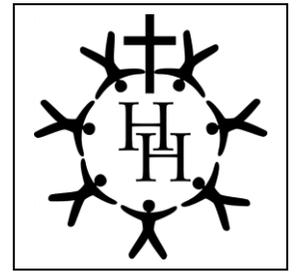


Hanging Heaton C of E (VC) J & I School

Pupil Premium Strategy Statement:



The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per Free School Meals/ Ever 6 pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

The Ever 6 criteria relates to those children who have been in receipt of Free School Meals over the last 6 years. In addition to the Pupil Premium monies identified above, school also receives **an additional £4,800 (Pupil Premium Plus Funding) for Looked After Children and Previously Looked After Children (some LAC money is retained by the Local Authority).**

1. Summary information					
School	Hanging Heaton C of E (VC) J & I School				
Academic Year	2016/17	Total PP budget	£29,990	Date of most recent PP Review –March 2017	
Total number of pupils	136	Number of pupils eligible for PP/PP+	23/3	Date for next internal review of this strategy	July 2017

Due to very low Pupil Premium/Plus numbers, it is very difficult to get statistically sound data analysis due to very small sample sizes. The data below includes only 18 children and this represents all the vulnerable children over the last 3 years taking statutory tests in Phonics, Key Stage 1 and Key Stage 2 tests. An additional 2 children have been excluded from the analysis as they joined our school after the beginning of Year 5.

2. Current attainment		
Attainment over last three years - in Phonics, Year 2 & Year 6 SATs	Pupils eligible for PP %	Pupils not eligible for PP%
% achieving expected standard in Phonics	63%	83%
% achieving expected standard or above in reading, writing and maths	54%	86%
% achieving expected standard or above in reading	54%	81%
% achieving expected standard or above in writing	62%	90%
% achieving expected standard or above in maths	62%	89%

3. 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.	Below and well-below average literacy skills on entry to school and below average learning behaviours	
B.	Low parental aspirations and support for learning activities from home	
C.	Levels of resilience for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress, with children displaying an “it’s good enough” ethos, rather than “is this really my best work?”	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Mobility issues in Key Stage 2 which often mean that Pupil Premium children join us late in their Key Stage 2 schooling, resulting in a shorter period of time in which to bridge any attainment gaps.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure outcomes for children are improved by early intervention and in increasing teacher staffing to enable Key Stage 1 on a morning to be taught in year groups and Year 6 to be not included in split classes.	End of EYFS outcomes, Year 1 outcomes, Phonics Check, Year 2 outcomes, Year 6 outcomes.
B.	Ensure best possible progress and outcomes for children through high-quality teaching, support staff provision and intervention support provision.	In-school progress tracking; Intervention Records; Published Data
C.	Improve emotional wellbeing and aspirations for pupils through targeted support and provision of wider non-curricular opportunities	Attendance reports; Pupil voice

5. Planned expenditure

Academic year	2016/17
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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?
Smaller staff to pupil ratio in classes with high proportion of PP/PP+ children.	Year R, 1, 2 & 6 to be taught as year groups for Maths and English. Classroom Support Staff to also staff these cohorts despite their size.	Weak EYFS data, mobility issues year 6 and complexity of mixed age class teaching. High cohorts of PP children in years R, 1 and 6	Half termly assessment of data and pupil progress meetings.	Janet Thompson	Initial review March 2017, positive impact. Next review July 2017
PP children's reading improves in line with non-pp children	Children will receive extra reading with a ETA/Parent reader at least twice per week Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school Reader reward to continue to reward good readers. PP children in KS1 to be part of reading buddies scheme.	When children read regularly their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. Older children will be chosen as role models to support reading buddies to encourage a lifelong love of reading.	Pupil progress meetings will review intervention given (regular readers and reading buddies) and progress made. Learning walks will show books are celebrated and phonics is being used as a spelling strategy.	Steph Wilman	Initial review March 2017, positive impact. Next review July 2017
Desired outcome	Chosen action/approach	What is the evidence and rationale for	How will you	Staff lead	When will you

		this choice?	ensure it is implemented well?		review implementation?
Bespoke Case Studies to be produced for all Pupil Premium children.	In addition to all other initiatives all PP Children and PP + Children have bespoke Case Studies produced for them which indicate the additionality that these children benefit from in class in terms of additional teacher and Classroom Support Staff time which they receive as a result of their PP/PP+ status.	Specific need can often vary and does not always replicate itself across a number of children. This enables our most vulnerable children to have bespoke activities geared around their own needs.	Half termly assessment of data and pupil progress meetings.	Sue Brooke-Mawson	Initial review March 2017, positive impact. Next review July 2017
All children have access to high quality remote learning resources, independently at home or within the school environment when resources not available.	Internet subscription of websites allows home and school use for all children identified including those targeted by Pupil Premium. Disadvantaged pupils without computer or internet access at home/parental support are targeted specifically at	Pupil voice indicates preference of pupils accessing on line homework. Usage data shows increased take up of homework activities when compared to paper based homework activities. Provision of lunchtime support to enable all those without computer access at home/parental support in home learning activities.	Half termly assessment of data and pupil progress meetings.	Sue Brooke-Mawson	Initial review March 2017, positive impact. Next review July 2017

