

Hilary School: Pupil Premium Strategy Statement 2018-9

1. Summary information					
School	St Hilary school				
Academic Year	2018-9	Total PP budget	£40,940	Date of most recent PP Review	Sep 2018
Total number of pupils	239	Number of pupils eligible for PP	27	Date for next internal review of this strategy	June 2019

2. Current attainment		
	Pupils eligible for PP (your school) 4	Pupils not eligible for PP (national average)
% achieving in reading, writing & maths at the end of KS2	25% ¼	100% (60%)
Progress score Key Stage 2 for Reading	+2.75 points prog, 75% ¾ at ARE	61.7%
Progress score Key Stage 2 for Writing	+ 3 points prog, 75% ¾ at ARE	63.7%
Progress score Key Stage 2 for Maths	+2.25 points prog, 75% ¾ at ARE	58%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP progress in Maths was at 2.6, compared with 2.9 for rest of school. Need to narrow the gap and aim for the expected progress of 3.0 points progress for PP across the year. Children at expected level was at 67% need to aim for at least 75% national average for PP children.
B.	Writing – close the attainment and progress gaps between disadvantaged pupils and the national averages (% targets based on 2017 National KS2 data). See SIP priority 2
C.	Children need to be ready to learn and their social and emotional needs and developments in self-esteem need to be met.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Children are able to access school clubs, trips and residentials. They also have access to opportunities such as playing a musical instrument if this is desirable.

E.	Whole school attendance: 96.3 % PP attendance: 94.9% showing an increase for this group, (below the target of 97% for all groups). This reduces their school hours and makes it more challenging for them to make acceptable progress.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Maths: PP children are making at least expected progress in Maths. To increase their achievement so it is at least the same as National expectations of 75% (In 2017-18 end of year final progress for maths was: 2.6 points PP, 2.9 points all children, therefore showing PP still below average in terms of progress. The percentage of PP at expected level was 66.7% throughout the school (compared with 80.9% for the rest of the school).	PP children's progress is in line with national expectations of 3 points progress Achievement for all PP children is in line with national expectations, with at least 75% achieving expected standard.
B.	Writing: The attainment gap and progress between Non PP and PP children is at least at the national averages. In 2018-19 End of year final progress for writing was: 2.9 points PP, 3.0 points for all children, therefore showing that PP children were broadly in line with their peers. The percentage of PP at expected level was 66.7% throughout the school (compared to 77% for the rest of the school). Therefore although progress for PP has been in line with peers, there is still a gap in outcomes for them in terms of writing, which needs to be addressed.	Progress for PP in writing is 3.0 and expected level is at least the national average of 75%, with the gap narrowing between PP and non PP.
C.	The school are able to address and meet children's social and emotional needs and develop their self-esteem.	PP have access to TIS support within school either individually or on a class basis. The school use the restorative justice training to support PP and other children. This training spreads out from the Deputy and 2 TA's, in order that the whole school staff are trained and the restorative justice approach becomes embedded throughout school.
D.	Children able to access school clubs, trips and residential. They can also access to playing a musical instrument if desired.	School monitor and track pupils accessing clubs, if they are not accessing clubs identify and address the reasons for this.
E.	Attendance of PP children increases to 97% in line with other groups of children.	Increased attendance of PP children to 97%. Use attendance data to support these pupils and monitor their attendance. Access to the EWO if required.

