

Pupil premium strategy statement updated Oct 17



| 1. Summary information | | | | | |
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| School | Hermitage Primary School | | | | |
| Academic Year | 2016-2017 | Total PP budget (includes c/f) | £97,961 | Date of most recent PP Review | Nov 2016 |
| Total number of pupils | 390 | Number of pupils eligible for PP | 78 | Date for next internal review of this strategy | April 2017 |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers | |
| A. | 25% gap between PP and all others in reading at KS2; pupils do not read for pleasure |
| B. | Pupils phonics skills are poor |
| C. | Writing skills are poor; particularly in lower year groups |
| D. | Pupils struggle to maintain focus |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| D. | Parents and carers of PP pupils to not engage with the learning at school and do not support pupils at home |
| E. | PP pupils attendance 2015-2016 was 92% compared to 96% for non PP pupils |

| 3. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Pupils phonic knowledge will improve | Year 1 and Year 2 phonics pass rate for PP pupils will improve, closing the gap between PP and non PP pupils |
| B. | Pupils will develop a love of reading | PP pupils will access more literature through English lessons, foundation subjects and use of the library. Their attainment and progress in reading in all year groups will be more in line with their non PP peers. |
| C. | Pupils writing skills will improve, especially in Years 2 and 3 | PP pupils writing skills will improve. Attainment and progress in writing will be more in line with their peers. |
| D. | Pupils engagement in their learning will improve as will their ability to focus for longer periods of time independently | Pupils engagement in learning will improve, resulting in increased focus and sustained periods of learning. |

| 4. Planned expenditure | | | | | |
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| Academic year | 2016-2017 | | | | |
| 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 implementation? |
| 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. | English scheme has been researched and found to be effective in developing a love of whole books. Engagement in the literature will lead to a purpose for writing. Teaching will follow the children's lines of enquiry improving engagement. | English lead to champion the programme. Regular half-termly INSET for staff. Regular discussion and sharing effective practice. Learning walks and book looks to monitor teaching and provision. Lead teacher to carry out project into effectiveness of programme. | SMU | July 2017 £495 Curriculum Visions £1450 Power of Reading |
| Improve teaching of phonics for all | Whole staff training | Phonics has been identified as an area of weakness. Effective teaching is required. This programme works well when used effectively – seen in previous schools. | Regular follow up training. Lead teacher to carry out learning walks and support staff. Continuous monitoring through half termly assessment of progress. | RSP | July 2017 £3603 |
| Develop emotional literacy for all pupils to support behaviour, engagement and focus | Purchase of personal, social, emotional and health resources | Pupils require support in making the right choices, understanding their emotions and the expectations made of them. This resource tackles all of this through a variety of activities. | Termly training and support with programmes. Weekly timetabled slots for delivering programme. Timetabled circle time for pupils to discuss related topics/issues. Whole school focus on emotional literacy to embed the principles. | GFE | July 2017 £1478 £1015 Rainbows |
| Total budgeted cost | | | | | £8,500 (£8040) |
| 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? |
| Diminishing differences | Targeted interventions will be provided for PP | Specific interventions will target gaps in pupils learning. Interventions will focus | Continuous support for TAs delivering interventions. Weekly | PVA | July 2017 |

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| between attainment of PP pupils and non PP pupils in reading, writing and maths in all subject areas | pupils to ensure they make similar progress to their peers | on objectives, breaking them down into smaller, more manageable units for the pupil. This has proved effective in the past. | TA training. TA supervisor to carry out learning walks to support TAs. Effectiveness monitored by assessment of objectives embedded and pupils progress. | | £28084 |
| Parental engagement in pupils' learning and wellbeing will improve | 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 issues. | 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 | July 2017 £19145 |
| Support engagement in learning through concrete resources | Purchase of resources to support interventions | Vulnerable pupils will have access to resources to support and embed learning. These will be concrete resources that bring learning to life and engage the pupils in the learning. | Purchases will be aimed at specific skills/objectives that the pupils are struggling with (and when other methods have not worked). | EDS | July 2017 £218 |
| Communication skills in Reception are developed through role-play | Build a multi-purpose playloft in EYFS | The space can be transformed for multi-use e.g. quiet area, thinking area, drama area to target small groups of children in a safe environment. This will provide a stimulus for communication and expression. | Reception teachers will change the space regularly to keep ideas for play and communication ongoing and fresh. | JMC | July 2017 £3305 |
| Reception pupils to be taught specific focus exercises | Reception classes to have yoga classes once a week | Pupils will experience a skill otherwise not accessible to them. Breathing techniques will help with focus and attention. Movement will support physical development. This has been successful in a previous school. | Class teachers will be part of the sessions to learn and assess the skills taught. They will then use these skills e.g. breathing exercises in other parts of the day. | JMC | July 2017 N/A |
| Total budgeted cost | | | | | £73,500 (£50752) |
| 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 attendance and punctuality of | Support for pupils at breakfast/after school club | Vulnerable pupils will be supported to attend these clubs to help with attendance. Vulnerable families will be | Attendance and punctuality will be monitored and links made to see | PVA | July 2017 £768 |

