

Hendal Primary School

Pupil Premium Statement 2017-18

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child is eligible for Free School Meals (FSM) at any point over the past 6 years or has been continuously Looked After for at least 6 months (LAC) the school receives an amount per child within their budget. A provision is also made for children who have a parent in the armed services

Hendal Primary is committed to enabling all children to gain an excellent education. We recognise that children from disadvantaged backgrounds can face particular challenges and welcome the Pupil Premium as an important way to support them. Our approach ensures that all aspects of the school, support children from disadvantaged backgrounds, by providing targeted support when it is needed. Pupil premium represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that there is no “one size fits all” so it is essential that we identify individual barriers in order to provide personalised targeted support, so that all our children can flourish.

We provide a culture where staff believe in all children and there are “no excuses” for underperformance.

All PP children benefit from funding, not just those who are underperforming.

We set high expectations and share good practice within school.

We have a positive school atmosphere in which children’s differences are recognised and valued as full members of the school community; developing confident and independent learners.

What do we expect to see?

Targeted additional support strategies of which result in every child, however financially disadvantaged being able to have full access to our curriculum and all our extra-curricular experiences. All children in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to the closing of attainment gaps.

Key Stage 2 Results 2017

Percentage of Year 6 Pupil Premium Funded children achieving Expected Standard in Reading, Writing and Maths

	Hendal	Hendal –all others	Gap
Reading	48%	59%	-11%
Writing	24%	48%	-24%
Maths	48%	67%	-19%

Year 6 Pupil Premium Funded children Expected Progress in Reading, Writing and Maths

	Hendal	Hendal –all others	Gap
Reading	-4.6	-5.4	-0.8
Writing	-6.4	-8.5	-1.9
Maths	-3.9	-5.8	-1.9

Evaluation of 2017-18 Pupil Premium Spend

At Hending Primary, we passionately believe that all our children should be able to reach their full potential, regardless of their circumstances, race, gender or ability. We are an inclusive school and our wonderful staff team supports all children to reduce barriers to learning.

£162,360		
Actions	Impact	Spend
Additional TA employed full time in EYFS to deliver interventions in early reading, phonics, writing and mathematics.	Progress of PP children will be accelerated. The attainment of PP children in EYFS will be in line with national expectations GLD % for PP children and non PP children will be closer than 2017 The additional adult will deliver 1 to 1 and small group activities and this will also allow for the class teacher to devote more time to the children who entered well below expectations and for the most able PP children. The EEF evidence suggests that early years intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	£13,000
HLTA employed full time in Year 1 to deliver an early reading intervention based on the reading recovery strategy	All children are expected to meet the ARE in reading by July 2018. A highly structured intervention programme to address reading gaps. Selected children will receive 1 to 1 personalised reading teaching 30 mins every day. EEF evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months progress.	£16,000
Nursery Nurse in Year 1	A Nursery Nurse is appointed to Year 1 to support transition from EYFS. Year 1 have access to continuous provision both indoor and outdoor to support specifically communication, speech, language and literacy development. They also need extra support for emotional development as they begin the National Curriculum. Targeted support to Improved Y1 phonics pass rate in line with National and to improve early reading so more PP children reached the expected purple book band by July 2018	£25,500
Additional TA employed full time to deliver phonics catch up interventions and early reading and writing support	Targeted support for children who do not pass the Year 1 Phonics Screening Check. Targeted individualised intervention programme to address gaps in phonics and the application for reading and writing.	£11,500

Additional TA employed part time to support in Year 4 with reading comprehension, application of writing skills and maths interventions	Small group work to recap learning and practise skills. Also pre teach new ideas, post teach after a lesson and deliver structured interventions using bought resources. Assess reading progress and attainment and teach reading strategies and skills.	£7,000
Additional TA employed full time to support in Year 6	Targeted support for small groups, pairs and 1 to 1 to pre teach new ideas, post teach after a lesson if objective not met. To deliver structured interventions using bought resources led by assessment and gap analysis data. Our reading results showed that 58% achieved the expected standard against 66% national. However 5 children were one mark off the expected mark of 100. This would have been an extra 15% making 73%.	£10,500
Learning Mentor	Supporting vulnerable children to be successful learners and to attend daily by offering a Nurture Programme including personalised check-ins throughout the day to monitor emotional needs and learning behaviours. Interventions which target social and emotional aspects of learning (SEAL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. Evidence provided by the Education Endowment Federation show on average, SEAL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Other interventions offered include: Lego therapy, Talking Partners, Socially Speaking, Fit to Learn, Art therapy,	£13,000

