

## Pupil Premium (PP) Strategy / Self-evaluation (Primary)

1. Summary information					
<b>School</b>	Hester's Way Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£147, 840	<b>Date of most recent PP Review</b>	17.04.18
<b>Total number of pupils</b>	182	<b>Number of pupils eligible for PP</b>	112 61.5%	<b>Date for next internal review of this strategy</b>	End of T6 2019; ASP; IDSR data

2. Current attainment		
Year 6 Outcomes 2018	<i>Pupils eligible for PP (your school) 15/24</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>20%</b>	<b>70%</b>
<b>% making expected progress in reading (as measured in the school)</b>	<b>27%</b>	<b>80%</b>
<b>% making expected progress in writing (as measured in the school)</b>	<b>60%</b>	<b>83%</b>
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>60%</b>	<b>81%</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Speaking and listening skills on entry to school are low.
<b>B.</b>	Phonics 2017-18: Y1 78% PP vs 85% National non-PP – although this is an improving picture, phonics was highlighted in our last Ofsted Inspection Jan 2018. Phonics outcomes must remain consistent with PP attainment meeting or exceeding national.
<b>C.</b>	Reading 2017-18: In Year 6, only 27% PP pupils attained expected vs 80% non-PP national outcomes. All 9 pupils not making any progress in reading were PP. 5/9 PP pupils also identified as SEND -5 progress; 3/4 PP pupils also SEND -10 progress; In Year 2, 6/12 50% pupils achieved expected vs 79% non-PP national outcomes.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance PP 93.5% vs Non PP 95.4%; Persistent Absenteeism PP 19/173 11% vs Non-PP 7/173 4%. Low attendance is a barrier to learning for identified PP pupils. This reduces the pupil's school hours and increases gaps in learning, causing them to fall behind.

<b>E.</b>	In general pupils behave well, however positive attitudes to learning need to be developed through the acquisition of the "Learning Skills": Being Prepared, Communication, Independence, Perseverance, Resilience, Teamwork, as well as the Purple Learning model. This work also links to Growth Mind-set and Metacognition.														
<b>F.</b>	Parental Engagement and Aspirations: Often aspirations are low due to limited knowledge and understanding about career choices and the importance of academic achievement. Our primary aged pupils rely on their parents but become more independent through their primary education journey.														
<b>G.</b>	Higher than average pupil numbers with low self-esteem; mental ill health; social, emotional and health categories. We have well above average vulnerable groups and families who need support or signposting to other external agencies.														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e1eef6;"> <th style="width: 30%;"><b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i></th> <th><b>Success criteria</b></th> </tr> </thead> <tbody> <tr> <td><b>A.</b></td> <td>Improve PP pupil's oracy in Reception class, through targeted intervention.</td> <td>Identified pupils will make accelerated progress, so that increasing % of pupils meet age related expectations, aiming for National outcomes.</td> </tr> <tr> <td><b>B.</b></td> <td>Continue to improve and ensure consistent Year 1 phonics test outcomes. Close the gap in phonics attainment beyond the Year 1 test.</td> <td>Embed the Sounds Write phonics scheme and swiftly provide intervention so that 90% of PP pupils in Year 1 meet the expected standard, exceeding national outcomes (85%). Interventions in place for identified children in Year 1, Year 2 and Year 3.</td> </tr> <tr> <td><b>C.</b></td> <td>Improve reading outcomes in KS1 and KS2, increasing the greater depth %.</td> <td>Close the gap in KS1 and KS2 PP data outcomes against national non-PP pupil's attainment for expected standards; increasing greater depth attainment aiming for 20%.</td> </tr> <tr> <td><b>D.</b></td> <td>Improve attendance, diminish persistent absenteeism and improve lates for PP pupils.</td> <td>The gap will close between PP and non-PP in attendance, PA and lates, aiming for national data outcomes. Lost learning time will lessen and increased learning time will impact on accelerated progress.</td> </tr> </tbody> </table>		<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	<b>Success criteria</b>	<b>A.</b>	Improve PP pupil's oracy in Reception class, through targeted intervention.	Identified pupils will make accelerated progress, so that increasing % of pupils meet age related expectations, aiming for National outcomes.	<b>B.</b>	Continue to improve and ensure consistent Year 1 phonics test outcomes. Close the gap in phonics attainment beyond the Year 1 test.	Embed the Sounds Write phonics scheme and swiftly provide intervention so that 90% of PP pupils in Year 1 meet the expected standard, exceeding national outcomes (85%). Interventions in place for identified children in Year 1, Year 2 and Year 3.	<b>C.</b>	Improve reading outcomes in KS1 and KS2, increasing the greater depth %.	Close the gap in KS1 and KS2 PP data outcomes against national non-PP pupil's attainment for expected standards; increasing greater depth attainment aiming for 20%.	<b>D.</b>	Improve attendance, diminish persistent absenteeism and improve lates for PP pupils.	The gap will close between PP and non-PP in attendance, PA and lates, aiming for national data outcomes. Lost learning time will lessen and increased learning time will impact on accelerated progress.
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<b>E.</b>	PP pupil's will develop and improve their understanding of "Learning Skills", develop a Growth Mind-set and learn about how to be a "Good Learner".	PP pupils will be-able to talk about the "Learning Skills" and how they are used to support their learning. They will also be able to self-evaluate their learning, talking about comfort, stretch and panic zones. The Purple Learning Bus and Bottling Success displays will recognize these pupils learning, regularly, They will have positive attitudes to learning.
<b>F.</b>	Raise pupil and parental aspirations improving parental expectations and academic outcomes.	Pastoral Support direct work and parent partnerships will improve outcomes by working on identified barriers. Parents will understand the importance of accelerated progress for improved attainment. Pupils will have a better understanding of their academic/career path and what they must achieve.
<b>G.</b>	Improving Personal Development; Developing positive attitudes to learning through interventions such as Thrive and Nurture.	Identified pupils improve in their specific need through one to one or small group intervention; TA direct work is monitored by the SENDCo and impact measured. Pupils can self-regulate their feelings and have strategies to deal with any issues.

