**Pupil premium strategy statement – Handale Primary School**

***It is our vision that through the implementation of this strategy, in conjunction with carefully monitored, quality first teaching, the needs of disadvantaged pupils will be met and that gaps in progress and attainment will rapidly diminish***

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| 1. **Summary information** | | | | | |
| **School** | Handale Primary School | | | | |
| **Academic Year** | 2018 - 19 | **Total PP budget** | £110,200 | **Date of most recent PP Review** | April 2018 |
| **Total number of pupils** | 265 | **Number of pupils eligible for PP** | 86 | **Date for next internal review of this strategy** | December 2018 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP (national average)* |
| **EYFS** |  |  |
| % achieving GLD | 60% (69%) | 79% (73%) |
| **Y1 – Y6** |  |  |
| % achieving in reading, writing and maths | 70.9% (67.4%) | 76.5% |
| % making progress in reading (attainment) | 82.9% (75.6%) | 88.2% |
| % making progress in writing (attainment) | 91.4% (75.6%) | 78.4% |
| % making progress in maths (attainment) | 87.8% (76.2%) | 87.3% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | | | |
|  | | SEND (60% of SEND are disadvantaged) | | | | | | | | | | |
|  | | CLL – Speech and Language barriers | | | | | | | | | | |
| **C.** | | Social & Emotional aspects of learning | | | | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | |
| **D.** | | **Health issues (obesity, healthy eating, access to physical activities/facilities**)  *High levels of multi-agency work, high unemployment & low aspiration, low adult further education, high social class housing, overcrowded housing, parental engagement with school (LPPA), increase in mental health issues* | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | *Success criteria* | | | | |
|  | **Pupils with multiple barriers to learning will make accelerated progress, particularly in reading**  - The school will be able to effectively Identify multiple barriers to learning (EDUKIT Pupil Surveys, Data)  - Senior Leadership will meet fortnightly with the Learning Mentor to strategically identify and manage external needs  - Progress of SEND & Disadvantaged pupils will be monitored and challenged half termly. Drop-ins will take place more frequently to address identified teaching & learning issues as necessary  - Provision maps, data spreadsheet and Venn diagrams are updated and shared with all staff half termly  - Provision and progress of identified pupils will be discussed in phase meetings fortnightly to ensure accelerated progress for disadvantaged pupils  - Intervention Impact Sheets will illustrate the effectiveness of interventions and identify next steps  - The skills and knowledge of colleagues will be developed in order to accelerate the progress of pupils through CPD  - The school’s SEND Action Plan also identifies in detail provisions made for children with complex barriers  - Parental involvement with school will increase through continuation of the PEEP and LPPA agenda | | | | | | * Minutes from Learning Mentor meetings and CPOMS records will show external needs of families/pupils are being met. * Scrutiny of pupil data by the PPG working party will show better than expected progress of identified pupils * Scrutiny of provision maps and intervention impact sheets by the PPG working party will show accelerated progress * Minutes from staff meetings will show that the progress of disadvantaged pupils is high on the agenda and that regular action is taken to accelerate the progress of these children * Staff confidence in dealing with pupils with multiple needs will have increased. This will be evidenced through book scrutinies, drop-ins and data drops | | | | |
|  | **Pupils with communication and language difficulties will make accelerated progress**  - Disadvantaged 2 year olds are given 15 hours per week of Pre-nursery experience as opposed to the 6 hours per week given to all children. Progress of these pupils will be closely monitored by EYFS Lead  - In nursery all EYPP children will take part in an intervention around Communication and Language in addition to their target – The results of this intervention will be closely monitored by EYFS Lead  - Targets for the children will be set and reviewed half termly, by the EYFS Lead  - In Reception all PPG children will be involved in an action research project led by a TA based around Communication and Language – The results of this intervention will be closely monitored  - Analysis of KS1 children’s communication and language needs will take place termly, to assess the need for further intervention  - The school’s SEND Action Plan also identifies in detail provisions made for children with communication and language needs | | | | | | * There will be an increase in the number of disadvantaged children meeting expected or better standards in CLL * Records kept of 2YO CLL will demonstrate better than expected progress * Action research completed will demonstrate the effectiveness of target setting and extra provision for identified pupils. This will be monitored and scrutinised by the EYFS Lead and fed-back to the PPG working party termly | | | | |
