



## Hemingbrough CP School - Pupil premium strategy statement

### 1. Summary Information

<b>School</b>	Hemingbrough CP School				
<b>Academic Year</b>	2017 / 2018	<b>Total PP budget</b>	£29,140	<b>Date of most recent PP review</b>	Jul 2017
<b>Total Number of Pupils</b>	167	<b>Number of pupils eligible for PP</b>	20	<b>Date for next internal review of this strategy</b>	Mar 2018

### 2. Current Attainment

Statutory assessment at end of academic year 2016/2017	Number of PP Pupils	% Pupils eligible for PP (Hemingbrough)	% Pupils not eligible for PP (national average)
% achieving a good level of development at the end of F2	2	50	87
% achieving the required standard in the Y1 Phonics test	1	100	70
% achieving the expected level in reading in KS1	3	33	68
% achieving the expected level in writing in KS1	3	33	75
% achieving the expected level in maths in KS1	3	66	82
% achieving the expected level in reading, writing and maths in KS1	3	33	68
% achieving the expected level in reading, writing and maths in KS2	8	25	58
% achieving the expected level in reading	8	38	89
% achieving the expected level in writing	8	38	84
% achieving the expected level in maths	8	38	63
% achieving the expected level in GPS	8	50	79

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

<b>In-school barriers</b>
A. Outcomes in English and Maths are lower for pupils eligible for PP than for other pupils

B. Children eligible for PP find it difficult to solve mathematical problems using the skills they have been taught
C. Social, Emotional, Communication and Mental Health difficulties for groups of pupils is having a detrimental effect
D. A group of children in receipt of PP require additional support in order for them to access classroom activities

<b>4. Outcomes</b>
Desired outcomes and how they will be measured
A. Improve attainment in Literacy, closing the gap between PP children and other pupils
B. Improve attainment in Maths, particularly the ability to solve problems in a range of contexts
C. Improve learning outcomes for children with social, emotional, communication and mental health issues
D. Children are better able to manage, understand and talk about their feelings and emotions

<b>5. Planned expenditure</b>					
<b>Academic Year</b>		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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A & B	Employ GTAs	To support pupil premium children within classrooms alongside their peers in order that activities can be broken down, further explanations given and additional support on hand	Classroom observation, completion of mini SEFs (termly), monitoring by SENCO and termly progress reviews, half termly updating of schools tracking system	Headteacher SENCO	Termly
C & D	Twice daily nurture sessions	We want to ensure that children are calm and ready to learn with their peers. It is also an opportunity for children to discuss and consider their	Appropriate staff training, observation and tracking through social and emotional competencies profile	Headteacher SENCO	Termly

		feelings and emotions through nurturing activities and opportunities			
<b>Total budgeted cost</b>					<b>£16377</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A	1 <sup>st</sup> Class @ Writing	We want to support pupil premium children in their writing using a structured, small group, engaging and proven intervention strategy	Half termly assessment of writing to monitor progression. English Leader to monitor and support implementation	English Lead SENCO	Every 12 weeks
A, B, C & D	Employ HLTA to implement specific interventions across each year group	Some pupils need targeted support to address gaps in learning, some need support and intervention to address a wide range of needs.	Teachers will plan these sessions into their timetable. Termly mini SEFs. SENCO termly summary and regular liaison with SENCO	SENCO Headteacher	December
A & B	Employ teacher 1 day per week	We wanted to be able to teach children in bespoke small group situations focussing on specific needs and gaps in knowledge	Suitable qualified and experienced member of staff. Regular progress meetings	SENCO Headteacher	December
C & D	Use a proportion of the PPG to purchase external support and advice and training to enhance provision for children in school	Resources, advice and training required to carry out specific work with PP children.	Discussion with parents, monitoring behaviour, advice from outside agencies	SENCO Headteacher	Half termly
A & B	Provide ICT resources for specific children	We want to provide children with access to technologies to support all areas of their learning	Following discussion with parents and other agencies, hardware/software is provided where needed	Headteacher	Termly