5. Review of expenditure				
Impact Measures 18-19				
i. Quality of teaching for all				
Action	Intended outcome	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
Phonics: SoundsWrite Programme.	<b>B</b>	<p>Year 1 Phonics outcomes - 9/11 82% PP children achieved the national expectation. This was the same as the all national pupil outcome (82% Y1), well above the PP national outcome (71%) and similar to "other pupils" national outcome 84%. "The proportion of pupils who attained the expected level in phonics at the end of year 1 at the end of 2019 was broadly in line with the national average and all pupils had attained the expected standard in phonics by the end of Year 2." – LA Review 09.07.191 pupil did not achieve the national expected as predicted (28/32 Score). This child was identified with SEND on entry to Y1. They attended an intervention group and after school club.</p> <p>Met</p>	To be continued and embedded across Rec & KS1; More staff to be trained in Sounds Write for small groups and intervention work.	

<p>Quality of teaching for all in reading – see below; Performance Management targets disseminated.</p>	<p><b>C</b></p>	<p>Year 2 - 11/17 65% PP achieved KS1 reading at ARE vs 62% PP national pupil outcome and 78% other/non-PP national outcomes. 2 pupils did not achieve identified as SEND in Y2. 2/17 12% achieved GDS. Both of these pupils achieved exceeding in Reception, ensuring that all PP made their expected progress from exceeding to greater depth. 1 pupil did not achieve the FTT20 aspirational GDS target but maintained their expected progress from Reception Class.</p> <p>Year 6 - 11/15 73% vs 62% PP and 78% non-PP national outcomes. 1 pupil off meeting the target 12/15 80% - the pupil reached ARE for the other subjects but on the day of the reading test the pupil experienced SEMH difficulties and walked out of the test. Special consideration was applied for and granted – awarded 97 AvSS – 3 marks off getting the expected standard. 3/15 20% achieved GDS. 2pupils got 107 ASS (3 marks off GDS) and 1 pupil 108 (2 marks off GDS) ASS.</p> <p><b>Met</b></p>	<p>To work with another group to diminish the difference but continue the work achieved with PP.</p>																									
<p>Attendance Raising Achievement Plan; Whole school approach to monitoring and supporting positive attendance outcomes.</p>	<p><b>D</b></p>	<p>Attendance:</p> <table border="1" data-bbox="577 767 1249 1337"> <thead> <tr> <th></th> <th>Groups Attendance</th> <th>Groups LY T6 17-18</th> </tr> </thead> <tbody> <tr> <td>Whole School Attendance</td> <td>94.7% WO PA child: 95.2%</td> <td>94.1%</td> </tr> <tr> <td>Ever 6 FSM PP Attendance</td> <td>94.1% WO PA child: 94.7%</td> <td>93.5%</td> </tr> <tr> <td>Non-Ever 6 FSM PP Attendance</td> <td>95.4%</td> <td>95.4%</td> </tr> <tr> <td>PA PP</td> <td>70%</td> <td>81%</td> </tr> <tr> <td>PA Non-PP</td> <td>30%</td> <td>19%</td> </tr> <tr> <td>Lates PP</td> <td>0.80%</td> <td>1.64</td> </tr> <tr> <td>Lates Non-PP</td> <td>0.37%</td> <td>0.56 %</td> </tr> </tbody> </table> <p>Attendance overall has improved; we are diminishing the difference between PP and non-PP groups.</p> <p><b>Met</b></p>		Groups Attendance	Groups LY T6 17-18	Whole School Attendance	94.7% WO PA child: 95.2%	94.1%	Ever 6 FSM PP Attendance	94.1% WO PA child: 94.7%	93.5%	Non-Ever 6 FSM PP Attendance	95.4%	95.4%	PA PP	70%	81%	PA Non-PP	30%	19%	Lates PP	0.80%	1.64	Lates Non-PP	0.37%	0.56 %	<p>Continue to improve attendance and punctuality, especially the attendance and punctuality of boys, SEND PP children.</p>	
