

Hotwells Primary School Pupil Premium Strategy Statement:

Summary information					
School	Hotwells Primary School				
Academic Year	2018/19	Total PP budget	£31680 (as at Sept 2018)	Date of most recent PP Review	
Total number of pupils	195 Rec-Y6 (21 Nursery)	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Spring 2019

Current attainment – End of Year 6 Summer 2018			
A child who attracts Pupil Premium for a reason other than being a Service Child is in the Disadvantaged group.			
	<i>Disadvantaged Pupils Hotwells (6*/30)</i>	<i>Non- Disadvantaged Pupils Hotwells (24/30)</i>	<i>Non-Disadvantaged Pupils (National)</i>
% making at least the expected standard in reading	50% (3/3 who took the test)	100%	75%
% making at least the expected standard in writing	33%	92%	78%
% making at least the expected standard in maths	50% (3/3 who took the test)	96%	75%
% making at least the expected standard in Grammar, Punctuation and Spelling	50%	100%	82%
*three pupils had additional needs and were working below the level of the test, therefore did not complete end of Year 6 SATs			

Barriers to future attainment <i>(for pupils eligible for PP, including high ability)</i>		
In-school barriers		
A.	Groups of PP pupils in each year group need additional support to make expected, or better, progress in reading writing and maths across the school.	
B.	37% of pupil premium children are EAL learners. The lower level of confidence with English that many of their parents have affects participation in home activities such as daily reading with their child. (11 pupils)	
C.	23% of pupil premium are SEND learners. (7 pupils)	
D.	High number of disadvantaged pupils jin the school in KS2. 5 pupils joined Years 4-6 in Term 2 2018.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	A number of pupils who are eligible for PP are from homes where there is support in place from a range of external agencies.	
F.	Pupil attendance is below the school's average for 2018/19 at 93.8% compared to the school's overall attendance rate of 96.3%. 2017/18 PP attendance was 93.7% compared to 95.6% for the whole school.	
G.	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached.	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS1 and 2 for pupils eligible for PP. PP children make accelerated progress and close the attainment gap on their peers.	Pupils eligible for PP identified will make progress which is at least in line with their peers or better. Gap will narrow.
B.	Increased attendance rates for pupils eligible for PP.	Increase the attendance rate of PP eligible pupils so that it is more in line with the rest of the school.
C.	Children will overcome specific individual learning barriers. Teachers identify personalised strategies developed with their PP children in class and during feedback/intervention sessions leading to increased progress and attainment.	Interventions focus on the specific needs of pupils entitled to PP and impact on learning and progress, narrowing the gap between Pp and non PP pupils.
D.	PP children will engage fully in wider school life. All PP children will have enhanced opportunities to benefit from the school enrichment offer (trips, music, clubs).	All PP children will be part of a lunchtime or after school club. All PP in Y5&6 children will attend a residential camp. All PP children will be offered subsidised music lessons. These extra-curricular activities will have a positive impact of confidence, self-esteem and resilience.

2. Planned expenditure

Academic year

2018/19

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?
<p>Expected or better progress for pupils in Reading, Writing and Maths resulting in attainment which is at least in line with non-disadvantaged pupils.</p>	<p>Additional teacher enables targeted small group teaching in Y6 maths, specifically to meet the needs of the PP pupils.</p> <p>Pre-tutoring for PP pupils, especially those with English as an additional language.</p> <p>Marking and feedback focus on PP pupils, including weekly 1:1 feedback with teacher.</p>	<p>Three year data shows that there is a variation in attainment at the end of KS2 between PP eligible pupils and the rest of the cohort, particularly in writing and maths.</p> <p>Research from the Education Endowment Foundation (EEF) shows that personalised feedback and teacher-led intervention is a highly effective way of helping pupils reflect on and develop rapidly in their learning. It is also a highly cost-effective approach.</p>	<p>Pupil Progress meetings between SLT and class teachers will focus on PP children.</p> <p>Core subject leaders will monitor PP pupils' attainment at regular points in the year.</p> <p>Maths Lead/DH will monitor targeted teaching to ensure good progress.</p> <p>Assessment Lead will monitor impact of marking and feedback, with a focus on progress of PP children.</p>	<p>Headteacher PP Lead Assessment Lead Maths / English Leads</p>	<p>SLT/Maths and English Leads to carry out supplementary PP Pupil Progress Reviews and PP book scrutinies in Terms 3 and 5.</p> <p>PP Review T3</p> <p>Maths Learning Walk T2,4</p> <p>English Learning Walk T3,5</p>
Total budgeted cost					£8570

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>Individual support for PP pupils that targets their individual needs.</p>	<p>PP pupils will have at least one term of 1:1 intervention sessions with their class teacher every week. The teacher will set the focus depending on the support needed.</p> <p>PP pupils will receive a 1:1 feedback session at least weekly with the class teacher.</p>	<p>Research from the Education Endowment Foundation (EEF) shows that personalised feedback and teacher-led intervention is a highly effective way of helping pupils reflect on and develop rapidly in their learning. It is also a highly cost-effective approach.</p>	<p>SLT will monitor the impact of these 1:1 sessions between the PP pupil and their class teacher. Pre and post intervention data shows progress.</p>	<p>Head PP Lead</p>	<p>End of every Term.</p>
<p>PP pupils in EYFS will experience a range of enrichment experiences in order to develop their knowledge and understanding of the world, and develop their social and speaking and listening skills.</p>	<p>Small group enrichment activities, on and off site. These can include outdoor Forest School type activities and purposeful visits to local shops, cooking etc.</p>	<p>Research shows that some pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. For younger children this can be because they have experienced fewer activities than their peers. Broadening these experiences impacts on their ability to communicate and interact more effectively.</p>	<p>EYFS Lead to monitor and report back to SLT and PP Governor</p>	<p>EYFS Team</p>	<p>End of Terms 2, 4 and 6.</p>

