

St Hilary School: Pupil Premium Strategy Statement 2017-8

1. Summary information					
School	St Hilary school				
Academic Year	2017-8	Total PP budget	£41,860	Date of most recent PP Review	Sep 2017
Total number of pupils	247	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing & maths at the end of KS2	66% (2 out of 3)	60%
Progress score Key Stage 2 for Reading	3.2	0
Progress score Key Stage 2 for Writing	2.8	0
Progress score Key Stage 2 for Maths	3.5	0

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.	KS2 progress in maths was significantly below average at -2 compared to national average of 0. See SIP priority 1: Mathematics - to raise attainment and progress in-line with the school's reading and writing % and to exceed national averages for all groups (% targets based on 2017 National KS2 data).
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.	Phonics data shows that disadvantaged pupils did not perform as well as their peers, however this includes just 2 pupils. 1 attained the standard- 1 did not. Ensure close tracking of disadvantaged children in phonics.
D.	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>	
E.	Attendance rates for pupils eligible for PP were 94.3% PP (95.1% excluding data for a child with long term illness compared with 96.4% non PP in 2016 -7 (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 2016-7 it was just below at 67% for KS2)	PP children's progress is in line with national expectations and there is no gap between their progress and Non PP. (Priority 2 of the School Improvement plan) Achievement for all PP children is in line with national expectations.
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%.) (Priority 2 of the School Improvement plan)
C.	Phonics data shows that disadvantaged pupils perform as well as their peers. Ensure close tracking of disadvantaged children in phonics.	All PP children achieve at the same level as their peers in the phonics screening.
D.	The school are able to address and meet children's social and emotional needs and develop their self-esteem	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. Children have access to new experiences (such as dance, sports, art clubs and musical instruments)
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 every fortnight to support these pupils and monitor their attendance.

5. Planned expenditure					
Academic year		2017-8			
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?

	<p>See SIP 2017-8- priority 1 for full detail. Maths leader to work closely with PP champion.</p> <p>1. Reinvigorating and redirecting planning expectations, with follow up staff meeting time for Bring and Brag / monitoring activities.</p> <p>Focusing on:</p> <p>a. Every lesson to include elements of greater depth teaching and learning.</p> <p>b. Concrete, Pictorial, Abstract (CPA) approach to daily lessons.</p> <p>c. Building whole school systems to ensure tables are learnt by the end of Year 4 and built upon in years 5 and 6.</p> <p>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.</p> <p>e. Investigating the implementation of daily interventions rather than later 'catch-ups'</p> <p>g. Utilising registration/after lunch activities</p> <p>2. Investigation of resources available and procure where needed including:</p> <p>a. TTRockstars app bolt on & yearly prescription</p> <p>b. Concrete, practical resources for all classrooms</p> <p>3. Maths leader monitoring; book looks, learning walk etc,</p> <p>4. High quality regular TA training</p> <p>5. Parent workshops carried out to engage children in maths at home</p> <p>6. Provision maps (IPMs) to clearly target children who are making slow progress –monitor interventions for these children.</p> <p>7. PPM's focus on all children not making expected progress/ not attaining at expected level</p>	<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 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 Priority 1 and will be closely monitored by PP champion and maths leader.</p> <p>Regular book scrutinies and learning walks, planned by Maths leader.</p> <p>Regular monitoring & lesson observations by SLT</p>	<p>Ashley Larter/ Michelle Brant</p>	<p>Ongoing termly and full review at the end of year.</p> <p>Cost: AL £2062 MB £1974</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 reaccréditation for IDFS (Inclusion Dyslexia Status (See IDFS action plan) 	<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 Priority 2 and will be closely monitored by PP champion and English leader.</p>	<p>K Jelbert, M Brant</p>	<p>Ongoing termly and full review at the end of year.</p> <p>Cost: MB: £1974 KJ: £2062</p> <p>£250 for IDFS training and reaccréditation</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.	In 2016-7 Phonics data shows that disadvantaged pupils did not perform as well as their peers. This would have an impact on their progress in English if barriers not overcome. The EEF research shows that phonics interventions can have +4 months additional progress on average.	Part of English leader's action plan. PPM will also focus on those children at risk of not achieving.	K Jelbert, M Brant, C Sandow	Ongoing termly and full review at the end of year. Cost : CS: £270
Total budgeted cost					£8592
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?
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.	Children with social and emotional barriers to learning are not in a position to be 'ready' to learn. The Thrive and TIS approach identifies and addresses these individuals' needs. Thrive assessments for the children that received support in 2016-7 demonstrate the progress these children made, which teachers report back had an impact on their learning.	Monitoring of the Thrive methods, by the 4 practitioners in school. Re-screening to take place every term to monitor individuals' progress. Whole class screening to take place for each class.	Michelle Brant, J Row, S Badcock	Termly, then Sep 2018 Costs: SB: £2751 MB: £5265 JR: £643