5. Planned expenditure

Academic year

2018-9

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	Staff lead	When will you review implementation?
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<p>Maths: PP children are making at least expected progress in Maths. To increase their achievement so it is at least the same as National expectations of 75% (In 2017-18 end of year final progress for maths was: 2.6 points PP, 2.9 points all children, therefore showing PP still below average in terms of progress. The percentage of PP at expected level was 66.7% throughout the school (compared with 80.9% for the rest of the school).</p>	<p>See Maths action plan 2018-9, which includes:</p> <ol style="list-style-type: none"> 1. Pupil Premium list to be updated and disseminated to teachers. TAs to know who their PP children are. 2. Concrete, practical resources updated and procured for all classrooms particularly where there are groups with a high level of need. 3. Provision maps (IPMs) to clearly target children who are making slow progress – are targets SMART? Are interventions realistic and have impact? 4. Maths Leader + Y2 teacher to attend CAPH conference with workshops, 'Raising the achievement of disadvantaged pupils'. (Can we try new ideas gathered from research?) 5. PDM – focussing on new assessment materials to inform planning and closing the gap, consistent use of reasoning stems and signposting new resources to help with workload. Then focus on variation and intelligent practise. 6. Maths Leader monitoring- book looks (SEN, PP), learning walk, children's opportunities to access online resources at home and school. 7. MSL & 2 teachers attend Cornwall & West Devon Maths Hub conference. 8. MSL meet with EYFS team to create Maths games that can be sent home with children (prioritise key groups) 9. MSL and SENDCo to attend 'Maximising the Impact of the Pupil Premium Programme' (to develop a high impact PP strategy as led by research) 10. Pupil Progress Meetings to highlight children who are making slow progress – identify ways to close the gap (Focus: SEN, boys, PP) 11. MSL & SENDCo meet to ensure accurate assessment is being used across the school and if interventions are having impact. 12. TA training in the use of concrete, practical resources to be carried out. Staff to feel more confident in the use of resources with identified groups particularly in classroom support and intervention. 13. Pupil conferencing carried out to 	<p>Co-ordinated approach needed with Maths leader, to ensure all children achieving potential. Need to identify any barriers to learning and target support accordingly.</p> <p>There will continue to be a rigorous focus on providing high quality teaching- a key low cost, high impact strategy; raising the quality of teaching both increases attainment and helps to close the gap.</p> <p>Research consistently shows that high quality of teaching, improves learning.</p> <p>The Sutton Trust shows that poor teaching hampers the progress of disadvantaged pupils by, on average, six months per year and is a major contributory factor in the gap that exists between disadvantaged learners and others. The evidence also shows that excellent teaching disproportionately helps disadvantaged learners.</p>	<p>Regular book scrutinies and learning walks, planned by Maths leader.</p> <p>PP champion and maths leader continue to work closely together with SLT, including joint attendance at PP 'Closing the Gap' course.</p> <p>Regular monitoring & lesson observations by SLT, who work together in PPM</p>	<p>Michelle Brant/ Ashley Larter</p>	<p>Ongoing termly and full review at the end of year.</p> <p>Cost: £4562.70</p>
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<p>Writing: The attainment gap and progress between Non PP and PP children is at least at the national averages. In 2018-19 End of year final progress for writing was: 2.9 points PP, 3.0 points for all children, therefore showing that PP children were broadly in line with their peers. The percentage of PP at expected level was 66.7% throughout the school (compared to 77% for the rest of the school). Therefore although progress for PP has been in line with peers, there is still a gap in outcomes for them in terms of writing, which needs to be addressed.</p>	<p>See English action plan 2018-9, which includes:</p> <p>1. Writing – raise levels of attainment and progress in writing, particularly KS1 boys:</p> <ol style="list-style-type: none"> Analyse data to identify year groups where progress and attainment are lower – ensure teachers are aware of this PDM for teachers to work on ‘no excuses purple pages’ – detailing MUST, SHOULD, COULD criteria for each year group. KJ to ensure progression and rigour, and then distribute. Book scrutiny (RH) looking at writing across the curriculum PDM looking at writing – our ‘worries’ (particularly KS1 boys) – What gaps do they have? Are there any patterns? What can we do about it? Pupil Perception survey – how do children feel about their writing? Shared planning and teaching of lesson with KS1 children Monitoring of books and learning walk – looking for positivity, modelling, scaffolding <p>2. Writing – develop the assessment of writing throughout the school</p> <ol style="list-style-type: none"> Implement and embed a rigorous routine for the assessment of writing across the school Further develop the moderation of writing – at St Hilary and within the MAT (RH) <p>Also discussed in staff meetings:</p> <ul style="list-style-type: none"> Increase boys experience of story and storytelling at an early age- The EYFS/ Y1 teacher attending Pie Corbett training. Develop oracy skills – children’s ability to speak in standard English- breaking it down to it’s component parts: clarity, expression, tone etc 	<p>Co-ordinated approach needed with English leader, to ensure all children achieving potential. Need to identify any barriers to learning and target support accordingly.</p> <p>There will continue to be a rigorous focus on providing high quality teaching- a key low cost, high impact strategy; raising the quality of teaching both increases attainment and helps to close the gap.</p> <p>Research consistently shows shows that high quality of teaching, improves learning.</p> <p>The Sutton Trust shows that poor teaching hampers the progress of disadvantaged pupils by, on average, six months per year and is a major contributory factor in the gap that exists between disadvantaged learners and others. The evidence also shows that excellent teaching disproportionately helps disadvantaged learners.</p>	<p>This forms part of our SIP Priorities and will be closely monitored by PP champion and English leader, along with SLT</p>	<p>K Jelbert, M Brant</p>	<p>Ongoing termly and full review at the end of year.</p> <p>Cost: £3858</p>
Total budgeted cost					£8420.70