<b>Total budgeted cost</b>	<b>£10717</b>
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<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 ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A, B, C & D	Provide Home School Link Worker	Provide member of staff to be available for parents to assist in home/school dialogue. Provide advice on curriculum matters and assist in areas such as funding applications.	Regular updates with HSLW	HSLW Headteacher	Termly
A, B, C & D	Fund local and residential trips	Enable all children to participate in activities that enhance and extend both the national and school curriculum	All children have the opportunity to attend all school trips	SBM	Ongoing
A & B	BAGs Scheme	Provide termly books, games and other resources to support and promote learning at home, across the curriculum, and to help parents support their child at home	Consult parents on child's interests. Headteacher to put together bags termly	Headteacher	Termly
B	Maths Library	Purchase resources for Maths Games Library which is run weekly to enrich the maths curriculum, supporting both children and adults in working at home	Discussion with parents and termly school assessment	Maths Lead Headteacher	Termly
<b>Total budgeted cost</b>					<b>£2100</b>

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	2016/2017

<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
A & B	To employ GTA for classes	Improve attainment and progress of PP children	Whilst PP children are still not performing in line with other children, school tracking systems showed good progress and that gaps in knowledge were addressed Across the whole school for PP children tracking showed that 78% in Reading, 70% in Writing and 78% in Maths made EP or EP+ There needs to be more frequent (half termly) tracking and monitoring of these pupils to ensure even greater progress and attainment	£9677
A, B & C	Contribution towards P4C programme	To improve attainment and progress of PP children	As we are still in our initial 3 year cycle of P4C we will endeavour to improve practice and monitor the impact it has upon PP children. Initial observations and discussions indicate that it is having a positive effect. The school has achieved the Bronze P4C award in its first year	£1000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
A	1 <sup>st</sup> Class @ Writing	Raise attainment in writing	Children involved in this programme made at least 6 points progress over the year. This programme will continue in the next academic year	£750
A, B, C & D	Employ GTA to implement specific interventions	To address gaps in knowledge	The interventions showed to have a positive impact on pupil progress of those involved	£9677
A & B	Employ a teacher 1 day per week	To address specific gaps in knowledge in small groups and increase confidence of children	School tracking showed that gaps in knowledge were being addressed however	£4800

		In addition small group opportunity to address the needs of higher or middle attaining PP children to ensure they maintain attainment and progress	this intervention needs to continue for these children	
C & D	Providing external support and advice	Increase knowledge of children's specific needs	Through EP visits and virtual school we were able to purchase and provide suitable resources and support for children across the school	£2000
A & B	Provide ICT resources	Provide access to technologies to support learning	Providing ipads and other resources have enabled children to access differing technologies to support learning	£1000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
A, B , C & D	Employ Home School Link Worker	To provide advice on curriculum matters and assist in home school liaison	Parents have found it very useful in being able to contact the HSLW rather than going direct to teaching staff. The HSLW has been able to work with both parents and children to support their needs	£1000
A, B , C & D	Fund local and residential trips	Ability to participate in these activities that enhance and extend the national and school curriculum	Funding enabled a range of children to participate in these activities. This needs to continue next year	£2500
A & B	BAGs Scheme	Promote learning at home linking resources to national and school curriculum as well as children's interests in order to contribute to raising attainment and progress	Children and parents eagerly awaited their BAGs each term. School feels they have contributed positively to attainment and progress and children's enjoyment of learning	£1200
B	Maths Library	To develop positive attitudes towards maths. To engage parents in practising maths activities at home	Parents and children tell us that they really enjoy the games and activities borrowed and are keen for it to continue	£600
C & D	Sensory Room Development	To address children's sensory, social, emotional and mental health needs	Sensory Room due for completion Sept 18 due to unforeseen circumstances	£2000

**7. Additional detail**

Please see previous reports