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| persistent offenders | | supported to work through this service. Poor attendance was shown to be a significant factor in poor SATs results of some pupils. | if accessing breakfast club improves figures. | | |
| Ensure vulnerable pupils have the same opportunities as others | 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. | | EDS | July 2017 £168 |
| | Payment of School meals for children in receipt of PP | | | | £9144 |
| | Elms – Reception PE teaching c/f from last year | | | | £1219 |
| Total budgeted cost | | | | | £16,000 (£11299) |
| | | | | | £98,000 (£70091) |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| 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 |
| Improve physical development in our younger pupils | Reception classes to have PE taught by specialists once a week | All pupils showed great enjoyment of lessons whilst developing their skills. At the end of the year 92% of Reception pupils achieved the expected level of physical development. This was matched by 91% of PP pupils. 12% of all pupils exceeded the expected level of physical development, whilst a staggering 27% of PP pupils exceeded the expected level of physical development. | Yes – continue with this approach. | |
| Enrichment of learning through easy access to IT | Purchase of a class set of Learnpads | All pupils are timetabled to use the Learnpads. Pupils use these to access the internet for research, for reading non-fiction books (through a subscription based website) and to improve computing skills. PP pupils who possibly have little access to resources at home have made as much progress using the technology as their peers. | Learnpads have been widely used by all pupils. This has proved successful as pupils enjoy learning through technology. We will develop this further by offering clubs for targeted pupils utilising technology. | £11,000 |
| Increased reading of non-fiction texts and resources | Purchase of on-line library of non-fiction books to support learning in all subject areas. | PP pupils have access to a wealth of non-fiction books at school and at home. Research-based homework is easily accessible to pupils as they don't require books at home. PP pupils have the same access to resources as non PP pupils when completing research based homework. | This has proved successful in class when directed by staff. The uptake at home has not been as successful. We need to rethink how we can increase uptake – perhaps by linking with above objective. | |
| 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 for attainment & progress between PP and non PP pupils | Targeted Interventions will be provided for PP pupils with specific learning needs to ensure they make similar progress to their peers | EYFS 86% pupils achieved a GLD; 91% of PP pupils achieved a GLD KS1: Reading – the gap between PP pupils and non PP pupils was -1% KS1: Writing – there was no gap between PP and non PP pupils attainment KS1: Maths – there was an -8% gap between PP and non PP pupils attainment KS2: there was a larger gap in KS2 (on average -18% between PP and non PP pupil's attainment. This will be addresses in the next academic year) | The most successful interventions have been micro teaching for small amounts of time, repeated daily. This will be incorporated into further strategies. | £21,785 |

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| Improved progress in interventions | Provision of practical resources to support learning in class and in small group interventions | Resources are used in interventions for PP pupils to make learning more concrete. Interventions are more successful. Staff are more creative in their approaches to secure learning. | Resources have proved successful. Further TA training on most effective use of resources required. | £4,027 |
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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 |
|--|--------------------------------------|--|--|------|
| Enrichment of learning through easy access to IT | Purchase of a class set of Learnpads | All pupils are timetabled to use the Learnpads. Pupils use these to access the internet for research, for reading non-fiction books (through a subscription based website) and to improve computing skills. PP pupils who possibly have little access to resources at home have made as much progress using the technology as their peers. | See above | |

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