

Pupil premium strategy statement: Hady primary school

1. Summary information					
School	Hady Primary				
Academic Year	2017/18	Total PP budget	£55,740	Date of most recent PP Review	n/a
Total number of pupils	309	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing and maths	75%	70%
Average scaled score in reading	107	106
Average scaled score in EGPS	106	107
Average scaled score in maths	105	106

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Aspiration and self-regulation for high achieving pupils needs to improve in order for pupils to achieve full potential and prepare for transition into next stage of their education
C.	Life experiences to support writing – lack of vocabulary and first hand experiences impacts on pupils writing at higher level and use of vocabulary to enhance writing style
External barriers	
D.	Attendance rates for pupils eligible for PP are 94.79% (below the target for all children of 96.1%). Poor attendance impacts on attainment overall Ref Chesterfield district profile- Chesterfield is a relatively deprived area with sig higher levels of child poverty and eligibility for FSM. District has highest number of CiC. Rate of crime and Anti-social behaviour are worst in county

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS and KS1	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. EYFS coordinator trained in ECAT
B.	Higher rates of progress across KS1 and 2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the cluster At greater depth move disadvantaged to school other in read 25% to 32% Writing 185 to 59% EGPS 25% to 38% KS1 to meet national disadvantaged % Writing 0% to 15% Maths 0% to 20%
C.	The gap between pupil outcomes both in attainment and progress for disadvantaged and non-disadvantaged in KS1 is diminished	Attainment to be at national disadvantaged at working towards Read 50% to 78% Writing 50% to 70%
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.79% to 96.1% in line with 'other' national pupils. Reduce number of pupils having persistent absences from 4 to 0

5. Planned expenditure

Academic year

2017-2018

The four headings demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

A- Improve oral language skills for pupils eligible for PP in EYFS and KS1

Intervention	Frequency and number of children	Reason for intervention/ barriers to achievement specific to this school	Assessment criteria to measure impact	Research to support funding	Cost
Phonics- support in class- three times a week, involving parents at home , after school games, rich literacy environment. Use of lexia to support learning at home	1-KS1 pupils 11 catch up pupils in KS2	Yr 1 2017 phonics = 82% as school Disadvantaged in Yr1= 3 pupils= 66% Yr 2 -3 retake in phonics- 33% passed	1 child yr 2 retake and achieve 32 score 11 identified pupils achieve phase 6 phonics by end of academic yr	Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds £ and +4months	£4740 TA to carry out Lexia and £910 to purchase 30 lexia licenses
Purchasing of comic on monthly basis for KS1 and lower KS2 to develop pupil engagement and love of reading and use as base for comprehension delivery	16 pupils	Data 2017- 50% disadvantaged pupils made expected standard in reading compared to national disadvantaged 78% In yr 3 33% compared to other at 70%	To diminish gap between disadvantaged and non-disadvantaged. Achieve 100 expected progress in read and 74% expected (national 2016)	Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves £ and +5 mnths	£320 for purchasing comic

<p>Reading mentor 30mins 4 days a week for identified pupils. Analysing difficulty and supporting in area of difficulty ie phonics, vocabulary</p> <p>Further supported by approach to whole class guided read</p>	<p>4 pupils</p>	<p>Data 2017- 50% disadvantaged pupils made expected standard in reading compared to national disadvantaged 78% In yr 3 33% compared to other pupils at school 70%</p>	<p>To diminish gap between disadvantaged and non-disadvantaged. Achieve 100 progress in read and 74% expected (national 2016)</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions. Being confident that the problem(s) a pupil is facing in making expected progress is in decoding the words, understanding the structure of the language used or understanding particular vocabulary, which may be subject specific and supporting in this area £ and +5mnths</p>	<p>£900 for TA</p>
<p>EYFS-communication and language, early literacy and numeracy intervention and parental engagement-workshops, drop in sessions for parents, observations link to delivery of learning. Links across all areas of learning. Daily reading, rhymes and activities</p>	<p>1 pupil premium child in EYFS-Support and training across KS1 reaching 5 further pupils</p>	<p>68% GLD based on 2016 compared to national 69%</p>	<p>To be in line with national at GLD Parent registers attending courses/working with child</p>	<p>With all oral language interventions certain factors are associated with higher learning gains, suggesting that careful implementation is important. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary. £ and +5mnths</p>	<p>£680 ECAT training for EYFS coordinator</p>

