

**Haxey C of E Primary School Pupil Premium Strategy for 2018/2019**

**Summary Information (January 2018 census)**

Total number of pupils: 164      Number of pupils eligible for pupil premium: 20      Total pupil premium budget for 2018/2019: £30,320

**Attainment (July 2018) for End of Year 6 May 2018 SATs outcomes – 10 pupils in Year 6 in total 1 pupil = 10%**

	Haxey pupils eligible for pupil premium	Haxey pupils not eligible for pupil premium	Local Authority Average for pupils not eligible for pupil premium (ASP data)	National Average for pupils not eligible for pupil premium (ASP data)
<b>Percentage achieving 'the expected in 'combined' reading and writing and maths (Year 6 in July 2018 SATs results)</b>	20% (4/20 pupils in Y6)	80% (16/20)	72%	70%

**Disadvantaged End of Year Attainment based on Summer Term 2018 outcomes YR – Y6**

<b>Year Group</b>	<b>Pupils in cohort</b>	<b>PP pupils</b>	<b>Reading (R) ARE</b>	<b>Writing (Wr) ARE</b>	<b>Maths (M) ARE</b>	<b>Combined R. Wr and M</b>
<b>R</b>	<b>19</b>	<b>1</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>N/A</b>
<b>1</b>	<b>24</b>	<b>3</b>	<b>33%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>
<b>2</b>	<b>20</b>	<b>1</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>3</b>	<b>26</b>	<b>5</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>
<b>4</b>	<b>25</b>	<b>1</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>5</b>	<b>28</b>	<b>8</b>	<b>83%</b>	<b>33%</b>	<b>67%</b>	<b>50%</b>
<b>6</b>	<b>20</b>	<b>4</b>	<b>75%</b>	<b>75%</b>	<b>100%</b>	<b>75%</b>

ARE = Age Related Expectations

**The effect of the Pupil Premium expenditure for 2017/2018 on eligible and other pupils** (for allocation of funding see page 7):-

- Outcomes for Pupil Premium and **Non Pupil Premium** pupils across the school for 2017/18 Summer Term (A.R.E = Age Related Expectations)

Reading ARE	67%	<b>80%</b>
Writing ARE	50%	<b>70%</b>
Maths ARE	75%	<b>76%</b>
Combined ARE	42%	<b>61%</b>

Outcomes for Disadvantaged pupils in Key Stage 2 SATS 2018

4/20 (20%) pupils in Y6 May 2018 were disadvantaged (M= Maths R = Reading Wr = Writing) EXS = Expected Standard GDS = Greater Depth

Pupil	KS1 M	KS2 M	Score	KS1 R	KS2 R	Score	KS1 Wr	KS2 Wr
A	2a	EXS	105	3	EXS	106	2a	EXS
B	2a	EXS	107	2b	WTS	92	2b	WTS
C	3	EXS	107	3	EXS	108	3	EXS
D	3	GDS	113	3	GDS	113	3	GDS

Pupil Premium analysis of data :

- Reading** outcomes – Pupils A, B & C did not make expected progress in Reading .
- Maths** outcomes – Pupil C did not make expected progress.
- Writing** outcomes – Pupils B and C did not make expected progress.
- Pupil D who was a higher attainer at KS1 made expected progress in all areas, attaining GDS.

There are no Pupil Premium pupils who are both SEN and disadvantaged.

**Barriers to future attainment as identified September 2018**

- Deprivation of language and vocabulary development on entry into the Foundation Stage-this impacts on every area of learning
- Limited access to resources in the home linked to the development of reading and writing
- Attendance below 95% for 18% (4/22) disadvantaged pupils in previous academic year - Low attendance levels -this impacts on ability to access learning
- Limited emotional resilience and low self-esteem (becoming more apparent in Key Stage 2) - this impacts on ability to rise to the challenge of more stretching academic activities
- Limited opportunities to access a broad experience of different activities, particularly physical educational activities and musical/creative
- Impact of domestic abuse and neglect for a number of identified pupils-this impacts on ability to concentrate and to learn
- Low aspirations and lack of support re ‘home / school partnership learning’ – this impacts on pupil’s aspirations for self and is also linked to low self-esteem