Additional TA to support high level needs for children with SEMH	To engage reluctant learners and motivate through individual reward systems. To model positive learning behaviours and work on developing self-esteem, confidence, resilience and the acceptance of themselves and others through small group work and restorative practice.	£13,500
Purchase reading books for reluctant readers and reading books providing challenging for our most able	Raising the standard of PP children's reading ages by reading for enjoyment and offering a wide range of texts to engage and excite struggling readers. Extend children's reading by challenging them with more advanced texts whilst remaining age appropriate.	£2,360
Subsidising of visits and visitors to school. E.g. Roman day	All children have access to regular visits and residential stays, in order to participate in experiential learning and improve the content and standard of writing.	£20,000
Subsidising Breakfast Club.	Children have a hot and healthy breakfast, socialise with friends and arrive in class ready to learn. The number of children attending Breakfast Club has increased to 72. Audits of the provision remain positive.	£2,000
Whole class guitar	Children enjoyed learning the guitar and a number of them practiced at home. This raised their self-esteem which transfers into other areas of learning.	£5,000
Weekly Booster sessions after school for year 6 in reading and maths	All PP children have twice weekly after school small group (3 children) sessions in reading and maths, starting in January 2018	£8,000
In addition to general leadership responsibilities, our deputy headteacher is non-class-based for 25% of the week in order to ensure at least good teaching takes place throughout school.	The DHT supports teachers to improve teaching and learning throughout school by coaching, modelling, team teaching and sharing good practise on assessment, marking and feedback.	£15,000

Pupil Premium budget 2016-2017

£167,640

Actions	Impact	Spend
<p>Pupil mentor supports vulnerable disadvantaged children. Interventions and support programmes are provided, such as musical interaction and Lego therapy.</p>	<p>Learning mentor has established positive relationships with parents where concerns can be shared and achievements shared. This impacted directly on children's self-esteem</p> <p>Interventions which target social and emotional aspects of learning (SEAL) were followed in order to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.</p> <p>A check in approach was offered to stabilize behaviour for a small group of children.</p> <p>Full nurture sessions were offered for some children with a phased return into the classroom after two terms. This was highly successful for two children.</p> <p>However for a small group of children with high Social, emotional and mental health needs this did not improve quickly enough to impact on final assessments.</p>	<p>£19,000</p>
<p>Subsidising of visits.</p>	<p>All children continue to have access to regular visits and residential. Cost is not an obstacle to visits and experiences taking place.</p>	<p>£9,000</p>
<p>Subsidising of after- school clubs.</p>	<p>All children regardless of income or background have the opportunity to attend at least two clubs at different times during the course of the year.</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture.</p> <p>Sport participation is engaging in sports as a means to increase educational engagement and attainment.</p> <p>Improved outcomes have been identified in English, mathematics and science learning by the Education Endowment Federation for both art and sport extra-curricular activities.</p>	<p>£4,640</p>
<p>Subsidising Breakfast Club.</p>	<p>The number of children attending Breakfast Club has increased. Audits of the provision remain positive. It gives a successful start to the day with improved attendance rates and improved learning behaviours.</p>	<p>£1000</p>

Part-Time Reading Recovery teacher.	<p>The children who accessed this intervention in 2016-17 achieved the expected level at KS1</p> <p>EFF evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	£26,000
Nursery nurse to support year one children.	<p>This has strengthened the transition from EYFS and parent partnerships have continued to be nurtured.</p> <p>Continuous provision is available in the classroom this has been used to introduce new learning and support children's need to practice and apply skills. Also to extend children's learning and enquiry skills.</p>	£23,000
Whole class guitar	This improved musical skills, improved confidence, skills of resilience, perseverance and determination. Children say they enjoy learning to play the guitar.	£5,000
Additional TA in Year 2 and Upper KS2 to support class teaching and implement intervention programmes.	<p>Disadvantaged children targeted for specific intervention and personalised learning as and when children require it. Through either 1:1 support or during a small group work.</p> <p>Improved attainment and progress; improved confidence, deepened understanding; supporting mastery of skills.</p> <p>Intervention resources purchased.</p> <p>EFF evidence states on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p>	<p>£26,000</p> <p>£10,000</p>
Reading 'Catch-Up' programme delivered by a part time teaching assistant	Disadvantaged children were targeted for specific intervention and personalised learning. Personalised learning addressed misconceptions and gaps. Children's reading was assessed regularly to ensure progress was been made through the book band system.	£7,000
<p>Talking Partners & Speech and Language groups</p> <p>Paired writing</p> <p>Sentence Smart</p> <p>Direct Phonics</p> <p>Precision teaching</p> <p>Musical Interaction</p> <p>Social skills group</p>	<p>Children with communication difficulties supported to grow in confidence and, in turn, improve their language skills and written communication, as measured by writing progress.</p> <p>Writing will continue to be a focus in 2017-18. There is a full CPD programme in place to support teaching and learning.</p>	£3,000

<p>Weekly 1:1 after school sessions in year 6 for reading and maths, reading, writing and SPAG</p>	<p>Intensive tuition in small groups is provided to support lower attaining learners or those who are falling behind, but also used as a more general strategy to ensure effective progress, or to teach challenging skills. Children access learning in whole class teaching more effectively.</p> <p>The EEF says Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>All children were offered two weekly sessions and this supported them to access their SAT's.</p>	<p>£10,000</p>
<p>Employing an additional TA in reception class in order to facilitate more targeted group-work.</p>	<p>The additional adult allows the class teachers to devote more time to the children who entered well below expectations. The EEF evidence suggests that early years intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p> <p>GLD was 67%</p>	<p>£14,000</p>
<p>In addition to general leadership responsibilities, our deputy headteacher is non-class-based for 20% in order to ensure at least good teaching takes place throughout school.</p>	<p>Lesson observations have shown good teaching across school. Two teachers have completed the NQT years and passed with good outcomes.</p>	<p>£10,000 (only part of DH salary because of the other leadership duties of the DH)</p>