B- Higher rates of progress across KS1 and 2 for high attaining pupils eligible for PP.					
Intervention	Frequency and number of children	Reason for intervention/ barriers to achievement specific to this school	Assessment criteria to measure impact	Research to support funding	Cost
TA support in KS2 for 1 st day intervention- 24 hrs -AB	27- KS2 pupils	In KS2 at greater depth in RWM 2017 Yr 3 0% compared to other at 16% Yr 4 0% compared to other at 15% Yr 5 0% compared to other at 7%	Disadvantaged to be at school other (figure used as above national)	Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It produces improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or about them as individuals. This feedback can be verbal, written, or can be given through tests. £ and +8 mnths	£13,100
TA support in pm for intervention for 1 st day intervention in KS1	4-KS1 pupils	In KS1 Writing 0% compared to 15% national; Maths 0% compared to 20% national	In KS1 to be in line with national disadvantaged	Individualised instruction has a positive effect, on average, for learners. In classroom-based approaches it appears that the role of the teacher may become more managerial, with the increased requirements for organising and monitoring learning activities leaving less time for high quality pedagogical interaction. Because of this, individualised instruction may be better used as an occasional supplement to usual class teaching, rather than a standard replacement. Therefore this approach to be used in pm for identified pupils only £ and +2mnths (this programme identified on EEF)	£5847.50 for AB £5847.50 for LH £945 for training for KS coordinators on research and mastery approach with use of AfL

Wider opportunities in Yr 4 –play musical instrument as class	6 pupils	In yr 3 17% reached working at or above age related expectation in read write and maths and 0% at greater depth	To achieve 60% in line with national at age related and 25% at greater depth in rwm	The impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. ££ and +2	£950
50 things to do before leave Hady-work for 1 hr per week on fri afternoon and collaboratively learn new skill or complete activity from sign language, art, science, DT, games	31 pupils	KS1 Data 2017- 50% disadvantaged pupils made expected standard in reading compared to national disadvantaged 78% Writing %0% compared to 70% national Greater depth in yr3,4,5 in RWM =0%	In KS2 achieve 60% in line with national at age related and 25% at greater depth in rwm In KS1 diminish gap between non disadvantaged and disadvantaged achieving national %	Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This task has a common overall outcome Our learning approaches is mixed age and mixed ability groups to work in competition with each other, in order to drive more effective collaboration. Involving different kinds of organisation and tasks, £ and +5 mnths	£2000 for staff inc TA to allow for 13 groups of children for purposeful experiences.
C- The gap between pupil outcomes both in attainment and progress for disadvantaged and non-disadvantaged in KS1 is diminished (inc Yr 3 pupils not achieving Yr2 outcomes)					
Intervention	Frequency and number of children	Reason for intervention/ barriers to achievement specific to this school	Assessment criteria to measure impact	Research to support funding	Cost
Support for identified pupils to access holiday provision or after school clubs	10 children		To achieve 79% in line with national and diminish gap between non disadvantaged and disadvantaged. Achieve 0 for progress	Interventions which target social and emotional learning (SEL) 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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. A specialised programme which targets students with particular social or emotional problems	£ 500

				and gives opportunities to attend either holiday clubs, after school clubs etc £££ and +4mnths	
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See also interventions in section a and b with support for reading, writing and accelerating progress

D. Increased attendance rates for pupils eligible for PP

Intervention	Frequency and number of children	Reason for intervention/ barriers to achievement specific to this school	Assessment criteria to measure impact	Research to support funding	Cost
Attendance monitoring, challenging parents , work with EWO, high profile to attend	½ day week working with parents and identified pupils and or outside agencies- 31children	Attendance of disadvantaged school=94.9%	To move from 94.79% to 96.1 % (national other in 2016)	Parental involvement £££ and +3 months	Attendance manager to support attendance £1500.00
Nurture and Behaviour support Parental intervention through TAFs. 1;1 support for identified pupils	3 days Mon-Weds Capacity 31 children	Results from pupil questionnaire and NAG Of disadvantaged children scoring 15 or more	Reduction in NAG by 2 points after intervention.	Behaviour intervention £££ and 4 months Parental involvement £££ and 3 months Social and emotional £ and 4 months	£17,500 Nurture Well-being Manager