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.	Nationally there is a gap between PP and non- PP children's attainment. At St Hilary we are committed to ensure those children that need additional support to boost their learning are provided with support and additional interventions, to ensure all groups make acceptable or accelerated progress and achieve in line with national expectations.	PPM, spto tracking data, review and monitoring of interventions and provision throughout school.	M Brant, K Butcher, R Hamshar	Ongoing Cost: MB: £1974
Total budgeted cost					£10,633
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?
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.	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. Autumn target: 96.3% Spring target: 96.6% Summer: 97%	K Butcher/ Dot Whipp	Sep 2018 Cost: KB: £2207 DW: £789

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)	PP children need to have equality of access to full range of cultural experiences.	Ensure all classes utilise their 'Curriculum enrichment' funding. Privately ensure all parents are aware that PP funding is available for their children through the class teachers when appropriate.	Class teachers, K Butcher, M Brant	Ongoing Cost: MB: £1974
Total budgeted cost					£4970

6. Review of expenditure

Previous Academic Year		2016-7		
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
B. Improved reading comprehension strategies for pupils.	Implementation of Accelerated Reader (AR) throughout school library system	Excellent progress for reading: In 2016-2017 disadvantaged pupils across the school made more than expected (3.0) progress- in reading (+3.8) KS2 data shows that disadvantaged pupils made strong progress in Reading 4.8	AR was introduced to some children in KS1, but not all- it will now be put in place for KS1, to ensure it has impact across the school Reading books to be transferred into the AR system. I pads now available in KS1 classrooms for the AR quizzes.	£2340 accelerated reader KJ £750 LB £970

