

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Horsley Woodhouse Primary				
Academic Year	2017/18	Total PP budget	£13,500	Date of most recent PP Review	Sept 17
Total number of pupils	126	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Sept 18

2. Current attainment			
		Pupils eligible for PP at the end of Key Stage 2 =7 (1 Of which has SEN)	<i>Pupils not eligible for PP (national average)</i>
% Pupils achieving expected level in reading, writing & maths	Y6	43%	
% pupils achieving age expected in reading	Y6	43%	72%
% pupils achieving age expected in writing	Y6	86%	79%
% pupils achieving age in grammar punctuation and spelling	Y6	57%	78%
% pupils achieving age in mathematics	Y6	57%	75%
		Pupils eligible for PP at the end of Key Stage 1 =2	
% pupils achieving age expected in reading writing and maths	Y2	50%	
% pupils achieving age expected in reading	Y2	50%	77%
% pupils achieving age expected in writing	Y2	50%	69%
% pupils achieving age expected in grammar punctuation and spelling	Y2	50%	%
% Pupils achieving expected level in mathematics	Y2	50%	76%

Pupils achieving phonic pass at Y1 (0 eligible)		82%
Pupils achieving good level of development at end of EYFS (2 eligible)		71%
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>)		
	Low concentration skills for some PP pupils	
	Reading confidence is low for some PP children	
	Spoken language is weak with some PP children	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
	Attendance rates for 1 PP children low 92%. (Rest good see grid)	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Targeted support accelerates children's progress from their starting points.</p> <p>Pupils eligible for PP make rapid progress by the end of the year so that pupils meet age related expectations and progress is at least good from their starting points.</p> <p>Diminish the differences between PP and non PP children.</p>	<p>Interventions are successful at narrowing the gaps.</p> <p>Read Write Inc 1:1/reading intervention/first class@number/small group guided writing/small group maths support/single year group teaching.</p>
B.	<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP.</p> <p>Pupils exceed end of year expectations.</p>	<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.</p>
C.	<p>Increased attendance rates for all PP children to be at least in line with other children in the school.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. PP attendance is at least in line with other pupils.</p>

D.	Low level disruption is reduced and PP children are focused during lessons and show good behaviours for learning.	Fewer incidents recorded on school behaviour system.
E.	Parents have the knowledge and skillset to be able to support their children at home and feel confident about asking for support.	Positive comments on questionnaires. Parents attend school training for parents.

4. Planned expenditure					
Academic year	2017-2018				
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

<p>Improved reading/speaking and listening with more confidence leading to increased progress.</p>	<p>Regular CPD on reading in staff meetings. HT and English subject lead to attend reading strategies training from LA 07.11.17 2 TA's to give extra support for the teaching of reading inference to PP children. PP children listened to read daily. Parent reading workshops</p>	<p>The ability to read well, with good understanding underpins the whole curriculum. Many different research projects evidence effective communication and oracy as being essential for all pupils.</p>	<p>Training to be delivered by senior teacher and Headteacher at INSET days and staff meetings. Courses carefully selected and feedback to all staff. Class observations to assess impact. Pupil progress tracking meetings. Pupil discussion groups –do children feel more confident about reading? Improving attainment and progress in reading is a key issue and integral part of our school improvement plan.</p>	<p>Headteacher and 2 senior teachers</p>	<p>January 2017</p>
<p>Improve outcomes for higher ability children.</p>	<p>Staff training in stretching the more able. Higher order questioning CPD 11.09.17</p>	<p>We want to ensure that all pupils including PP can achieve high attainment as well as simply 'meeting expected standards'. We want to train all teachers and Teaching Assistants in practices to provide stretch and encouragement for these pupils.</p>	<p>Training to be delivered by senior teacher. Courses carefully selected and feedback to all staff. Class observations to assess impact. Pupil progress tracking meetings. Pupil discussion groups –do children feel more stretched and challenged? Governor teaching higher level reasoning questions in maths</p>	<p>Headteacher and 2 senior teachers (SG and CS) MA</p>	<p>September 2017</p>