Evaluation of spending 2016-2017

Intervention	Reason for intervention/ barriers to achievement specific to this school	Assessment criteria to measure impact	Research to support funding	Cost	Impact
Phonics- support in class-streaming of ability, involving parents, after school games, rich literacy environment.	2015 phonics = 66% compared to 77% nationally	To move from 66% to be in line nationally. 85% of cohort in EYFS to be at stage 4 by end of FS2	Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds £ and +4months	£4156 training, resources, cover for TA to carry out parent classes.,Lexia	2017 phonics increase to 82% as school. 2/3 pupils achieved phonics screening In yr 2- 1/3 achieved retake
Purchasing of books Successful reading comprehension approaches. Staff to have research and present findings to whole staff to ensure consistency and	See data 2015 value added of 97.8. 75% at level 4 compared to 92% national in reading	To move from value added of 97.8 (2015) to 99.4 national data. Achieve 85% expected progress in read	Carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge £ and +5 months	£1000 for box of books in each classroom and daily class read. Plus purchase of comprehension scheme for supporting planning	In KS2 87% of disadvantaged achieved working at expected compared to others in school 76% Although working at expected is below national disadvantaged 50% compared to 78% at greater depth it is 33% compared to 27%

<p>EYFS-communication and language, early literacy and numeracy intervention and parental engagement-workshops, drop in sessions for parents, observations link to delivery of learning. Links across all areas of learning. Daily reading, rhymes and activities</p>	<p>59% GLD based on 2015 compared to national 61%</p>	<p>To be in line with national Parent registers attending courses/working with child</p>	<p>Early years or early childhood interventions are approaches that aim to ensure that young children have educationally based pre-school or nursery experiences which prepare for school and academic success, usually through additional nursery or pre-school provision £££££ and +5months</p>	<p>£3000 to inc training, outdoor provision, books, resources</p>	<p>GLD increased to 68% in school. 100% of disadvantaged achieved GLD</p>
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Intervention	Reason for intervention/ barriers to achievement specific to this school	Assessm ent criteria to measure impact	Research to support funding	Cost	Impact
TA support in KS2 for 1 st day intervention	Maths, read and write APS disadvantaged 28.9 national others 29.5. Level 4 disadvantaged 75% compared to national others 85% Level 5 disadvantaged 25% compared to national others	85% to be at ARE- in line with others nationall y	£ and +8 mnths Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It produces improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.	£25684 offset partial cost of TA for KS2 to carry out 1 st day intervention	75% disadvantaged achieved working at expected in RWM compared to national 60% and at greater depth 25% compared to national 7%
Intervention	Reason for intervention/ barriers to achievement specific to this school	Assessm ent criteria to measure impact	Research to support funding	Cost	
Adventure education involving collaborative learning experiences with a high level of physical and emotional challenge. Practical problem-solving, explicit reflection and self-regulation	Instilling self-regulation in children. Giving pupils experience in which to draw on which will support skills in read and write. See data 2015 value added of 97.8%. 75% at level 4 compared to 92% national in reading	To move from value added of 97.8 (2015) to 99.4 national data. Achieve 85% expected progress in read	Adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self- confidence.£££ and +3mnths	£3800 which will include support for school trips	75% disadvantaged achieved working at expected in RWM compared to national 60% and at greater depth 25% compared to national 7%
Wider opportunities in Yr 4 –play musical instrument as class	See data on read+ Pupil premium achieving level 4 in maths 2015 88% compared to 90% national others	To move to national of 85% at ARE	The impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning.	£1100	Increase by 50% of disadvantaged pupils within ARE

D. Increased attendance rates for pupils eligible for PP					
Intervention	Reason for intervention/ barriers to achievement	Assessment criteria to measure impact	Research to support funding	Cost	Impact
Milk for pupil premium children- opportunity to drink glass at break times	specific to this school Healthy diet and promotion	To move attendance from 95.75% to 96.5 %. Statutory requirement	1 glass of milk can make a contribution to the daily recommended intake of many important nutrients for all age groups.- dairy council research	Based on previous accounts £420 -£35 per month take up	Attendance of disadvantaged 94.79% compared to national 94.8% 3/41 children below 90% 27/41 above 94% of which 18 were above 96%
Attendance monitoring, challenging parents , work with EWO, high profile to attend	Attendance of pupil premium school=95.5% (measured April 16 setting budget Pupil premium= 95.76%	To move from 95.75% to 96.5 %	Parental involvement £££ and +3 months	Attendance manager to support attendance £1500.00	Attendance of disadvantaged 94.79% compared to national 94.8% 3/41 children below 90% 27/41 above 94% of which 18 were above 96%
Nurture and Behaviour support Parental intervention through TAFs. 1;1 support for identified pupils	Results from pupil questionnaire and NAG of pupil premium children scoring 15 or more	Reduction in NAG by 2 points after intervention.	Behaviour intervention £££ and 4 months Parental involvement £££ and 3 months Social and emotional £ and 4 months	£17,500 Nurture Well-being Manager + £500 for projects inc holiday provision and experiences	26/41 pupils direct nurture support and individual improvement on NAG All 26 families engaged with nurture wellbeing manager on parenting and access training or advice