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<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</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>
My Plan Targets for speaking and listening; Talk Boost intervention.	<b>A</b>	Reception Class: 3 /4 75% of SEND pupils had My Plan targets for Communication and Language; 3/3 100% achieved their targets. Talk Boost – 5 pupils were identified for this intervention. 2/5 40% made expected progress; 1/5 10% made more than expected progress. Overall 25/28 89% (vs National 90% in 2018) achieved expected in listening, understanding and speaking. PP 89% vs 90.5% non-PP achieved expected in Communication. <b>Met</b>	Continue this practise.	
Talk Boost intervention	<b>B</b>	In Year 1 – 4 pupils had “Talk Boost” Intervention. 2/4 50% made expected progress and 2/4 50% made more than expected progress. Year 100% have now achieved the national expectation in Phonics Screening. Year 3 2/3 67% achieved the National Expectation for phonics, following further intervention through My Plan work. <b>Met</b>	Continue this practise.	
Pastoral Support Parent Partnerships	<b>F</b>	All parental partnerships have shown a positive outcome with PP and Non-PP outcomes. Evidence of improved self-esteem, conduct and managing their own feelings have impacted on the pupils “Being Ready” for learning. <b>Met</b>		
	<b>G</b>	Thrive intervention: 3/7 43% made below expected progress (all had social care involvement); 2/7 29% made expected progress and 2/7 29% made more than expected progress. <b>Partially met</b> . All pupil premium children attending Nurture Group improved outcomes evidenced through Boxhall Profile. ¾ 75% (1/4 SC involvement) of the children were able to transfer skills they learnt to class.	Thrive or a different intervention may work better for the 3/7 pupils involved with social care at a later date.	
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</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>E</b>	As a school, we have made the decision to lessen the learning skills, values, “Bottling Success” rules and tag-line as part of the school’s revision of the Values, Vision and Mission. This is due to pupil’s not being able to specifically explain and give examples of the above, as there are so many factors to remember. This intended outcome was not continued.  <b>Not met</b>		
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## 6. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	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 improve quality first teaching, learning and assessment across the school, with particular focus on PP pupils.	Teaching, learning and assessment – improves with the Teaching Profile developing over time.	Findings in our Ofsted Inspection – identified that the Teaching Profile was Requires Improvement. Progress to a “Good” teaching profile is needed by the end of Summer 2018.	Monitoring of the Teaching Profile; CPD; Performance Management.	HT, SLT, PP SL	Termly through Project Group
Teacher CPD in whole class reading teaching, learning and assessment; Observe practise in local, outstanding school.	Improve quality, first teaching and learning; Raise the attainment for all, including PP pupils.	Teachers are currently using the “Guided Reading” model. After the success of introducing Mastery Maths a similar approach is needed in reading.	Organise visits; Observations and reflections are shared and discussed; SLT and staff agree Whole Class Reading guidance; Regular monitoring and reviews of practise and outcomes in place.	HT; SLT  Funded by LA	Summer Term