**Strategies Plan for Raising the Attainment of Disadvantaged Pupils**

**Early Years (FS2) 2018 – 2019**

<b>Focus</b>	<b>Barriers to Learning</b>	<b>Desired Outcomes</b>	<b>Success criteria</b>	<b>Chosen Strategies inc planned expenditure</b>	<b>Evaluation of Impact</b>
Enhance social experiences at lunchtime break	Lack of good role models for social skills  Lack of friendship network out-with school	Pupils have a positive and enjoyable lunch break experience	Pupils are well supported at unstructured times of the school day and they are engaged in positive social interactions at these times	Additional midday supervisory staff member who will facilitate structured play experiences at breaktime  £2404	
Enhanced resources linked to pupils’ own	Lack of resources for children matched to own interests for them to engage in developmental / purposeful	Opportunities for purposeful play are maximised	support of child developing characteristics of effective learning and meeting Early	School to purchase resources that are well matched to	

interests	play and to sustain engagement / concentration		Learning Goals.  Use of an ipad facilitates increased engagement with Literacy/Maths based play	pupils' interests  £700	
Enhance Parent Partnership with regard to raising standards in Reading	Lack of parental confidence and skills in supporting reading	Opportunities for parents to received training and advice in 'hearing their child read'	Child is supported at home in terms of reading skills and progress in reading is enhanced via a stronger home / school partnership	Reading Workshops for Parents/Carers  Weekly 'Open Reading' Sessions with Parents of FS2  EYFS Rhyme Challenge Project  Imagination Library Workshops  Additional support in Early Years for Reading, Writing and Maths £4264	
Enhance role play resources to support social skills	Lack of role play opportunities /resources in the home	Pupils have role play available as 'free flow' and 'continuous provision' in educational setting	Child has good quality provision for imaginative play in school in support of reaching a good level of development	Role Play Area is accessible in the setting  Role Play resources are enhanced and well matched to the pupils' interests / themes £200	

## Year 1 – Year 6 2018-2019

Focus	Barriers to Learning	Desired Outcomes	Success criteria	Chosen Strategies	Evaluation of Impact Termly
Improve reading attainment and progress	Lack of reading resources at home Poor attendance	Increased % of pupils attaining ARE and higher scaled scores at end of KS2	Gap in expected standard in reading, between disadvantaged pupils and 'others' reduced by 10%  Gap at present = 21.18%	Support provided via LA (Sarah Tipler) to enhance parent partnership work to raise standards in reading EYFS+  Train and Embed Y5 Reading Mentors for Y3 pupils	
To enhance pupils' self-esteem and resilience  Improve parental engagement with supporting school work and aspirations	Low aspirations in the home, disorganised / chaotic home circumstances	To develop and establish effective practical ways to develop resilience and engage families in this	Pupils are better able to embrace challenge and keep going when things are tough.  Achievement is increased through 'growth mindset'  Parents are more informed and supported in helping their children to achieve and succeed	Whole School CPD on Resilience and Growth Mindset October 2018  £880	

Improve Numeracy basics	Lack of basics, Poor attendance	Increased % of pupils attaining ARE and higher scaled scores at end of KS2	Gap in expected standard in maths, between disadvantaged pupils and 'others' reduced by 10% percentage points (small cohorts)  Maths Gap at present = 17%	Precision Teaching and booster sessions for Upper Key Stage 2  £1248  Practical maths resources £290	
Supporting pupils in 'Growing Up Safe'	Family Circumstances  Challenging family dynamics and relationships	Age appropriate Relationships and Sex Education is delivered in school, with parent info sessions and CPD for staff	Pupils are well supported via R & S Ed at school in growing up safe, healthy and happy	Big Talk Education £495  PSHE new scheme  £150	
Fun and Fitness	Healthy lifestyle and access to extra-curricular activities	Children have a good understanding of how exercise helps with a healthy lifestyle	Children engage in a weekly exercise class and their fitness and knowledge of a healthy lifestyle increases over time	Fun and Fitness Club  £1039	
Baking Art,	Lack of opportunities to extend / pursue special talents and interests	Baking and Art Clubs offer the children opportunities to engage in developing their interests and special talents on a weekly basis	Children engage in the clubs each week and widen their skills-base and knowledge linked to cooking and art	£1802 cost of tuition in cooking and art	
Children's engagement and attention in learning sessions is enhanced through use of	Access to technology in support of enhanced learning and progress	Pupils have increased resources to enhance learning through information technology ie apps, educational games	Children are engaged in different ways to enhance learning in maths and literacy and through cross-curricular opportunities through use of ipads and educational apps	£4960 purchase of 20 ipads	

technology			and games		
Rapid progress in maths and literacy basics (Key Stage 2 focus)	Lack of understanding re some literacy and numeracy basics	Pupils are given additional opportunities for 'pre-learning', revisiting concepts/ learning they found difficult in Maths and English	Formative assessment informs use of additional adult support for enhanced progress for a number of pupils (Maths and English)	TA support £12,196	

**Review of Expenditure (2017/2018)** In 17/18 we anticipated £42,660 based on 31 pupils We received £40,600 based on 29 pupils.