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
<p>The school are able to address and meet children's social and emotional needs and develop their self-esteem.</p>	<p>PP have access to TIS support within school either individually or on a class basis. Regular TIS supervision by EP's which supports implementation.</p> <p>The school use the restorative justice training to support PP and other children. This training spreads out from the Deputy and 2 TA's, in order that the whole school staff are trained and the restorative justice approach becomes embedded throughout school.</p> <p>RH to lead and ensure whole staff training to be given including, lunchtime supervisors, TA's & teachers. Also LB to deliver KS1 assemblies/ RH- KS assemblies. Target groups being supported in Y2 & Y5</p>	<p>Children with social and emotional barriers to learning are not in a position to be 'ready' to learn. The TIS approach identifies and addresses these individuals' needs. The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment (four months additional progress on average) and appear to have particular impact on low-attaining and disadvantaged pupils.</p> <p>Research has shown becoming a restorative school has benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.</p>	<p>Monitoring of TIS children- updating progress regularly. Regular meetings with TIS mentors in school.</p> <p>RH to lead and ensure RJ approach becomes embedded throughout school.</p>	<p>Michelle Brant/ Rob Hamshar</p>	<p>Termly, then Sep 2019</p> <p>Costs: £8876</p>
<p>Children able to access school clubs, trips and residential. They can also access to playing a musical instrument if desired.</p>	<p>PE lead records children attending clubs- PP Champion monitors this and targets any children not attending clubs to identify barriers and/or reasons why children not attending and support encourage them. Use of pupil conferencing. Class teachers identify children not attending trips/ residential and work with parents to identify barriers and encourage attendance. Music lead and PP Champion record number of children playing musical instrument- encourage children to play one if they wish to, offering financial support where appropriate.</p>	<p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their more fortunate peers take for granted; this can be a major barrier to their education and their ambition.</p>	<p>Monitor and track registers of children attending these opportunities. Ensure staff aware of all PP children and encourage/ support them as needed</p>	<p>Michelle Brant/ Kate Ellis</p>	<p>Costs: £536</p>

Total budgeted cost					£9412
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Increased attendance of PP children to 97%. Use attendance data to support these pupils and monitor their attendance. Access to the EWO if required.	Use of attendance data every fortnight to support these pupils and monitor their attendance. Weekly collation of attendance, with rewards given for good attendance, letters sent to parents when attendance below 90%. Use of EWO as needed throughout year.	Although PP attendance improved last year, we need to continue to make progress this year. We can't improve attainment if children not in school. The 'Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice' (DFE Nov 2015 document states that it is important to focus on attendance as "lower performance is associated with higher absence levels.	Monitor absence levels. Track PP children and target if needed, communicate with parents.	K Butcher, Dot Whipp	Sep 2019
Total budgeted cost					£ 2094

6. Review of expenditure					
Previous Academic Year		2017-8			
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)s	Cost	

