

Pupil Premium Strategy – Hemsby Primary School



1. Summary information					
School	Hemsby Primary School				
Academic Year	2017/18	Total PP budget	£54, 120	Date of most recent PP Review	July 2017
Total number of pupils	167	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Jan 2018

2. Current attainment									
	<i>PP KS2 2017 (Sch)</i>	<i>'Other' National 2016</i>	<i>Year 5 internal data (from starting point)</i>	<i>Year 4 internal data (from starting point)</i>	<i>Year 3 internal data (from starting point)</i>	<i>PP KS1 2017 (Sch)</i>	<i>'Other' National 2016</i>	<i>Year 1 internal data (from starting point)</i>	<i>Year R GLD</i>
% achieving in reading, writing and maths	50%					59%	64%		100%
Progress in reading	1.3	0.33	78%	83%	86%	90%		75%	
Progress in writing	- 0.6	0.12	78%	83%	37%	80%		100%	
Progress in maths	2	0.24	78%	100%	71%	80%		100%	

	<i>PP KS2 2017 (Sch)</i>	<i>'Other' National 2017</i>	<i>Year 5 internal data</i>	<i>Year 4 internal data</i>	<i>Year 3 internal data</i>	<i>PP KS1 2017 (Sch)</i>	<i>'Other' National 2016</i>	<i>Year 1 internal data</i>	<i>Year R GLD</i>
EXS+ in reading	83%		33%	100%	86%	70%	62%	50%	100%
EXS+ in writing	67%		33%	67%	71%	60%	53%	50%	100%
EXS+ in maths	67%		44%	83%	71%	50%	60%	75%	100%

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.	Speech and Language are low on entry to pre-school and Reception for PP and other pupils. This translates in to poor literacy skills.	
B.	Social and emotional needs of some PP groups impacts on attitudes to learning and social skills/interaction with others.	
C.	Independence and understanding emotions impacts on PP wellbeing.	
D.	Understanding of key concepts in Maths and Literacy for PP (and PP/SEN) need instant and consistent re-enforcing.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 94.9% against other pupils of 95.2%. This reduces school hours and can cause them to fall behind. National average needs to be achieved.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS and Key Stages.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improved social and emotional skills displayed by PP children and others.	Less behaviour reports logged on Pupil Asset with severity levels low. Improved engagement reported in lessons and outside. Children able to talk about their feelings.
C.	Improved independence and emotional literacy.	Children able to make decisions for themselves and function independently. PATHs impact on baseline measurements.
D.	Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	Children's understanding of key objectives is secure leading to increased rates of progress from individual starting points.
E.	Increased attendance rates for pupils eligible for PP.	PP gap diminished. Target is 96%

5. Planned expenditure					
Academic year	2017/18				
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?
A. Improved oral language skills in EYFS and the school. Improved progress for all pupils.	<p>Purchase and implement Talk 4 Writing across the school through the Primary Writing Project.</p> <p>Whole school approach from preschool to Year 6.</p> <p>Elklan trained TA to do Speech and Language sessions in EYFS. ECAT to take place</p>	<p>Evidence based on impact across other Norfolk schools and nationally. Focus on vocabulary, reading and writing across the school.</p> <p>Written into the school literacy policy with non-negotiables. High level of quality INSET and training for teachers and TAs.</p> <p>ECAT evidence demonstrates the impact of speech and language effectively.</p>	<p>Whole school training at Big Days. Project team will attend training and cascade to all staff. Whole school performance management target for teachers and pre-school. SIDP target. Focus of lesson observations and learning walks.</p>	LBe, ES, JH and ZR (Project team)	Jan 2018
Total budgeted cost					£12,000
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 implementation?
D.Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	<p>Targeted 121 support after lessons by TAs to ensure understanding and misconceptions are corrected.</p>	<p>Some of the students need targeted support to catch up. Previously, weekly 121 sessions with a tutor have shown really good progress. We think that more daily 121 intervention will bring greater rates of progress.</p> <p>Particular year groups require more support currently – extra TA to help support Year 6.</p>	<p>Staff to allow time for TA to intervene with targets. This will be monitored through data submissions and Pupil Progress Meetings with the teacher and TA.</p>	ES	Jun 2018

