
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 develop a love of reading that also leads to writing for a purpose	Staff training on teaching of English in a way that engages and enthuses pupils and creates a love of reading.	Priority of reading has improved. Reading attainment has improved in all year groups. Enjoyment of English lessons is much more apparent now that lessons are planned from books. Use of library improved also.	Continued focus on reading for pleasure and as a skill to aid learning.	£1945
Improve teaching of phonics for all	Whole staff training	Improved phonics teaching/outcomes for all groups. Year 1 phonics pass rate rose to 93% from 64% (15-16)	Continue with monitoring of teaching and improvement strategies. Further development of reading fluency strategies.	£3603
Develop emotional literacy for all pupils to support behaviour, engagement and focus	Purchase of personal, social, emotional and health resources	Teaching of PSHE is much more structured and focused, tailoring of resources to suit class's needs.	Continue to build on this with support for behaviour and Emotional Literacy and pupils wellbeing.	£1478
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
Diminishing differences between attainment of PP pupils and non PP pupils in reading, writing and maths in all subject areas	Targeted interventions will be provided for PP pupils to ensure they make similar progress to their peers	Gaps have been reduced: -2% EYFS GLD; -12% Y1 Phonics pass; +9% KS1 reading, -6% KS1 Writing, -27% KS1 maths** (focus for next year); -18% KS2 Reading, -18% KS2 writing, -40% maths** (focus next year), no gap in GPS. Other year groups – gaps are smaller than previous year, but still room for improvement	Continued use of money on support staff, however more focus on targeted interventions, more 1:1 support daily for short bursts as this proved very successful this year. Allocated teacher to lead on support for PP children. TA training to support more focussed interventions.	£28084
Parental engagement in pupils' learning	Support for pupils' and parents' wellbeing	Pupil Wellbeing Officer has supported parents and pupils on a number of issues with 1:1 support, parent drop ins, small group	Continue with this strategy. Further training for PWO to support pupils and families further; particular focus on parenting sessions	£19145

and wellbeing will improve	in and out of the classroom by Pupil Wellbeing Officer	interventions, support for pupils in the playground. This has proved very successful. Many parents and pupils prefer to talk with the PWO. This also frees teachers up to focus on academic issues.		
Support engagement in learning through concrete resources	Purchase of resources to support interventions	This proved successful for a small group of pupils.	Continue with this strategy, purchasing more resources so as to affect a larger number of students.	£218
Communication skills in Reception are developed through role-play	Build a multi-purpose playloft in EYFS	This resource has developed pupils' literacy skills and imagination through role play. All pupils have benefitted from this resource.	One off purchase	£3305
Reception pupils to be taught specific focus exercises	Reception classes to have yoga classes once a week			N/A

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
Improve attendance and punctuality of persistent offenders	Support for pupils at breakfast/after school club	Little impact as this was for a limited number of pupils	Extend this opportunity, however target pupils more carefully to have maximum impact. Possibility of teaming this up with early Morning Homework Club.	£768
Ensure vulnerable pupils have the same opportunities as others	Support for trips, excursions, clubs etc	Pupils were supported to attend clubs	Continue with this approach.	£168

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk