

Hanbury's Farm Pupil Premium Statement and Action Plan

Background

What is Pupil Premium Funding?

In 2011-12 the Government launched its Pupil Premium funding. Pupil Premium is funding allocated by the government that the school receives in addition to its delegated budget for each student who is either in receipt of Free School Meals (FSM) or who has been in receipt of them in the past 6 years, are from a forces family or have been adopted from care. Nationally, the statistics show that students who are in receipt of FSM do less well than their peers in external exams. In making provision for disadvantaged learners, we recognise that not all children who receive free school meals will be socially disadvantaged and that not all those who are socially disadvantaged are registered or qualify for free school meals. The school allocates Pupil Premium funding to support any pupil or groups of pupils we have legitimately identified as being in need of intervention and support.

Our Philosophy: 'Growing and Succeeding Together'

At Hanbury's Farm we have the highest expectations for all our children, aiming for each child to reach their full potential, both academically and socially. In order to do this we engage in a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve exceptionally well.

1. Summary information

School	Hanbury's Farm Primary School				
Academic Year	2017/18	Total PP budget	£72,600	Date of most recent PP Review	n/a
Total number of pupils	175	Number of pupils eligible for PP	55 (31%)	Date for next internal review of this strategy	March 2017

2. Current attainment – Outcomes for Year 6 pupils in July 2017

	<i>Pupils eligible for PP in Year 6 at HF</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading in 2017 (higher standard)	78% (22%)	77% (29%)
% achieving expected in writing in 2017 (greater depth)	44% (11%)	81% (21%)
% achieving expected in mathematics in 2017 (greater depth)	78% (22%)	80% (27%)
% of children achieving the expected standard in reading, writing and maths combined	34%	63%

3.Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils.
B.	Writing skills for children eligible for PP are lower than for other pupils. This slows writing progress in subsequent years.
C.	Conversion of higher ability PP children from EY to KS1, and impacts KS2.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance rates for pupils eligible for PP are 93% which is below our expected 97%.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased % of children exiting Reception at GLD.	Children’s speaking and listening skills will improve and enable them to engage in other areas of learning more successfully.
B.	Increase in percentage of PP children working at expected level in each cohort.	Children’s engagement and enjoyment of writing will increase, thus impacting upon writing attainment in each key stage.
C.	Higher % of children achieving higher level convert in KS1 to KS2.	Children gaining exceeding in EY will continue to achieve at this level at the end of KS1 and KS2.
D.	Increased attendance % for all PP children.	Improved attendance figures for this group of pupils will improve their engagement and capacity to learn.

5. 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 implementation?
<i>A. Improved oral language skills in Reception</i>	<i>Staff training/ coaching Speech and language referrals Full time Teaching Assistant</i>	<i>We need to improve both speaking and listening skills for children within our reception class to enable them to develop core skills and access all other areas of learning.</i>	<i>Observations/ learning walks/ learning journey scrutiny's close support from EY mentor Evidence from referrals</i>	<i>Emma Stinton Becky Swaddle</i>	<i>December 2017 / March 2018</i>
<i>B.Improved % of children working at expected level in all cohorts.</i>	<i>Teaching Assistants in Year 1 to Year 6 for main core skills teaching in order to accelerate progress for all groups of pupils. Increased support in Y1 summer term</i>	<i>Teaching assistants provide support and immediate intervention opportunities to all groups of pupils in all cohorts.</i>	<i>Lesson Observations focusing on quality of provision CPD for teaching assistants. TA Pupil Progress Meetings</i>	<i>Nicky Gripton</i>	<i>March 2018/ July 2018</i>
<i>B. Whole school impact on the composition and knowledge of texts and the composition of sentences.</i>	<i>Staff training – Alan Peat Talk For Writing training Increased moderation</i>	<i>Monitoring of writing from last academic year identified the need for a consistent approach to the teaching of genres within school, as well as the composition of sentences within work.</i>	<i>In house moderation of children Book monitoring by SMT, and in phases. Peer observations</i>	<i>Nicky Gripton External Consultants</i>	<i>March 2018/ July 2018</i>
<i>C. Achievement and conversion of children</i>	<i>SLT dedicated monitoring and pupil progress meetings to closely monitor all pupils.</i>	<i>From data analysis, higher % of children achieving GDS in reading and maths than writing and higher% in KS2 so in order to ensure the conversion of children across phases and continued increase in %, staff training to focus on these areas.</i>	<i>Feedback from staff Lesson observations and book monitoring Pupil Progress Meetings</i>	<i>Nicky Gripton/ Emma Stinton</i>	<i>March 2018/ July 2018</i>
Total budgeted cost					£52,000