|  | **To effectively meet the social and emotional needs of disadvantaged pupils**  - Termly EDUKIT surveys will show improvements in pupil engagement and attitudes to learning  - Strategic use of the school’s Learning Mentor, including before school and during the day for appointments to help break down barriers to learning for disadvantaged pupils, particularly those with hard-to-reach families and to signpost families to additional services  - The Learning Mentor and Headteacher will ensure staff are regularly updated through CPOMS on progress made with families  - Governors will scrutinise survey data and attend termly meetings to ensure needs of disadvantaged pupils are met.  - Through PEEP and LPPA, good links with parents are fostered  - Enrichment days encourage parental engagement  - Accessing external help early to quickly improve children’s personal wellbeing  - Staff and pupil surveys indicate which pupils are at risk of underachieving. The Learning Mentor will work with identified pupils and feed back to SLT half termly. | | | | | | * Records of provision and Learning Mentor intervention (CPOMS) will demonstrate an increase in the emotional wellbeing of disadvantaged pupils * Staff records for disadvantaged pupils will be updated regularly and CPOMS records will be shared with all teachers concerned * Records show that Home Link support work is positive and that hard-to-reach-families are engaging with school * Parent questionnaires will demonstrate an improvement in home-school links * Target sheets and IBPs used will show an improvement in emotional difficulties and behaviour * Parental attendance to enrichment days will increase * Vulnerable children’s list is updated. * Regular meetings between PPG Lead, SENDCO. Learning Mentor and class teachers will facilitate sharing of information regarding social and emotional needs. Over time, these will contribute to a reduction in complex needs. | | | | |
|  | **Pupils at Handale will adopt more healthy lifestyle choices and will be better educated in terms of Healthy Eating and Physical Education**  - The school will continue to be one of the LA trial schools for healthy eating & activity   * Obesity rates at school will be measured through Reception and Y6 weight measurements. The results from these will be collated by the LA and will inform future action (Scott Lloyd – trial school) * Healthy eating schemes, such as the Jamie Oliver cookery course will be adopted and will target disadvantaged pupils and their families * The school gardening club will continue to grow fruit and vegetables for the school kitchen * The school council will work with Karen Pearson from the LA to create a new healthy snack and healthy packed lunch policy * A healthy tuck shop will be established, ensuring that all pupils will be able to access fruit as a snack, at a reduced rate. Funding streams will be investigated. * Game of Actual Life will be delivered in school to teach children about healthy life choices in later life * Tooth brushing will be delivered daily in all classes from EYFS to Y3 * The school will continue to participate in the fluoride varnishing programme * Change4Life club will target children at risk of obesity * PE timetabling across the school will be reviewed in order to ensure a minimum of 2 hours physical activity for all pupils. | | | | | | * Future child weight measurements will show a reduction in obesity rates * Take-up rates to clubs and cookery courses will be closely monitored and will be fed back to SLT/LA * All children in school will be offered fruit and vegetables grown in the school garden. Feedback will be given to SLT from the kitchen staff * Children’s break time snacks and packed lunches will include better, healthier choices. This will be monitored by the school’s Healthy Schools Leads. * The healthy tuckshop will be provide all pupils with fresh fruit and vegetables and through pricing will particularly benefit disadvantaged pupils * Pupils participating in GOAL will complete a questionnaire both before and after the course and results will show an improvement in children’s awareness/knowledge * Inspections of tooth brushing and the state of children’s oral hygiene will demonstrate excellent practice and reductions in decay/gum disease * Scrutiny of timetables and PE assessment will prove there has been an increase in the amount of physical activity taught in school. | | | | |