<p>Individual support for PP pupils that targets their individual needs.</p>	<p>Additional in-class support for PP pupils to enable them to make better than expected rates of progress towards the age related expectations, taking into account any other needs (SEND, EAL).</p> <p>PP pupils may access specific tailored intervention programmes such as Talking Partners, Catch Up Maths, often delivered by LSAs.</p>	<p>EEF research shows that in cases where teachers and LSAs work effectively together, there can be an increase in attainment. Many PP pupils benefit from the academic and pastoral support that LSAs deliver effectively. Impact can be maximised by additional adults working with small groups of pupils with similar needs.</p> <p>Evidence-based short-term intervention programmes often recommended by outside agencies such as Educational Psychology and Speech and Language Therapists enable development of specific skills.</p>	<p>SLT plans the deployment of LSAs in each class, according to need. Class Teachers will monitor the impact they have in the classroom and report to SLT at Pupil Progress meetings.</p> <p>SLT monitor the interventions regularly for impact.</p>	<p>SLT SENDCO Class Teachers</p>	<p>Pupil Progress Review Meetings - end of Terms 2, 4 and 6. There will be supplementary PP Pupil Progress reviews in Terms 3 and 5.</p> <p>Intervention monitoring termly.</p>
Total budgeted cost					£14370

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?
Increased attendance rates of pupils who are attending below the school average.	Head Teacher / PP Lead to work closely with the families of PP pupils who are also working with other external agencies.	Currently (T2 18/19) the attendance of PP eligible pupils is 93.8% and for the rest of the school the figure was 96.3%. Three year data shows that PP pupils who had low attendance in EYFS/KS1 do not achieve as highly at the end of KS2 as non PP.	Head Teacher and PP Lead will monitor attendance of PP pupils monthly. Head Teacher will meet with parents of pupils whose attendance is low. Establish an attendance monitoring group.	Head PP Lead	Monthly
Improved engagement and attainment in all curriculum areas.	Promotion of clubs, music and other enrichment opportunities to PP children.	Children will feel engaged and part of the school community, they do not miss out on opportunities.	Administration staff monitor the uptake of music and clubs and report to PP Lead. Admin staff ensure PP pupils are included in trips and residential and that these are funded by school.	Admin Team PP Lead	Terms 2, 4 and 6.
Improve emotional health and wellbeing.	Play Therapy and Social Skills Groups to support mental health for children identified by the SENDCO and other outside agencies. The provision of a safe space to talk and express emotions.	Children need to develop resilience and feel safe, happy and ready to learn when in school.	SENDCO works closely with Play Therapist and other professionals to monitor the impact of Play Therapy and other interventions. Reported to SLT.	SENDCO PP Lead Play Therapist	Termly
Total budgeted cost					£11060
Total					£34000

Review of expenditure				
Previous Academic Year 2017-18				
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
Improved outcomes for pupils in Reading, Writing and Maths.	Monitoring of PP pupils and introducing additional support for these pupils and staff where necessary. Additional teacher to support maths in Y5 and Y6.	The end of year attainment for pupils was in line with expectations that teachers had shared with the Heads of School at regular review points throughout the year. Three PP pupils who did not meet their end of year expectations were on the SEND register and below the level of the tests (did not take the SATS). These pupils made good progress in relation to their starting points. The additional maths teaching proved to be effective in Y5; pupils made good progress. In Y6, PP pupils in smaller maths group all reached the expected standard.	It is worth noting that PP eligible pupils may also be part of another category, such as SEND or EAL. It is further worth noting that the PP pupils in the 2016/17 Y6 group total account for just 20% of their cohort. We will continue with the additional maths teacher in Y6 next year as it has proved to be highly successful and allows pupils to be supported at a level that is very much in line with their individual needs.	£17,202
Individual support for PP pupils that targets their individual needs.	Tailored intervention programmes such as Nessy, Talking Partners, Precision Teaching. In- class LSA support for PP	Provision for individual needs identified often by outside agencies. Evidence based intervention programmes diminish the gap.	Intervention programme data shows positive impact, we will continue with Talking Partners and Precision Teaching in 2018/19. Nessy not being used at home as much as it could be so subscription to be reviewed for next year.	£7411

Emotional Health and Wellbeing support.	Play Therapy for identified PP pupils.	Targeted support for individuals to improve emotional resilience and provide opportunities to discuss issues that may be affecting their wellbeing.	Highly successful strategy, to be continued. Feedback from staff, parents, pupils and therapist shows positive impact. Pupils more able to manage emotions. One Y6 pupil to continue Play therapy into Y7 (funded by secondary school).	£5110
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Other Pupil Premium Spending Details

- School camp and trip subsidies £4545
- Sports and Clubs £1110
- Music £560
- Resources, including Wider World project £1984
- Nursery subsidy £140

Total Cost: £38061