	£
1. Specialist music provision for Year Group 4	1. £1,640
2. Continuation of targeted mental health support in schools programme (Learning and Development Mentor)	2. £13,354
3. Specialist Art tuition for supporting pupils' interests and talents (weekly Art Club)	3. £1,140
4. Additional resources in support of pupils with Specific Learning Difficulties ie dyslexia in Literacy and Numeracy	4. £364
5. Resources for Baking Club	5. £200
6. Staffing for Baking Club	6. £662
7. Staff Training (Talking Maths)	7. £800
8. Additional resources (targeted support / precision teaching) to narrow the gap in Maths Key Stage 1	8. £7,318
9. Additional resources (targeted support/ precision teaching) to narrow the gap in English Key Stage 1	9. £7,318
10. Additional resources (targeted support/precision teaching) to narrow the gap in Maths and English Key Stage 2	10. £12,196
11. Fun and Fitness Club – healthy lifestyle support	11. £1039
Anticipated spend totals	

### **2017/18 outcomes**

<b>Desired Outcome</b>	<b>Chosen Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Approximate Cost</b>
Continuation of specialist music and support other creative special interests for talented pupils ie ART and baking/cooking	Peripatetic Music Service (North Lincs) And Local Artist	Pupils have an opportunity to learn a tuned instrument (ukulele / recorder), perform and share their acquisition of skills in this area and benefit from enhanced self confidence Pupils have an opportunity to access specialist teaching linked to their special talent	Children are encouraged to practise recorder to maintain standard in between lessons	£3642

Children are supported through robust provision for social and emotional development and feel happier about coming to school, developing more emotional resilience for coping with worries and difficult situations	TaMHS support via 'Learning and Development Mentor' ie Talking and Drawing Therapy, Sand Therapy Continuation of targeted mental health support in schools programme	Children have a more positive 'self-image' and become more aspirational for their educational outcomes over time	Additional resources required due to changes in staff undertaking this role	£13,354
Additional resources for Literacy and Numeracy to enhance provision for Literacy and Numeracy sessions for pupils with a specific learning difficulty ie dyslexia. Disadvantaged pupils with specific additional needs are well supported in their learning environment	Resources purchased = Word Shark and Number Shark. These feature on Provision Maps Review provision re additional needs and identify enhancements required on an ongoing basis of 'plan, do, review' 'Talking Mathematics' CPD for staff team	Pupils benefit from an increased amount of 'precision teaching' with the intention of accelerated progress Staff are 'up-skilled' in connection with English and Maths knowledge and expertise in support of the requirements of the National Curriculum Accessibility and inclusivity for pupil(s) with additional needs are improved Pupils develop well in reasoning, problem solving and fluency in maths sessions and are well supported in this area through their day-to-day maths lessons	Continue to evaluate the targeted support in terms of 'most effective strategies' ie EEF toolkit & Sutton Trust and seek out 'best practice' in other schools. Explore 'growth mindset' as a learning tool for enhancing learner engagement and achievement	£364
Precision Teaching Resources and Strategies to be deployed	Precision Teaching - Interventions require additional 'man power' to deliver, assess and evaluate this 'targeted support for a number of pupils who are vulnerable to underachievement – this support is maths/English based Staff CPD to enhance provision and adult effectiveness	The gap is narrowed between disadvantaged pupils and non-disadvantaged pupils. Pupils perform better in their Maths and English lessons and Maths/English assessments as their knowledge of 'the basics' ie multiplication facts, spellings is improved.	Continue to evaluate the impact of precision teaching and adapt as required for best outcomes for pupils	£27632
An extra curricular club supports 'healthy lifestyle' and impacts positively on physical fitness	Fun and Fitness Club – once a week provided by two staff members	Participants have a greater understanding of how physical fitness supports a healthy lifestyle and they increase their enjoyment in engaging in physical fitness activities, with some going on to engage in additional fitness-based clubs out of school ie gymnastics, dance	A number of children would benefit from engaging in the Get Ahead Sports Programme in KS1 and KS2, depending on their ongoing physical needs	£1039