

Pupil premium strategy statement

1. Summary information

School	Hayfield Lane Primary School				
Academic Year	2017/18	Total PP budget	PPG- £95040.00 EYFS- £1605.90 PP PLUS-£ 800.00 LAC- £2216.67 SERVICE-£600.00 TOTAL- £100,262.57	Date of most recent PP Review	January 2018
Total number of pupils	290 (incl F1)	Number of pupils eligible for PP	72 plus 2 service children	Date for next internal review of this strategy	May 2018 FULL REVIEW Jan 2019

PROGRESS AUT 2 2018 (from Summer 2 2017) Progress rates should be 1.16 by this point in the year	Progress Rate Autumn 2 (1.16+target)
Group progress rate in Reading- Issue to note that Y2K data is based on 1 pupil	Year1 N-4.28 Year1 S-4 Y2S-0.6 Y2K- 1 Y3-1.5 Y4-1.34 Y5-1.19 Y6-1.25
Group progress rate in Writing Issue to note that Y2K data is based on 1 pupil	Year1 N-4.28 Year1 S-3.33 Y2S- 1.2 Y2K-1.5 Y3-1.39 Y4-1.09 Y5-1.69 Y6-1.5
Group progress rate in Maths Issue to note that Y2K data is based on 1 pupil	Year1 N-3.22 Year1 S-3.5 Y2S- 1.4 Y2K-1 Y3-1.16 Y4-1.87 Y5-2.13 Y6-1.33

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor engagement, resilience and motivation (including support of parents)	
B.	Poor mathematical reasoning in worded problems and factual fluency (knowledge of multiplication)	
C.	Poor comprehension skills in reading affecting ARE and Greater Depth outcomes for pupil premium children	
D.	Improve SEN pupil % of those reaching Age Related Expectations in Reading and Writing by accelerating progress from starting points	
E.	Outcomes for PPG children improve so that they meet ARE and greater depth national % at EYFS, KS1 and KS2.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for PPG boys is causing concern . Poor home learning environments and parental support with reading and basic skills/ homework.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved mathematical reasoning skills throughout school, including factual fluency	Pupils eligible for PPG meet ARE (specific SEN pupils not included as not viable)
B.	Higher rates of children at ARE Maths and Reading in KS2 (PPG with able PPG children reaching greater depth level)	85% of year 5 reaching ARE and 75% Year 6 pupils in Maths. School meets national % for greater depth.
C.	Comprehension scores improve to increase % pupils at ARE and GD so that pupils at least meet the national % ARE and GD in reading. This includes progress of SEN pupils.	PPG Pupils are resilient learners who strive to improve and achieve their best in comprehension sessions.
D.	Increase the % of SEN pupils reaching ARE in Reading and Writing.	SEN PPG pupils reach Age Related Expectation and Greater Depth percentages in line with national figures
E.	Improve attendance of PPG boys so that they reach the target of 97%	PPG pupil boys reach 97% attendance
F.	Reduce the gap between PPG and non PPG children's attainment across school	PPG children perform in line with national figures at KS1 and 2.

4. Planned expenditure					
Academic year	2017/18				
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?
Improved mathematical reasoning skills and factual fluency throughout school,	Staff training the development of factual fluency.	Results for KS2 demonstrate that reasoning skills were lower in comparison to national figures.	Project planning with deadlines and monitoring schedules to ensure these are effectively met and initiatives implemented.	LT and VJL	ALL REVIEWS TO BE COMPLETED JANUARY 2019 WITH INERIM REVIEW MARCH 2018. Governors will examine progress towards targets termly in Strategic Development meetings.
	Purchase ROCK STARS and Multiplication Rocks for new classes.	Pupils are able to make reasoning links with the use of manipulatives to support and consolidate.	Data for PPG groups will be scrutinised during non-contact sessions by Pupil Premium Leader.		
	LSA support in each class to drive PPG progress rates with class teacher-mastery expectations for pupils.	Pupils in KS2 have not been taught a mastery curriculum throughout their school journey (introduction in 2014) and therefore require additional support to reach the requirement.	TLR position to drive improvement in standards for PPG children from Sept 2017.		
	Release time for DHT and Maths specialist Y2 teacher to target Y3, Y5 and 6 PPG pupils in maths reasoning techniques and factual fluency.	Ks1 results in 2017 were lower than the national percentage. Factual fluency (number facts) identified as a target area arising from whole school monitoring.			
	Purchase and use of Mathletics to develop factual fluency.				
	DHT release time to improve teaching in maths reasoning so that PPG are receiving at least good reasoning teaching.				
Provide booster sessions for PPG pupils in Y3, Y5					