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?
<i>C Improved progress for high attaining pupils</i>	<i>Weekly small groups sessions for pupils in writing in Year 6, in addition to normal lessons.</i>	<i>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.</i>	<i>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</i>	<i>Nicky Gripton</i>	<i>March 2018</i>
<i>C. Improved progress for high attaining pupils</i>	<i>Weekly small group sessions in maths for high-attaining pupils with experienced teacher in Year 6, in addition to standard lessons.</i> <i>Booster Clubs twice a week.</i>	<i>We want to provide extra support to maintain high attainment. Small group interventions with qualified staff have been shown to be effective.</i>	<i>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</i> <i>Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD.</i>	<i>Vicky Dunning Helen Dell Colleen Wright</i>	<i>March 2018</i>
Total budgeted cost					£10,300
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?
<i>D. Increased attendance rates</i>	<i>Member of staff to monitor pupils and follow up quickly on absences. First day response provision.</i>	<i>We can't improve attainment for children if they aren't actually attending school.</i>	<i>PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</i>	<i>Emma Stinton</i>	<i>March 2018</i>
<i>D Increased attendance incentives</i>	<i>Rewards – including termly whole school reward and annual rewards for cohorts with highest attendance figures.</i>	<i>This raised the focus on good attendance for the whole school community.</i>	<i>Continue rewards Attendance reward overview – Bronze, Silver and Gold</i>	<i>Lindsay Wright</i>	<i>March 2018</i>
<i>D Increased attendance incentives</i>	<i>Free attendance at school breakfast club</i>	<i>Any PP children identified with attendance concerns to be offered free breakfast club attendance for short durations of time.</i>	<i>Weekly Monitoring of PP attendance data.</i>	<i>Lindsay Wright</i>	<i>March 2018</i>
Total budgeted cost					£10,300

6. 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
<i>Increased progress for PP children.</i>	<i>Deployment of experienced teaching assistants in EY, Y2 and Y6 HLTA supporting Year 6 group. TA reading focus</i>	<i>% of children reaching GLD and passing phonic test increased. Accelerated progress was made by PP children in Year 6 – progress scores for PP group indicate good level of progress in reading, writing and maths. Children's engagement increased as a result of</i>	<i>High cost – unable to continue with such a costly intervention due to school funding requirements.</i>	<i>£118,000</i>
<i>Improve teaching of personal, social and health curriculum</i>	<i>Purchase of whole school PATHS scheme</i>	<i>Quality and whole school consistent teaching of scheme has engaged all children.</i>	<i>Ongoing monitoring of this scheme, with regard to implementation, resources and impact.</i>	<i>£2000</i>

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
<i>Increased attendance</i>	<i>Dedicated member of office staff to monitor and action attendance concerns</i>	<i>Attendance figures improved although this is still an ongoing focus due to the % being below national expectation.</i>	<i>Member of staff focusing on attendance will be continued to drive this areas next academic year. Potential employment of a support worked to further increase attendance and reduce late marks.</i>	<i>£1029</i>

i. 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
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<i>Healthy living for all pupils</i>	<i>Purchase of fruit and water bottles.</i>	<i>Children are all now having regular fruit and water to maximise learning.</i>	<i>Continue project</i>	<i>£800</i>
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