

Hawridge and Cholesbury Pupil premium strategy statement

1. Summary information					
School	Hawridge and Cholesbury Church of England School				
Academic Year	2018/19	Total PP budget	£35,640	Date of most recent PP Review	21.5.18
Total number of pupils	199	Number of pupils eligible for PP	26	Date for next internal review of this strategy	June 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33% (1 out of 3)	64% (9 out of 14)
% making progress in reading	66% (2 out of 3)	64% (9 out of 14)
% making progress in writing	33% (1 out of 3)	93% (13 out of 14)
% making progress in maths	66% (2 out of 3)	71% (10 out of 14)

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.	Low self esteem, personal emotional resilience and negative mindset are barriers to learning, impacting on children's ability to engage and therefore has a detrimental effect on academic progress
B.	Weak ambitions – current and future
C.	Limited vocabulary – variety of books read and oral discussion on wide number of topics
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement – daily support with school tasks and aspirations

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils to make at least expected progress and close the attainment gap in reading, writing and maths. KS1, KS2 and phonics	80% to achieve ARE progress in reading, writing and maths
B.	Pupils to demonstrate positive growth mindset and ability to cope/bounce back in the face of adversity	Children to understand their brain development is not fixed. Learning to appreciate risk taking as well as develop skills and flexible attitudes for an ever changing world. Greater evidence of resilience to complete tasks inside and outside the classroom

C.	Some pupil premium pupils achieving greater depth in Maths and English by the end of the academic year	Pupils eligible for pupil premium identified as high ability achieve greater depth across KS1 and KS2 in reading, writing and maths
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5. Planned expenditure

Academic year	2018/2019
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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?
80% achieve ARE progress in reading maths and writing	Quality First Teaching and Mastery Maths	EEF (Education Endowment Fund) shows that the largest impact on learning comes from quality first teaching	Lesson evaluation, learning walks and book scrutiny to monitor progress. Peer observation of lessons to embed QFT across the school. Implementation FRESH curriculum across the school	Rosie Phillips	Ongoing
Higher numbers reaching greater depth in KS2	Encouraging critical thinking and connections across the curriculum	EEF indicates that targeted feedback gives a 9+ month impact on learning	Collaborative planning and FRESH curriculum Use of blue paper for greater depth questions in maths. Ensuring rich vocabulary and challenging literacy texts Targetted feedback learners performance relative to their goals. Marking scrutiny with verbal feedback (VF) being recorded in books	Rosie Phillips	Ongoing via staff meetings and book scrutiny
Phonics to exceed national standard	Read Write Inc phonics	Phonics programmes which lead children to reading helps disadvantaged children at an earlier age, The Guardian 25.4.2016. EEF records a development of 4 months when teachers are trained in synthetic phonics and follow a daily programme to develop reading skills in young readers.	Phonics team meetings across EYFS and KS1. Involve teachers and LSA's. Head teacher to conduct phonics screening trials regularly.	Lucia White	Ongoing lesson observations and regular phonics screening tests
Total budgeted cost					£10,850

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?
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Raise achievement in reading	PPG pupils to have dedicated time to read with an LSA	'Reading for Pleasure' research carried out by the National Literacy Trust 2016 identifies a link between reading and wellbeing/social and emotional development	Monitoring through book band progress Summative assessment eg KS1 and KS2 SATS, Rising stars, Headstart reading assessments, NFER reading ages at beginning and end of school year and weekly spelling tests. Formative assessment: Planning and assessment in Learning Ladders. Teachers own judgement when hearing chn read as well as marking and feedback.	Claire Hardy Literacy Lead	Summative assessments and end of Key Stage test results
Consolidate class learning and greater practise	PPG need time, space and support with homework and access to reading Free weekly session of story start and homework club	Benefit of interactive reading opportunities by Margaret Merga, Western Australian Study in Children's Book Reading 2017. Shared experience gives growth in skill and improves confidence. Adds a rich language exposure, spelling, vocabulary and essential foundation literacy skills. PPG chn often are unable to complete homework in a timely manner due to lack of support/home resources EEF says homework helps create a 5+ positive learning impact	Pupil voice Increase in homework achieved by pupils attending. Education Endowment Fund research at primary level indicates schools where homework is given 'tend to be more successful'. 2017	Ms Ottaway/Ms Smith	Termly
Growth in children's confidence with classwork and displaying basics in writing and maths to support new higher level work	LSA support in KS1 and KS2 giving targeted support. Formal, small group approach to consolidate learning eg maths, sentence construction, spelling, handwriting, speech and Language	Education Endowment Fund via Making the Best Use of Teaching Assistants (Spring 2015) says largest benefit when LSA's are used in this way	Personalised checklist created for each PP pupil to track and ensure impact of the interventions	KS1 and KS2 Lead	Termly/Annually
Total budgeted cost					£13,485
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?

