

## Pupil premium strategy statement 18/19

1. Summary information					
School	Hermitage Primary School				
Academic Year	2018-2019	Total PP budget (includes C/F)	£ 117,157	Date of most recent PP Review	May 2019
Total number of pupils	420	Number of pupils eligible for PP	71 (17%)	Date for next internal review of this strategy	Apr 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Pupils eligible for PP do not have the same prior knowledge and vocabulary as non PP
B.	PP pupils require learning to be repeated more often to be embedded
C.	Pupils struggle to maintain focus and retention is an issue
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Parents and carers of PP pupils to not always 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.	The gap between PP pupil attainment and their peers will reduce	Improved attainment and progress data in all subjects
B.	Access to books and Reading fluency will improve	Reading/reading comprehension ages will improve (as will reading book levels)
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 better support from parents	Homework and other home learning tasks will be better supported either through parents or through systems in place at school.

#### 4. Planned expenditure

Academic year

2018-19

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
<b>Improve reading fluency</b>	Staff training on improved Guided reading; purchase of graded reading resources for Upper School; improved diagnostic testing	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.	PVA	£8,000
<b>Improve focus and retention of knowledge</b>	Timetable daily skills lessons with TA recapping prior knowledge; teaching of mindfulness to aid focus	Our pupils need regular 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	EDS/LL	£10,000
<b>Total budgeted cost</b>					£18,000

##### 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
<b>Diminishing differences between attainment of PP pupils and non PP pupils in reading, writing and maths in all subject areas</b>	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.	RL	£40,000
<b>Parental engagement in pupils' learning</b>	Support for pupils' and parents' wellbeing in and out of the	Our vulnerable pupils and their families will be supported to ensure they can fully access the learning and feel safe, knowing they belong	Pupil Wellbeing Officer to have a presence before/after school so as to be easily accessible to parents. Weekly meeting s	TRI	£26,000

<b>and wellbeing will be supported</b>	classroom by Pupil Wellbeing Officer	to a community. They will be supported with attendance, punctuality and other social/emotional issues.	with PWO and SLT to support and develop. Ongoing training as required.		
<b>Punctuality will be addressed</b>	Breakfast Club offered to PP pupils	Other schools have done this successfully	Monitoring of attendance figures termly	PVA	£3,000
<b>Home learning will improve</b>	Homework Clubs to support pupils	Vulnerable pupils often do not complete homework or complete it without support	Half termly monitoring	TME	£3,000
<b>Vulnerable pupils will make expected progress</b>	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	RSP	£5,000
<b>Total budgeted cost</b>					£77,000
<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>
<b>Improve parents knowledge and understanding of the what goes on in school and how to support</b>	Parental workshops	Pupils who are supported at home are more likely to make progress in school.	Careful planning and review of workshops.	RL	£1,000
<b>Ensure vulnerable pupils have the same opportunities as others</b>	Support for trips, excursions, clubs etc	Vulnerable pupils will be supported to access trips and excursions that enrich the curriculum. This will aid engagement in the topics and will support depth of learning.	Each case will be monitored individually.	EDS	£1,000
<b>PSHE /Wellbeing Resources</b>		Latest resources to support social emotional interventions	Review use of resources and impact.	TR	£1,000
	Payment of School meals for children in receipt of PP				£15,000
<b>Total budgeted cost</b>					£18,000
<b>Grand total spend 2018-19</b>					£110,000

5. Review of expenditure				
Previous Academic Year		2017-18		
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
<b>To develop our maths provision</b>	Improved concrete resources; training of TAs; more detailed monitoring of progress and intervention.	Maths teaching has improved at all levels. Excellent outcomes at KS1 and KS2.	Continue with approach – look at staff training in effective use of resources	£1000
<b>Improve phonics knowledge in Year 4</b>	Training a dedicated staff member in fresh start – delivering the programme daily	Reading data for Year 4 shows targeted children made better than expected improvement	Continue to support these pupils as they enter into Year 5	£1000
<b>Improve reading fluency</b>	Staff training on improved Guided reading; purchase of graded reading resources for Upper School; improved diagnostic testing	Daily reading lessons for all year groups have resulted in improved outcomes	Continue to build on this with support for behaviour and Emotional Literacy and pupils' wellbeing.	£7000
<b>Improve focus and retention of knowledge</b>	Timetable daily skills lessons with TA recapping prior knowledge; teaching of mindfulness to aid focus	Some improvement seen although not as much as expected	Perhaps pre-teaching might serve these vulnerable pupils better	£1500

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Diminishing differences between attainment of PP pupils and non PP pupils in reading, writing and maths in all subject areas</b>	Targeted interventions will be provided for PP pupils to ensure they make similar progress to their peers	Vulnerable pupils have been supported to make better progress	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.	£45000
<b>Parental engagement in pupils' learning and wellbeing will improve</b>	Support for pupils' and parents' wellbeing in and out of the classroom by Pupil Wellbeing Officer	Pupil Wellbeing Officer has supported parents and pupils on a number of issues with 1:1 support, parent drop ins, small group 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.	Continue with this strategy. Further training for PWO to support pupils and families further	£26000
<b>Punctuality will be addressed</b>	Breakfast Club offered to PP pupils	Very successful for targeted pupils	Continue	£3000
<b>Home learning will improve</b>	Homework Clubs to support pupils Laptops to support Year 6	Little success due to staffing difficulties. Laptops postponed to following year	Try again in following year	£13000
<b>Vulnerable pupils will make expected progress</b>	1:1 daily tuition English/maths supported in class	Successful for targeted pupils	How can this be extended for more pupils?	£8000
<b>Targeted interventions will be supported with effective resourcing</b>	Purchase recommended resources	Interventions have been observed to be more effective	Staff training in effective use of resources	£10000

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Improve parents knowledge and understanding of the what goes on in school and how to support</b>	Parental workshops	Successful for those parents that attended	How can we extend this to those hard to reach parents?	£1000
<b>Ensure vulnerable pupils have the same opportunities as others</b>	Support for trips, excursions, clubs etc	Pupils were supported to attend clubs	Continue with this approach.	£1000