<p>Maths: PP children are making at least expected progress in Maths. To increase their achievement so it is at least the same as National expectations of 75% (In 2016-7 it was just below at 67% for KS2)</p>	<p>See SIP 2017-8- priority 1 for full detail. Maths leader to work closely with PP champion.</p> <ol style="list-style-type: none"> 1. Reinvigorating and redirecting planning expectations, with follow up staff meeting time for Bring and Brag / monitoring activities. Focusing on: <ol style="list-style-type: none"> a. Every lesson to include elements of greater depth teaching and learning. b. Concrete, Pictorial, Abstract (CPA) approach to daily lessons. c. Building whole school systems to ensure tables are learnt by the end of Year 4 and built upon in years 5 and 6. d. All teachers to engage in peer mentoring in maths with a focus on the fluency, reasoning, and problem solving sequence from the White Rose resources. e. Investigating the implementation of daily interventions rather than later 'catch-ups' g. Utilising registration/after lunch activities 2. Investigation of resources available and procure where needed including: <ol style="list-style-type: none"> a. TTRockstars app bolt on & yearly prescription b. Concrete, practical resources for all classrooms 3. Maths leader monitoring; book looks, learning walk etc, 4. High quality regular TA training 5. Parent workshops carried out to engage children in maths at home 6. Provision maps (IPMs) to clearly target children who are making slow progress – monitor interventions for these children. 7. PPM's focus on all children not making expected progress/ not attaining at expected level 	<p>End of year final progress for maths was: 2.6 points pupil premium 2.9 points all children, therefore showing PP still below average in terms of progress.</p> <p>The percentage of PP at expected level was 66.7% throughout the school (compared with 80.9% for the rest of the school). Therefore showing this is an area that still needs development and targeting for PP children as the data is the same as the previous year.</p>	<p>There continues to be a drive for ensuring high quality first teaching and the maths leader has led a number of training sessions to develop this, including bar modelling, CPA approach, as well as book looks and other monitoring.</p> <p>This approach needs to continue to further embed the progress of PP children.</p> <p>The maths lead and SENCo continue to monitor and unpick individual's progress and identify what barriers individuals have and therefore what support is needed.</p> <p>Maths co-ordinator actions included: Game packs sent home for children to develop their maths in same way as reading. Continued use of Mathletics & TT rockstars, Book looks, learning walks and monitoring of Maths with SLT Training of staff, sessions on CPA and Maths mastery- variation theory. Embedding and further training on White Rose resources. (Parent workshops to be completed Summer term 2019)</p> <p>See Maths action plan for 2018-9 for further actions</p>	<p>Cost: £4036</p>
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<p>B Writing: The attainment gap and progress between Non PP and PP children is at least at the national averages. PP make progress and achieve in line with their peers writing. (In writing 2016-7 PP children made +3.0 progress compared with +3.2 for all pupils. Those achieving expected level across whole school = 83%, Disadvantaged = 56%.)</p>	<p>See SIP 2017-8 Priority 2 for full detail. English leader to work closely with PP champion.</p> <ol style="list-style-type: none"> 1. Consider requirements for high quality resources 2. Team planning – to ensure high interest and varied units leading to high quality written outcomes for all, including interesting and varied methods for delivering elements of SPAG in a timely and genre relevant 3. Investigate and implement boy friendly writing strategies 4. Increased moderation and agreement trialling to consider the adjusted assessment criteria – both internal and with other local schools 5. Reinvigorating whole school writing initiatives – star writer, writer of the week (boy and a girl from each class?) 6. Introduction of whole school ongoing writing assessment sheets based on Year group objectives 7. Target groups for Big Writes 8. Boys writing survey – likes, dislikes, attitudes, writing at home? 8. Focus on PP writers in PPM 9. Evaluate impact of interventions, target TA / classroom support 9. Moderation/ books looks focuses on PP learners. 10. PP children -complete pupil conferencing 11. Complete reaccreditation for IDFS (Inclusion Dyslexia Status (See IDFS action plan) 	<p>End of year final progress for writing was: 2.9 points pupil premium 3.0 points all children, therefore showing that PP children were broadly in line with their peers.</p> <p>The percentage of PP at expected level was 66.7% throughout the school (compared to 77% for the rest of the school). Therefore although progress for PP has been in line with peers, there is still a gap in outcomes for them in terms of writing, which needs to be addressed. (Although the gap is narrower than the previous year 2016-7)</p>	<p>There needs to be a further drive and focus for writing throughout the school. School have placed writing on the action plan (with a focus on increasing boy's writing) and throughout the school there has been a drive to:</p> <ul style="list-style-type: none"> • Increase boys experience of story and storytelling at an early age- The EYFS/ Y1 teacher attending Pie Corbett training. • Increase progress for writing, particularly at KS1 and for PP. • Class readers introduced to ensure consistent access to reading. • Develop teaching of SPAG throughout the school • Implement and embed a rigorous routine for the assessment of writing across the school and further develop the moderation of writing – at St Hilary and within the MAT. <p>PP champion will also monitor the AR choice of books for PP- what are PP children choosing to read</p> <p>See English action plan for 2018-9.</p>	<p>Cost: £4286</p>
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C. All PP children achieve at the same level as their peers in the phonics screening.	EYFS/ English leaders to monitor phonics screening. In PPM identify PP children who at risk of not achieving. Identify barriers and support that needs to be put in place.	This target was achieved: In Y1 82.1% of the children passed the phonics screening- only one of those not achieving was a PP child (who also has an EHC plan in place). For the Y2 retakes there were 8 children who had to retake, 2 of which were PP, 1 of whom did not meet the standard- the only one in the group – he has since left the school.	With the current data- it shows that PP children achieved at the level of the peers. Therefore in this year phonics was not a specific PP barrier. However school will continue to monitor PP as part of this group.	£270
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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
C: Childrens' social and emotional needs are met in order they are ready for learning.	PP children have access to THRIVE approach and their social and emotional development is measured using the THRIVE assessment process initially, changing over to the new Trauma Informed Schools (TIS) approach when Headstart have trained current staff.	3 out of the 17 children who currently access TIS are PP. It continues to be a key approach for supporting children's social and emotional needs throughout the school. The training and development of staff supports all pupils. Staff also now access termly supervision meetings.	TIS continues to be embedded throughout the school and its funding and support benefits the wellbeing of all pupils and staff. Staff to continue with regular group meetings and TIS supervision sessions.	Costs: £8659
A/B: The gap between non PP and PP children's progress and achievement is not significantly below average.	Use of TA support in classes to target specific children, small group work and interventions, one to one/ one to two teaching support. See SIP priorities 1 and 2.	Reading progress: PP 3.1 All 3.3 Writing progress: PP 2.9 All 3.1 Maths progress: 2.6 All 2.9 Therefore improved progress- PP a little behind peers in English but wider gap in Maths. In terms of attainment- % working at expected level: Reading: PP 85.7 All 87.6 Writing: PP 66.7 All 77.0 Maths PP 66.7 All 80.9	There is still a significant gap between progress in Maths for PP and in attainment for Writing and Maths for PP, which will continue to be targeted. PP champion continues to breakdown the PP data termly and discuss in Pupil Progress Meetings, in order to identify barriers to learning and ensuring support and interventions are targeted.	Cost: £1974

