

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	2018/2019	Total PP budget	£72,600.00	Date of most recent PP Review	n/a
Total number of pupils	175	Number of pupils eligible for PP	55	Date for next internal review of this strategy	March 2019

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.	Parental engagement in children’s learning and achievement.
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.
D.	Percentage of children who are pupil premium with SEN challenges
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance rates for pupils eligible for PP are 94% which is below our expected 97%.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase in parental engagement in year group expectations in reading, writing and maths, but with a creative flair to engage parents in supporting learning.	Parental engagement and attendance at half termly workshops increases, having a positive impact upon child progress and attainment.
B.	Increase in percentage of pupil premium 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.	Improved outcomes for PP children with SEN status.	PP Children with Sen challenges will make good progress, with an increased % of children achieving expected standard of learning.
E.	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	2018 - 2019
----------------------	--------------------

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 Increased parental engagement in expected standards of learning and development.</i>	<i>Half termly topic mornings Half termly R, W, M workshops Parental presentations/ training</i>	Lack of parental support with home learning, home reading and knowledge of curriculum.	<i>Parental feedback Questionnaires</i>	<i>SLT</i>	Half termly
<i>B Increased percentage of children working at expected level in writing in all cohorts and diminished difference between the national standard.</i>	<i>Teaching Assistants in Year R to Year 6 for main core skills teaching (9.25 hours per day) in order to accelerate progress for all groups of pupils.</i>	<i>Teaching assistants provide support and immediate intervention opportunities to all groups of pupils in all cohorts.</i>	<i>Termly data analysis Writing moderation Planning reviews Lesson observations</i>	<i>NG</i>	Termly
<i>B. Increased percentage of children working at expected level in writing in all cohorts and diminished difference between the national standard.</i>	<i>Talk for writing training Support from external consultants Visits to other T4W schools</i>	<i>Monitoring of writing from last academic year identified the need for a whole school consistent and memorable approach to the teaching of writing, which will in turn</i>	<i>Pupil Interviews Working Walls Independent writes Hot writes folder</i>	<i>NG</i>	Termly
<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>SLT</i>	Termly
<i>D Quality first teaching is evident in all teaching and learning.</i>	<i>Training and support for all teachers and teaching assistants about specific literacy difficulties. Cover for SENCo to observe teaching and strategies being used.</i>	<i>Progress and attainment of pupil premium children with SEN is lower than their peers.</i>	<i>Bsquared data PP with SEN cases study</i>	<i>BS</i>	Termly
Total budgeted cost					£47,000.00

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 reading, writing and maths in Year 6, in addition to normal lessons. Booster Clubs twice a week.</i>	<i>We want to provide extra support to maintain high attainment. Small group interventions with experienced staff have been shown to be effective.</i>	<i>Extra teaching time and preparation time paid for out of PP budget.</i>	<i>VD Year 6 teacher</i>	<i>Summer 2018</i>
Total budgeted cost					£ 5000.00
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>Attendance officer to monitor pupils and follow up quickly on absences. First day response provision. (1.5 hours per day)</i>	<i>We can't improve attainment for children if they aren't actually attending school.</i>	<i>SLT will collaborate with attendance officer to ensure new provision and standard school processes work smoothly together. Weekly reports produced</i>	<i>ES</i>	<i>Weekly</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>LW</i>	<i>Termly</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>LW</i>	<i>Weekly</i>
Total budgeted cost					£7,000.00

6. Review of expenditure				
Previous Academic Year 2017 - 2018				
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>A. Improved oral language skills in Reception</i>	<i>Speech and language referrals Full time Teaching Assistant</i>	<i>Progress of all children in EY foundation was at least good, with a % of pupils making better than expected progress.</i>	<i>High staff to pupil ratio in EY settings has clear impact of pupil progress and development at this stage. This to continue due to on entry scores of pupils.</i>	<i>£18,000.00</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.</i>	<i>Higher staff ratio in all cohorts has a positive impact upon all pupils, especially PP children who received extra input throughout the week.</i>	<i>Additional adults in all cohorts enables immediate and focused intervention to take place. This will continue particularly in cohorts with high contextual factors.</i>	<i>£31,000</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>Teacher and pupil engagement in writing process has improved and beginning to be embedded.</i>	<i>This will take further training and implementation across the school in the next academic year.</i>	<i>£1000</i>
<i>D. Achievement and conversion of children</i>	<i>SLT dedicated monitoring and pupil progress meetings to closely monitor all pupils.</i>	<i>Close monitoring of pupils, adjusting resources where required.</i>	<i>This is crucial to the continued development of all pupils within our school.</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>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>Limited impact due to staffing difficulties over the year following staff reduction.</i>	<i>This will be dependent on budgets and needs of following classes.</i>	<i>£3000</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>Limited impact due to staffing difficulties over the year following staff reduction.</i>	<i>This will be dependent on budgets and needs of following classes.</i>	<i>£2000</i>
<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>Attendance is gradually improving and issues are targeted quickly and effectively. This will be continued.</i>	<i>£5,200</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
<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>High impact upon all pupils in school.</i>	<i>This will be continued.</i>	<i>£9000</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>Continued positive increase in 100% attendance each term, impacting on all pupils.</i>	<i>The awarded of star badges engages pupils and parents to the importance of attendance.</i>	<i>£1000</i>
<i>D Increased attendance incentives</i>	<i>Free attendance at school breakfast club</i>	<i>This has had some impact, but even when offered for free some parents are not taking this offer up.</i>	<i>Continue with initiative for identified parents.</i>	<i>£500</i>