| 1. **Planned expenditure** | | | | | | | | | | |
| **Academic year** | | |  | | | | | | | |
| 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. | | | | | | | | | | |
| 1. **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?** | |
| **A**  **Pupils with multiple barriers to learning will make accelerated progress, particularly in reading**  *The gap between disadvantaged pupils and other pupils in school will narrow to less than 10% in each year group and by year 6 all PPG pupils will have made expected or better progress.* | | | Provision mapping  Targeted support (HLTA)  Reading: phonics and reciprocal reading strategies are used throughout school  Inspire maths encourages collaborative learning  Strategic use of the school’s Learning Mentor to effectively manage the needs of disadvantaged families. The Learning Mentor will continue to access LSCB training and feed-back to staff. | | The teaching and learning toolkit identifies that strategies to improve reading comprehension are moderate cost and moderate impact and the same outcomes are for quality teaching of phonics  The teaching and learning toolkit identifies that strategies to incorporate collaborative learning into lessons provides moderate impact for very low cost however the initial outlay for the maths scheme has been high but year on year it is moderate.  Experience in school and wider research shows that close work between the Learning Mentor and families with complex needs allows us to break down barriers for learning, including for example improving attendance and punctuality. | Miss Price has trained all teaching assistants and teachers to deliver reciprocal reading sessions and she will monitor the teaching of comprehension and Phonics and identify any further training needs  Mr Bell has been trained in the Inspire curriculum and has spent time in outstanding schools, observing its delivery. He has involved other staff and governors in this and has a rolling programme to further involve and develop staff. The Inspire curriculum will be reviewed termly and assessment will be embedded across school.  Regular pastoral meetings between key members of SLT and Learning Mentor will review progress and reflect upon successes made. This will also inform future actions. These will commence 25.10.18 | | Miss Price  Mr Bell  Miss Tully  Mr Ledger | Termly in pupil progress meetings, (including members of the school governing body)  Fortnightly in SLT meetings  Cost £ 44,735 | |
| **A**  **Pupils at risk of underachieving who are PPG and SEN will receive additional precision teaching as identified on their provision maps and agreed with the SENDCO. Currently 60% of SEND pupils are PPG** | | | The newly appointed SENDCO will achieve the national qualification and will have a full understanding of the links between SEND and disadvantage. This will be shared during staff training. The SENDCO, and class teachers will plan personalised precision teaching for these pupils.  Digital technology will be used to enhance learning of SEND pupils  To procure the services of an educational psychologist for accurate identification of SEND pupils | | Teachers and teaching assistants knowing how pupils learn is key to this strand. Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly. Children are taught specific strategies for planning, monitoring and evaluating their learning. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Research shows that this is low cost for high impact.  Digital technology: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches.  Procuring the services of an Ed. Psych. will enable us to effectively identify and respond to the needs of pupils with SEND. Investigation into potential CPD for staff will also take place and be reported back to SLT | The SENDCO will monitor teaching and learning of SEND pupils and especially those who are PPG eligible. Staff training will be organised for specific groups e.g. pupils identified as being on the autistic spectrum and feedback will be given to SLT.  The SENDCO will create links with experienced local practitioners, including those working in KTS Academy  Metacognition training will be organised by the SENDCO following personal research into this aspect of improving pupil outcomes.  The school’s SENDCO and Headteacher will meet regularly to review progress made | | Mr Emmerson | Fortnightly SEND updates during staff meetings.  Termly SEND Governor update meetings  Pupil progress meetings for SEND/PPG will be held half termly  Fortnightly SLT meetings with a standing agenda to discuss SEND  Costs £20,612 | |