Teacher CPD – INSET day – Whole Class Reading with Pie Corbett.	Teachers will be motivated, enthused and understand the benefits of whole class reading.	Pie Corbett is a well renowned researcher and educator. His training is based on evidence based research and outcomes. He delivers in an exciting way, not detracting from the main target of pupil progress. This training was recommended by a local, outstanding school.	Revise Whole Class Reading guidance to ensure that training is included in QFT; Agreed actions by SLT and staff; Monitoring and reviews in place.	HT, SLT  Funded by LA	Summer Term
To train the teaching staff in reading comprehension strategies.	Teachers focus learners on their understanding of the text: inference, summarising, identifying key points, developing questioning, monitoring their own comprehension and challenges.	EEF website states that this can be combined with Phonics to reinforce the outcomes. It can add up to 6 months learning age. This research is based on over 30 years of outcomes.	The guidance “Improving Literacy in KS1 and KS1” will be read and shared by SLT. Staff training will be delivered to reinforce the other CPD. The monitoring cycle will ensure that actions are put in place.	HT, SLT	Summer Term
AHT and Lead TA to train staff in reading assessments and record keeping, to inform next steps teaching and learning.	Teaching staff will use the Reading Record to collate and analyse reading assessments: phonics, TT, Salford reading test to agree an accurate teacher judgement.	Assessment of reading comprehension skills; accurate teacher judgement to inform next steps – see above.	Staff meeting, observations, spot checks, staff and pupil voice – monitoring in place; assessments records checked regularly.	Lead TA PP SL	Summer Term

Teaching Staff to review the “Learning Skills” and their importance in shaping a “Good Learner”; Teaching Staff reinforce	All staff understand why pupils need to know what makes a “Good Learner” and how these values can support pupils learning; key messages are shared with pupils.	Meta cognition and self-regulation evidence based research shared on EEF website states: “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.”	Observations, learning walks and pupil voice – demonstrate that the “Learning Skills” are in place, understood and support learners.	PP SL	On-going review termly
Teaching assistants are trained to assess pupils during whole class teaching and highlight any PP pupils who need support or challenge. Visit another similar local primary school and observe effective use of TAs.	PP Pupils make progress and are challenged in English and Maths lessons to ensure that they met the daily learning objective.	This links in the Mastery Approach, small group and one to one tuition. Share best practise with an outstanding, similar primary school.	Observations and monitoring of the teaching profile.	HT SLT	Spring T4
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>

Individual and small group intervention in: speaking and listening activities; Talk Boost intervention; Phonics interventions.	Pupils speaking and listening skills improve.	Ofsted Workshop November 2018 – reinforced the importance of vocabulary and language acquisition in learning and being able to communicate knowledge and understanding.	SENDCO to monitor the pupil selection and interventions; TAs leading intervention will be well trained and confident to teach. Pupils will be referred to external agency – Speech and Language Therapy when needed.	SENDCO/ DHT	Termly
Improve attendance, Persistent Absenteeism and Lates. Strategies such as : Invite to breakfast club, most progress reward.	The gap will close between PP and Non PP in school, aiming for National outcomes.	It is well known that “Lost learning time” causes many issues for learners: low self esteem, lack of confidence, as well as gaps in their knowledge and understanding,	HT to analyse Attendance regularly; Subject Leads to be accountable including PP SL; Share accountability with teachers; RAP actions/impact.	PP SL	Termly
Parental Partnership and Engagement for identified pupils and barriers.	Parents learn about their child’s barrier and how they can support them to improve their learning and life outcomes.	EEF Website: Although parental engagement is consistently associated with pupils’ success at school, the evidence about how to improve attainment by increasing parental engagement is mixed. “ As a school, we have seen positive parent partnership an effective way of making change and progress.	Regular Pastoral Support Team meetings; Direct work with identified children and their families; Impact reports and Data analysis linked to pupil’s progress.	PST Lead and FCW	Spring Term 4
Provision Maps identify barriers to learning and identify pupils for intervention.	Intervention is based of pupil’s need. Targeted work improves outcomes.	Pupil Premium Review April 2018.	Termly pupil progress meetings; Monitor paperwork and data analysis.	HT PPSL	Termly

**Total budgeted cost**

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</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>
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Educational visits subsidised.	Pupils can hook learning onto experiences and opportunities.	It is well-known that without prior knowledge of a subject – pupils cannot write about it or enquire further – deepening knowledge and understanding.	Visits are linked to the class themes and key learning; Pupil voice and outcomes share pupil's experiences and their value.	PP SL	End of Summer
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**Total budgeted cost**

## 7. Additional detail

Costings include:

Leadership time DHT/SENDCo – shared SLT responsibility in English/Curriculum Design; Improving Teaching and Learning; NQT Induction Tutor – 1x day a week = £8,000

PPSL time x 1 am per week = £5,000

Part funding for leadership to monitor PP = £4340

TA time in English and Maths lessons and TA intervention time in pms = £88,000

Lead TA time for training, interventions and monitoring = £10,000

PST Lead and Family Community Worker = £42,000

Attendance Initiatives, including breakfast club = £1,000

School trips = £2,500

Total = £147,840

*Please note that comparisons to “Other” or Non-PP national data will be actioned when government data is released in the ASP.*