Improve factual fluency of mathematics for EYFS/Y1 pupils for PPG pupils	<p>and Y6.</p> <p>PPG Leader release time to track and manage PPG pupils progress towards targets</p> <p>Train PPG Leader as an EYFS Maths Specialist to develop Teaching and Learning in EYFS and Year 1.</p> <p>EYFS Mastery training for EYFS staff in order to accelerate progress of PPG pupil in number so that they meet the national expectation/4 points progress in number. That the gap narrows to 0.</p>			<p>BC LT</p> <p>BC VJL</p> <p>VJL BC</p>	
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	<p>Total budgeted cost</p> <p>DHT, EYFS/PPG leader and Y2 Specialist teacher £28,671.87</p> <p>LSA support £74,772.10</p> <p>Mathletics £378</p> <p>Rockstars £150</p>
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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?
<p>Higher rates of children at ARE Maths and Reading in KS2 (PPG with able PPG children reaching greater depth level)</p> <p>Higher rates of children at ARE Maths and Reading in EYFS/KS1 (PPG with able PPG children reaching greater depth level)</p>	<p>Small group sessions in class to target pupils- accelerate progress. LSA cover</p> <p>Provide 1:1 phonics interventions for PPG pupils to ensure that they meet the national expectation.</p> <p>Increased parental workshops across school so that parents can support their children effectively. Non contact time for leaders.</p> <p>Increase parental engagement- sessions to celebrate success for PPG children (special invitation)</p> <p>Additional EYFS LSA support to embed mastery and mathematical fluency in R and Y1 for PPG pupils.</p> <p>Booster sessions provided by SLT for PPG children</p>	<p>Results for KS2 demonstrate that reasoning and reading skills were lower in comparison to national figures with the gap between PPG and non pupil premium children being wider than the national figure.</p> <p>In KS1 and EYFS pupils are working at or above the national figures. KS2 pupils need to perform in line with national.</p>	<p>Project planning with deadlines and monitoring schedules to ensure these are effectively met and initiatives implemented.</p> <p>Data for PPG groups will be scrutinised during non-contact sessions by SLT members.</p> <p>TLR position to drive improvement in standards for PPG children from Sept 2017.</p>	LT JN BC and VJL	Termly

	<p>Total budgeted cost</p> <p>LSA support costs as previously stated. £74,72.10 EYFS PPG LSA link and EYFS leader £13029.68</p> <p>EYFS mastery training to narrow the gap in EYFS Y1 £225 training £1246.47 in house rolling out of initiative.</p>
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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?
Increased engagement/ resilience of PPG pupils in lessons- small group support and nurture intervention.	<p>Celebration events to motivate learners to build resilience and improve learning behaviours</p> <p>To fund breakfast club and wrap around provision free of charge for the most vulnerable families to bring stability during difficult times.</p> <p>Emotional Literacy sessions run in the summer term to ensure that pupils are able become academically resilient and self-regulate emotions.</p>	<p>Pupils require motivation and resilience to succeed particularly in Y5/6. Engagement in Mathematics and BUG CLUB is often poorer for PPG children. They then are working below ARE or not attaining greater depth.</p> <p>Some PPG children do not have breakfast to enable them to be ready to learn. Also some parents find it difficult for one sibling to attend booster sessions if they have another child being collected at the end of the school day.</p> <p>Attendance of PPG children causes concern - particularly in Y6.</p> <p>Impact on writing scores in school demonstrates the value of investment in novel study.</p>	<p>Track increased participation in Mathematics with SLT examining this in PPD meetings to ensure that this impact on attainment/progress figures.</p> <p>Examine progress rates of PPG children accessing free wrap around care/booster sessions/emotional literacy sessions.</p> <p>Tracking system for emotional literacy sessions. Impact report in pupil case studies.</p> <p>Project planning for RECIPROCAL READING initiatives.</p> <p>Track engagement of PPG pupils in lessons.</p>	LT JN BC VJL	Half termly
Increase PPG Reading %s at Age Related Expectation and Greater Depth by developing Reciprocal Reading in school and purchase of greater depth comprehension materials.	<p>Staff training for Reciprocal Reading . Leadership non-contact time to drive improvement in school via project planning.</p> <p>New reading material available to challenge for greater depth.</p>	<p>PPG reading progress score issues were evident at the end of KS2 in 2017. This included at greater depth.</p>	<p>Project planning to track improvements.</p>		
Increase SEN % at ARE	<p>Purchase and develop use of ARROW in school for SEN pupils (based on EEF evidence)</p>	<p>SEN reading % at ARE do not meet the national figures.</p>	<p>Project and impact planning to track progress towards targets.</p>	BC DB	
Improved attendance for PPG boys so that they meet the target of 97%	<p>Attendance awards and incentives given to the target group-development of Forest School activities.</p>	<p>PPG boys attendance is below 96%</p>	<p>Track pupils as part of project plan and include gender PPG category as part of attendance monitoring (half termly)</p>	LT	

	<p>Increased sporting activities provided by school (free of charge to children) so that they build resilience and a determination to succeed.</p> <p>Behaviour support specialist role to support families and ensure individual pupils are well supported with emotional wellbeing in order for them to access educational provision. Immediate phonecalls for PPG target pupils .Drop in sessions for parental support and potential attendance plans to be formulated.</p>			<p>BC</p> <p>LT GW</p>	
<p>Total budgeted cost</p>					<p>Reciprocal Reading Training £550 including leader day</p> <p>£2270 purchase of ARROW and in house training</p> <p>1:1 phonics for PPG children (included in previous LSA costings) £14,436</p>
Iv. 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?

Support PPG attendance on residential/educational visits	Supplement costs to school trips where class PPG % is high and where due to low contributions, visits would not be otherwise financially viable.	Increase engagement for PPG children due to educational visit experience.	Budget monitoring	LT TC	Termly
Support PPG to take part in musical instrument tuition	Supplement costs to school trips where class PPG % is high and where due to low contributions, music lessons would not be otherwise financially viable for individuals.	Enable all children to access additional music tuition regardless of financial circumstances.	Budget monitoring	LT TC	Termly
That PPG EAL children perform in line with national expectations	Support EAL PPG pupils with EMTAS support	PPG EAL children do not perform in line with national however this is further complicated by the majority of these pupils being SPLD SEN.	Tracking provided by SENDCO and class teachers	LT	Termly
Total budgeted cost					EMTAS EAL £2302 Music £450 Educational Visit £220

5. Review of expenditure				
Previous Academic Year		SEE IMPACT REPORTING ON 2016/17 DOCUMENTATION		
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
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

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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. IMPACT REPORT
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