| **B**  **Pupils with communication and language difficulties will make accelerated progress**  *By the end of Reception, the targeted children will be achieving in line with their peers in CL both through specific interventions and continuous provision* | | | CL intervention group delivered to EYPP children (TA)  Action Research project completed with PPG children (HLTA)  Action Research project completed around parental support with reading at home (TA)  Target setting and on entry/end of EYFS analysis of data | | On-entry assessment of children’s communication and language shows low levels of attainment. Evidence from children attending the school’s 2YO and nursery provision shows that a focus on CL in the EYFS increases attainment and progress.  Analysing data on entry to Pre-nursery, Nursery, Reception and at the end of Reception will allow the identification of progress for disadvantaged pupils | Mrs Lister will plan and oversee all provision and will regularly feed-back to SLT  TA assessments will be shared with EYFS lead  Nursery baseline work with the LA includes all EYFS staff and is shared during phase meetings  Feedback from Speech & Language work will be given to all EYFS staff, ensuring quality provision at all times | | Mrs Lister  Mrs Skirving | Fortnightly SLT meetings will allow feedback  Termly feedback on action research projects during SLT meetings  Cost £26,615 | |
| **Total budgeted cost** | | | | | | | | | £91,962 | |
| 1. **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**  **To effectively meet the social and emotional needs of disadvantaged pupils**  **In order to diminish the difference between outcomes for disadvantaged pupils and others in school by year 6** | | | This is to be a clear focus of the work of our Learning Mentor.  Early identification of barriers to learning including poor attendance are regularly discussed with the Headteacher and class teachers  The Learning Mentor is the lead on improving attendance in school | | Research shows that learning mentors are adept at identifying barriers to learning and make significant contributions to pupil engagement in learning (DFES 2005) Learning mentors are very skilled at helping children work through and overcome problems, often from outside school which are preventing them from learning. The learning mentor is key in early intervention strategies because of her understanding of learning in context of the whole child and because of her regular contact with pupils and parents in a pastoral role.  EWS is now only providing a very basic service to school | The Headteacher and PPG lead will monitor the work of the Learning Mentor during SLT meetings and ensure she attends training relevant to her role in school.  Where a pupil is identified as SEND and PPG eligible the learning mentor will work closely with the SENDCO who will monitor her effectiveness in this role.  The Learning Mentor will continue to work with relevant agencies and expert advice will be sought. This will be achieved under the direction of the Headteacher. | | Mrs Blakeley  Mr Ledger  Mr Emmerson | Termly review of learning mentor role and effectiveness of interventions.  Half termly contribution to learning conversations.  Costs: £18,526 | |
| **D**  **Pupils at Handale will adopt more healthy lifestyle choices and will be better educated in terms of Healthy Eating and Physical Education** | | | The school’s Healthy School Leads will continue to work with the local Public Health Commissioner, (Scott Lloyd) in order to provide opportunities to promote healthy lifestyles. Termly meetings will take place to review progress and to prioritise future actions. These actions will benefit disadvantaged pupils in particular.  PE Timetabling will be reviewed across school, ensuring 2 hours per week  The school Healthy Snack and Healthy Packed Lunch policies will be drafted. And implemented. | | Research shows that children who live in areas of high deprivation are more prone to high levels of obesity. East Cleveland is one of the most deprived areas in the country and Loftus is the most deprived ward in East Cleveland. | Termly LA Healthy Schools update meetings will be attended and feedback will be given to SLT. Termly meetings between school and Scott Lloyd will review the effectiveness of the Healthy Schools work carried out.  SLT will review progress on new policies and will advise future actions. Policies will be taken to governors for ratification. Parents will be kept well-informed about any new policies adopted.  Lunchtime Supervisors will receive training in how to identify and report unhealthy packed lunches in order for improvements to be made.  The Learning Mentor and LPPA lead will work closely with families to give advice and support | | Mr Ledger  Mrs McGregor | Termly reviews in SLT meetings  Termly reviews with Healthy Schools leads and Public Health Commissioner  Costs included in Healthy Schools Budget | |