To build self-esteem, independence, social skills, self awareness and self regulation. For teachers to see benefits of observing children in a different educational setting	Forest Schools	Forestry Commission funded research by New Economics Foundation to understand the benefits. Findings in 2007 showed it had a positive impact on confidence; social skills; communication; physical skills; motivation and concentration and also knowledge and understanding. The wider benefits found were new perspectives and ripple effects to the family/community.	Follow the Forest School Training and guidelines. Observe other Forest School environments and teaching.	J Bradshaw	Termly
To build self-esteem, confidence, social skills and positive attitudes	ELSA	EEF – Social and Emotional Learning. +4 months	Whole staff training on resilience on Inset Day 2.1.19	SEN Lead	½ termly
To provide a safe environment to explore social, emotional and behaviour issues	Art with Annie	EEF commissioned a report by Durham University published in 2015 on how using the arts can support disadvantaged young people achieve key educational outcomes. Another report entitled The Arts in Pyschotherapy 2015 shows exposure to art can help with emotional and behaviour issues which can impede pupils ability to learn. After art mood is enhanced.	Pupil voice – how did the children feel before the art classes. Speak with the children after the art classes to see what/if positive change had occurred.	SEN Lead	Termly
To support families across the school	PAFT – Parents as First Teachers	Early Intervention Foundation 2017 – supporting families improves outcomes for children in school.	Parental attendance Feedback forms.	Sue Watteux	End of programme
Expand the breadth of books and vocabulary experienced	Reading Club	Bucks Learning Trust – Headteacher update. Size relates to school/academic success and related it to studies in School 21, Stratford, London where speaking is elevated to same status as reading and writing.	Susannah's book club	Susannah Howard	Termly
Incidentals					
Total budgeted cost					£10,628

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
70% achieve expected progress in reading maths and writing	Mastery Maths led by in school expert	KS1 maths improved by 250 points across the whole class with children having been taught mastery for two years.	Helps embed learning and ensure understanding of the key concepts.	
90% of lessons to be Quality First Teaching	Consultant day to review teaching quality Employment of further LSA	Renewed focus on teachers role in furthering learning. Positive feedback from Educational consultant on lessons taught in the school.	Create new curriculum for the school based on school values and needs of the specific children/cohort at H&C. Developed FRESH curriculum at end of 2017/2018 ready for the new academic year.	£10, 000
Develop staff understanding on a range of difficulties and the impact they can have on children's learning Staff have a wider knowledge and understanding of areas affected by pupil premium, which will ultimately raise the attainment of children and staff knowledge	Staff meetings to discuss PPG and impact teachers can make daily	Stronger focus on PPG within the school. Teachers more effectively targeting those pupils. Marking their work first and giving verbal feedback. Flagging up issues as they arise. Using them as focus children in Pupil Review meetings. PP Governor greater insight into role with these children.	Focus on these children has an impact on their achievement. External review helped school see positives and flag up areas to develop next to help PP children. Continue to keep focus on PP children. Governor role helps increase focus and ensure the Governing Body are well informed.	£500
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
Emotional and behavioural needs of children to be met.	Sensory Room	Helped a variety of children with more complex needs. Allowed space and a quiet working environment where learning was still able to take place.	Continue next year	£350

Free weekly session of story start and homework club	PPG need time, space and support with homework and access to reading	Many more PP families facilitated themselves of the homework club particularly. This helped these particular children consolidate their learning. Reading was fun!	Continue to offer this provision to all PP children	£3420
LSA support in KS1 and KS2 giving targeted support	Formal, small group approach to consolidate learning eg maths, sentence construction, spelling, handwriting	Handwriting focus made specific impact with 2/3 of the KS1 children. Similar benefit seen for sentence construction. KS2 -	Continue this strategy in a targeted manner alongside SEN plans so specific children benefit.	£10260

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 build self-esteem, independence, social skills, self awareness and self regulation. For teachers to see benefits of observing children in a different educational setting	Forest Schools	Children enjoy the Forest School environment and actively look forward to the class 'turn'. Many conversations about when will it be their turn to go down to Forest Schools. Children growing in confidence to be there in all weathers and the tasks they can complete. They enjoy the freedom	Continue this year. Train a new staff member to support Mrs Bradshaw in this task.	£1140
To provide a safe environment to explore social, emotional and behaviour issues	Art with Annie	Children enjoy the creativity. They are proud of the work they produce and enjoy taking it to share at home. Many wide conversations with growth in self – confidence in most of the children who participate.	Continue with programme with Annie as many of the children have built up a strong relationship with her.	£2168
Create independent, confident learners	Creation of an interactive, multi-sensory outdoor learning space for Reception	Children confident in a range of environments – play and using their knowledge back in the classroom. Testing of new ideas/concepts. Learning through play and challenge	Will be used by all the new reception children. The covered area allows children to be outside in all weathers.	£4500
To support families across the school	PAFT – Parents as First Teachers	Parents finding new strategies to help with behaviours. Positive comments on feedback forms. Larger group in the coming year.	Continue with programme and word of mouth helping to advertise. Discussed with new reception parents on transition days before the summer holidays.	£1845

7. Additional detail