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
E: Increase attendance rates of PP children, aiming for all groups to have at least 97% attendance.	Use of attendance data every fortnight to support these pupils and monitor their attendance. Weekly collation of attendance, with rewards given for good attendance, letters sent to parents when attendance below 90%. Consider use of EWO if needed again this year.	Whole school attendance: 96.3 % PP attendance: 94.9% showing an increase for this group. There are 2 pupils that were below 90%, one of whom is continually being tracked due to low attendance- was 84.8%. The Head monitors attendance with class teacher and letters are sent home when below 90% and if attendance fails to improve parents are called in to discuss any attendance issues.	This will be an area that needs continual monitoring. Although the gap between all pupils and PP has decreased, the aim is for all to have 97%. The EWO has now been contacted for support with the 2 children that have low attendance.	Cost: £2996
D: Ensure PP have access to range other opportunities- access extra curricula activities	Monitor PP children as to which clubs they are participating in and uptake levels. Monitor their participation in music lessons, school trips, camps etc Provision of 'Curriculum enrichment' funding for each class to subsidise trips, provide opportunities for visiting artists/ dance/ music teachers etc. Children have access to new experiences (such as dance, sports, art clubs and musical instruments)	The PE co-ordinator kept a record of who attended clubs and after discussion with class teachers, some children were targeted to try to identify any barriers to attending a club and encouraged to do so as far as possible. MB also monitored which children were accessing music lessons and appropriate subsidies if they were eligible. 5/27 PP children accessing music lessons, with pupils receiving a subsidy where applicable and school supporting 3 PP children for some private lessons.	School will continue to monitor aiming to encourage equality of access for all. Individualised approach for those pupil not accessing in order to encourage them to be active participants. From 2018-9 club registers are kept electronically and pupils are approached if they are not attending clubs.	Cost: £1974

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

St Hilary School Improvement Plan 2018-9

St Hilary School Improvement Plan 2017-8