| **Total budgeted cost** | | | | | | | | | £18,526 | |
| 1. **Review of expenditure** | | | | | | | | | | |
| **Previous Academic Year** | | | |  | | | | | | |
| 1. **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** |
| To narrow the gap  between the pupils eligible for ppg and others nationally who achieve the gld at the end of reception | | | Employment of a TA in nursery to work with EYPP pupils.  To work with nursery parents (PEEP project)  An additional TA was employed to work with the SEND pupils | The gap between those pupils eligible for ppg and other pupils nationally shows a slight increase but there has been an 11.8 % increase in the number of pupils with SEND in reception this year and their SEND is significant with two being suitable for an infant assessment class but no place being available. | | We will continue to employ the TA for eyfs to target ppg pupils as our data for progress and attainment across the eyfs shows that on entry to our school (aged 2) 10 % of ppg children were at the expected level and on exit from eyfs 60% of the pupils were at the expected level.  Impact on attainment and progress of ppg pupils across eyfs is evident where ppg pupils have had 2 year old provision and are eypp targeted prior to reception then 62.5 % of these achieved the gld | | | | £25 548 |
| 1. **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** |
| To narrow the gap  between the pupils eligible for ppg and others nationally who achieve the expected level in the phonics screening test at the end of year 1 | | | Teaching assistants trained to deliver high quality phonics sessions | The gap between disadvantaged pupils and other pupils in phonics screening has increased by the same % as the increase in SEND (5%) | | The increase in the number of send pupils is linked closely to the ppg pupils’ attainment and is therefore a priority for investigation and interventions  One TA will be employed across KS1 to assist with phonics sessions but most will be delivered by teachers.  The key stage lead and teachers need to closely monitor the progress and attainment of pupils eligible for ppg who are also SEN and provide targeted interventions. | | | | £8 283 |
| To narrow the gap  between the pupils eligible for ppg and others nationally who achieve the expected level at the end of KS2 | | | Provision maps and targeted interventions have been provided by four dedicated teaching assistants and one SEND teaching assistant who have worked alongside the teachers to provide high quality interventions under the direction of the Key Stage lead and class teachers. The two classes with high SEND and high PPG pupils received additional support from two Higher Level Teaching Assistants. | We have generally seen improvements in the narrowing of the gap between disadvantaged pupils and ‘others’ nationally since last year and in some cases disadvantaged pupils have achieved above ‘others’ nationally.  Rigorous and robust tracking and in depth analysis of ‘ Barriers to learning’ has ensured that all pupils at risk of underachieving have been identified and received interventions and / or additional pastoral intervention as individuals and often as families by the learning mentor.  Impact Evaluation sheets ensure that teachers can track progress against an intervention and adapt the intervention if progress is not evident. The impact evaluation sheets are completed by those embers of staff delivering the interventions. | |  | | | |  |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)   |  |  |  |  | | --- | --- | --- | --- | | **As can be seen in the table below by the end of key stage two in attainkment between ppg [upils and others nationally has narrowed** | | | | |  | | 2016-17 gap disadvantaged against national ‘Other’ | 2017 -18 gap disadvantaged against national ‘Other’ | Additional information | | EYFS (GLD) | | 14% | 13% | SEN pupils 11.8% increase | | Phonics screening | | 8% | 14% | SEN pupils 5.1% increase | | KS1 Reading | | 6% | 15% | SEN pupils 7.2% increase | | KS1 Writing | | 11% | Above national other 1 % | | KS1 Maths | | 4% | 6% | | KS2 RWM combined | | 19% | 0% | SEN pupils 3.1 % increase | | KS2 Reading | | 19% | Above national other 10% | | KS2 Writing | | 20% | 8% | | KS2 SPAG | | 19% | 2% | | KS2 Maths | | 5% | 0% | |