B. Improved social and emotional skills displayed by PP children and others.	Twice weekly small group sessions of Nurture for specific PP and other pupils.	Previous work in Nurture has seen improvement in behaviour and social interaction. The school system of red and yellow cards has seen a decrease in incidents.	SENCo liaises with Nurture lead and class teachers to ensure targets are known and met. Problems facing pupils are reported back by Nurture lead.	SENCo	Mar 2018
C. Improved independence and emotional literacy.	Purchase and implementation of PATHs (Promoting Alternative Thinking Strategies) from Year R to 6.	PATHs has had good impact in other schools and settings and is used across the county as good practice. External training provided through CAHMs.	PATHs is monitored by SENCo (PATHs coordinator) and the external PATHs trainer, Alice.		
Total budgeted cost					£30,000
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?
D. Increased attendance rates	Office staff monitor and report attendance fortnightly. PSA working with office staff to hold support panels where needed. Funding of extra-curricular activities where appropriate	We can't improve attainment for children if they aren't actually attending school. Previous 'hard' approach was not overly successful. Different approach with PSA will have different outcomes. Engagement with school through extra-curricular sports/music and trips (residential and non-residential)	Fortnightly monitoring of individual children. Attendance awards, promoting attendance figures to parents. Termly attendance awards. Monitoring of attendance rates/patterns. Engagement in school trips recorded.	SNW	Jan 2018
Total budgeted cost					£5,000

6. 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
A. Improved oral language skills in EYFS and the school. Improved progress for all pupils.	<p>Purchase and implement Talk 4 Writing across the school through the Primary Writing Project.</p> <p>Whole school approach from preschool to Year 6.</p> <p>Elklan trained TA to do Speech and Language sessions in EYFS. ECAT to take place</p>	<p>Greater engagement across the school from pupils in Literacy lessons. Lessons observed show great engagement in texts and improving vocabulary and understanding. Literacy Curriculum for new academic year based on T4W model.</p> <p>ECAT shows high impact in EYFS: L&A 83% EXS+, U 100% EXS+. T 94% EXS+, SC 94% EXS+.</p> <p>100% of Reception pupils achieved GLD (1 child).</p>	<p>Second year of PWP to start in Sept 17. Too early to judge impact on upper KS2 – we will see the impact as the children grow through the school</p>	£12,000
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
D.Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	Targeted 121 support after lessons by TAs to ensure understanding and misconceptions are corrected.	<p>Targeted support has helped children's understanding of concepts by instant reinforcement and engagement.</p> <p>PP progress across year groups continues to be strong from starting points and compares favourably with national figures where appropriate.</p>	<p>Some year groups are more in need of support than others – current year 5 has combination of PP and SEN.</p> <p>Ensure that children do not miss other lessons consistently for intervention.</p>	

<p>B. Improved social and emotional skills displayed by PP children and others.</p> <p>C. Improved independence and emotional literacy.</p>	<p>Twice weekly small group sessions of Nurture for specific PP and other pupils.</p> <p>Purchase and implementation of PATHs (Promoting Alternative Thinking Strategies) from Year R to 6.</p>	<p>Big reduction in behaviour cards issued.</p> <p>PATHs has engaged the children and families across the school – pupil of the day, twice weekly lessons.</p> <p>Emotional literacy starting to grow. School to become a PATHs centre.</p> <p>PATHs data: Increase the number of chn who cope well if things don't go their way: Staff survey: 09/16 33% 06/17 50% Pupil Survey 09/16 50% 06/17 70%</p> <p>PP 09/16 29% 06/17 50%</p>	<p>Some of the scripted lessons are not appropriate – staff are able to break away from these, using the ideas but making them their own.</p>	<p>£37,000</p>
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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
<p>D. Increased attendance rates</p>	<p>Office staff monitor and report attendance fortnightly. PSA working with office staff to hold support panels where needed.</p> <p>Funding of extra-curricular activities where appropriate</p>	<p>Gap diminished:</p> <p>2016/17 PP 94.9%, Other 95.2% Gap = 0.3</p> <p>2015/16 PP 93.05%, Other 94.25% Gap 1.2</p>	<p>'Hard' approaches have not been successful for the school nor families. Open, honest and supportive approaches have been the most successful.</p> <p>School secretary and PSA working together has been really successful.</p>	<p>£5000</p>