Improve quality of feedback provided to pupils based on regular assessments.	Staff training on high quality feedback. HT to attend course 'Strategies for increasing pupils' resilience , resourcefulness and productivity.' Staff training in metacognition.	Education Endowment Foundation(EEF) toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach we can embed across the school. Smaller class groups in English and Maths to help in the delivery of effective feedback to pupils.	Planned professional development around feedback and assessment. Lesson observations and book scrutinises. Key senior personnel to deliver training and monitor.	Headteacher and 2 senior teachers (SG and CS)	Dec 2017
Total budgeted cost					£4, 500
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?
Improve achievement for PP pupils in reading writing and maths.	2 highly trained TA's to give extra support for the teaching of reading, writing and maths in small focused groups in the afternoon. TAs support maths so that it can be taught in single year groups for four maths lessons per week.	EEF research shows that when TAs are used for targeted intervention this positively impacts on progress.	Class teachers to provide planning for small group interventions. Interventions regularly monitored by Headteacher.	AN/JW SG/SH/LP	Termly tracking data analysis. PP evidence folder scrutiny. Reports on PP progress to governors.

Improve early reading skills	Small group teaching of the Read Write Inc programme. 2 extra TAs to deliver programme. 1:1 support for any pupil not making progress.	Small group teaching had provided outstanding results in Read Write Inc assessment and Year 1 phonic screening	All TAs to have regular training by Lead Read Write Inc trainer and leading TA.	Headteacher and 2 senior teachers	Read write Inc assessments every 8 weeks. Phonic screening results.
Improve social and behavioural outcomes for identified children	Individual behaviour charts and rewards. TAs to regularly track PP children. Audit rewards available and provide a variety to encourage positive learning behaviour.	Improving behaviour for learning will directly impact on attainment. Low level disruption wastes valuable teaching time for all pupils.	Headteacher to monitor behaviour records and speak to parents on a regular basis.	Headteacher and 2 senior teachers	Half termly monitoring
Total budgeted cost					£5,500
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 develop children's social and emotional and physical wellbeing.	Forest school provision. Drumming lessons	Small group forest school work highly rated by children and parents. Confidence building and raised self-esteem. Drumming lessons weekly and 30 minute drumming/physical work out session weekly.	Staff member fully trained in Forest School. Photographic evidence. Pupil discussion to review effectiveness.	KM/LP	January 2018 Forest School Drumming September 2017 Drumming fitness November 2017

Increase attendance and punctuality.	Headteacher and Business Manager closely monitor attendance and encourage all parents to send children regularly. PP children to attend with medicine if required.	Pupils need to access learning and to attend regularly to improve progress and attainment.	Close liaison between Business Manager, PP coordinator and Headteacher.	HC/LP/SG	Termly check and report to governors
Improve independent learning in EYFS/Year 1 class.	TA - 3 days a week and extra teacher 2 days a week. A further TA for 8 hours per week to provide extra support for PP children.	This will allow the class of 30 to be taught in smaller groups and ensure the EYFS curriculum is taught effectively.	All staff trained in EYFS Observations Tracking data Tapestry observations	LP RH/ES	Termly
Provide funding for all school visits to enhance opportunities for PP children. Provide funding for all after school clubs	To ensure all PP children can access visits and visitors.	Opportunities and experiences help to widen children's horizons and provide opportunities that children would not encounter in a school setting. Attend clubs to improve health and fitness	The effect of these opportunities will be reviewed regularly.	SG/LP	Termly
Total budgeted cost					£3500

5. Review of expenditure	
Previous Academic Year	2016-2017
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
Improve maths confidence and progress	All staff trained in the teaching of Mastery. Use of TAs to ensure single year groups taught. Headteacher to teach small borderline group.	Success criteria partly met. PP children achieved a scaled scores of 110 108 103 100 99 98 98 Average scaled score of 102	Yes this approach was highly successful and will continue this year with some PP funding and money from the budget.	£5700
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
Improved teaching of phonics	Small group teaching	Read Write Inc assessments 78% passed (A further 2 missed by one point.	Yes –highly successful. Will continue.	£8000

Gaps in knowledge reduced.	Small group booster teaching 2 afternoons per week for PP children.	PP children closely monitored with attendance and progress. Gaps narrowed between PP and non PP.	Yes-successful in closing gaps. Will continue.	Cost £3,000
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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

6. Additional detail

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