B. Focused Pupils Progress meetings (PPM), with the SLT and PP co-ordinator	Termly focused Pupil Progress meetings with SLT, linked to spto tracking data, lesson observations and Class provision maps showing interventions.	Termly PPM meetings included TA's and focused on all groups including PP children. Provision maps outlined support children receiving. This helped to ensure in 2016-2017 disadvantaged pupils across the school made more than expected (3.0) progress- in reading (+3.8) 3.5 <i>all pupils</i> , writing (+3.0) 3.2 <i>all pupils</i> and maths (+3.5) 3.2 <i>all pupils</i> . KS2 data shows that disadvantaged pupils made strong progress in Reading 4.8 and Writing 5.5 but less in Maths -2.7	PPM meetings to continue termly with TA's and continued focus on groups children, including PP children. To enhance rigour this year all PP children will be placed on group provision maps but PP champion will re-evaluate the Provision mapping process to ensure: <ul style="list-style-type: none"> • Targets are always SMART • provision map cycles follow the Assess, Plan, Do, Review format • parent and child opinions and aims are fully consider and used in the assessment and planning processes • Ensuring targets and plans take full account of the EEF research into the most effective / economic interventions 	£540
A. For all children who achieved expected level for Maths in EYFS to achieve at least expected level at end KS1 (Alongside aim to improve quality of teaching of Greater Depth in maths to enhance progress made.)	Maths leader to track attainment in Y1/Y2, Monitoring of provision maps to ensure precise interventions, PPM meetings to highlight progress for these groups and monitor interventions for these groups.	By end KS2: 9 out of 10 pupils EXC currently working at higher level. 21 out of 26 EXP working at expected level. Of PP children progress has been accelerated (+3.5) Both PP children were EXP in EYFS and are now still working at expected level. Across school maths will remain a focus and the progress of disadvantaged pupils in 2017 was higher than national and other in Reading and Writing but not in Maths. School maths leader considered that progress had been made at embedding the new curriculum, but recognised that there is still work to be done.	School SIP Priority 1 is to raise attainment and progress for maths in-line with the school's reading and writing %s and to exceed national averages for all groups (% targets based on 2017 National KS2 data). Maths progress for PP children will continue to be closely monitored. PP progress in maths was lower than expected progress in particular cohorts. Need to ensure it is at or above to ensure accelerated progress, to narrow any gaps in overall achievement.	£654.50
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.	Use of Thrive screening and strategies to support children with emotional needs.	Thrive was fully embedded throughout the school. All children receiving Thrive 1:1 made progress. PP child case study demonstrated the impact it can have on individuals.	Further develop us of Thrive by utilising the whole class screening. However over time Thrive practitioners will be trained under new Trauma Informed Schools training, due to Head Start changing its provider. Thrive licenses run until December 31 st 2017 so there will be a change over period, but children will continue to be supported in terms of social and emotional needs.	£2100 £310 £4075
B: The gap between non PP and PP children's progress is not significantly below average	Use of extra TA support in classes to target specific children, small group work and interventions, one to one/ one to two teaching support	In 2016-2017 disadvantaged pupils across the school made more than expected (3.0) progress- in reading (+3.8) 3.5 <i>all pupils</i> , writing (+3.0) 3.2 <i>all pupils</i> and maths (+3.5) 3.2 <i>all pupils</i> . KS2 data shows that disadvantaged pupils made strong progress in Reading 4.8 and Writing 5.5 but less in Maths -2.7 Therefore progress made was generally above average, with the exception of KS2 Maths (SIP Priority 1) Interventions were monitored termly.	This needs to continue to be a focus as outlined by the SIP's priorities: Priority 1: Mathematics - to raise attainment and progress in-line with the school's reading and writing % and to exceed national averages for all groups (% targets based on 2017 National KS2 data). Priority 2: Writing SEN and disadvantaged pupils and the national averages (% targets based on 2017 National KS2 data). PPM and close tracking by PP champion to continue.	£750

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
D: Increase attendance rates of PP children, aiming for all groups to have at least 97% attendance.	EWO appointed on a part time basis, weekly collation of attendance, with rewards given for good attendance, letters sent to parents when attendance below 90%	In 2016-7 attendance for PP was 94.3% (but was 95.1% without a child who has leukaemia), compared with 96.4% non PP. Therefore the gap has narrowed when taking into account the child with a long term illness, but this still needs to be an area to focus on.	Attendance figures are now examined in detail every 2 weeks by the Head, so that low attendance can be addressed immediately. EWO is available if needed.	EWO £1200 £600 DW £540 KB £2600

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.	PP conferencing identified children who weren't accessing clubs that they wished to. Case studies: One child wanted to play guitar- school part funded lessons, he was also not attending any school clubs and therefore was encourage to start a club after. A Y6 child, who was also receiving Thrive support, was identified as not accessing opportunities outside of school and was therefore enrolled in a Headstart transition project, which involved outside clubs, visits & trips.	All class teachers to keep records of children attending clubs and directly approaching PP children if they are not accessing any. PE leader to keep registers and chase if there is non-attendance once pupils have signed up. PP conferencing to take place again, to identify individuals who are not accessing all opportunities offered. For residential trips school bursar to monitor and support PP children with contributions as necessary.	£280 £1400
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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 2016-17
St Hilary School Improvement Plan 2017-8