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?
Children make expected or better attainment and talk with enthusiasm about their academic and work life future.	Targeted booster classes led by CSA Intervention Staff need to be delivered throughout EYFS, KS1 and KS2. Session length and content driven by needs of the children and their progress throughout the year. A range of children are involved in the groups to promote inclusion and pupil premium children are specifically targeted.	<p>Past evidence of success of interventions with other children.</p> <p>Opportunity for small group work in addition to maths and English lessons will allow embedding of learning.</p> <p>Creative use of early morning and lunchtime sessions result in minimal time when children are removed from class.</p>	Half termly analysis of results. Pupil Progress meetings. Observations/drop ins of interventions.	Sue Brooke-Mawson	Initial review March 2017, positive impact. Next review July 2017
Children make expected or better attainment in Year 6 maths	Targeted booster classes led by a qualified teacher for a group of Year 5 and 6s. A range of children are involved in the groups to promote inclusion and pupil premium children are specifically targeted	<p>Past evidence of success of Year 5 and 6 teacher led interventions with other children.</p> <p>Opportunity for small group work in addition to maths lessons will allow embedding of learning.</p>	Half termly analysis of results. Pupil Progress meetings. Observations/drop ins of interventions.	Sue Brooke-Mawson	Initial review March 2017, positive impact. Next review July 2017

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?
Children's curriculum is enriched through access to a variety of other out of school experiences. Increase opportunities for PP children.	Offers additional opportunities for all children to access an extended curriculum. All can access these activities although some children are specifically targeted to ensure that they gain benefit. Support is also given for PP/PP+ children towards attending various educational trips.	Pupil voice and huge percentage of take up indicate enjoyment. Content from baking skills, team games, cooking skills, gardening, etc equip all our children (and particularly our most vulnerable who are specifically targeted) with valuable life skills.	Half termly analysis of attendance. Pupil Voice.	Mandy Pinfield	Initial review March 2017, positive impact. Next review July 2017

6. Review of expenditure

Previous Academic Year 2015-16

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children's curriculum is enriched through access to a variety of other out of school experiences. Increase opportunities for PP children.	Extra curricular activities – 10 hours per week (8 hours delivery of activities, 2 hours co-ordination time)	90% of all pupils have accessed extra-curricular activities. Only 2 of eligible Pupil premium children have not accessed extra-curricular activities, despite being invited each half term.	Opportunities offered to all our children who thoroughly enjoy them and allow them to access additional sporting and other skills which they would not normally have. Pupil voice feedback very positive – to continue.	£7,000 towards a £9,225 spend

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
PP children's reading improves in line with non-PP children	<p>Contribution towards lunchtime intervention support. 1 LTSA employed</p> <p>Focus on reading additional readers in class, regular reader awards, reading buddies.</p>	<p>All reading buddies children (which include Pupil Premium and non-Pupil Premium children) making expected or good progress with 54% making better than expected progress and as such closing the gap.</p> <p>90% of Pupil Premium children have made expected or good progress in reading.</p> <p>86% of Pupil Premium children have made expected or good progress in writing.</p>	Academically successful and enjoyable for all involved. To continue.	£3,000 – to also include overseeing other activities see remote learning.
All children have access to high quality remote learning resources, independently at home or within the school environment when resources not available.	Internet subscription of websites allows home and school use for all children identified including those targeted by Pupil Premium. Disadvantaged pupils without computer or internet access at home are targeted specifically at school.	81% of Pupil Premium children have made expected or good progress in maths.	Academically successful and enjoyable for all involved. To continue.	£650

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
Selected children have access to high quality remote literacy learning resources, independently at home or within school	Internet subscription of websites allows home and school use for all children identified including those targeted by Pupil Premium. Disadvantaged pupils without computer or internet access at home are targeted specifically at school.	90% of Pupil Premium children have made expected or good progress in reading. 86% of Pupil Premium children have made expected or good progress in writing.	Academically successful and enjoyable for all involved. To continue	£700
Children make expected or better attainment and talk with enthusiasm about their academic future.	Key Stage interventions including early morning sessions. <ul style="list-style-type: none"> • Early morning 2.5 hours per week. • KS1 8.5 hours per week class/intervention support. • KS2 6 hours per week intervention support 	90% of Pupil Premium children have made expected or good progress in reading.86% of Pupil Premium children have made expected or good progress in writing.81% of Pupil Premium children have made expected or good progress in maths. .End of KS1 All Pupil Premium children have made expected or good progress across reading, writing and maths, although one child did not meet age related expectations. End of KS2 All Pupil Premium children have made expected or good progress across writing and maths and all children except one in reading. One Year 6 PP child met age related expectations in Reading, three in writing and 2 in maths. Only one of the year 6 PP children has been in school since Key Stage 1, all the remainder have transitioned in school at some time during Key Stage 2.	Academically successful and enjoyable for all involved. To continue based on the specific needs of the children involved.	£12,200 towards a £15,685 spend

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
Children's curriculum is enriched through access to a variety of other out of school experiences.	Offers additional opportunities for all children to access an extended curriculum. Support is also given for PP/PP+ children towards attending various educational trips.	All children (with the exception of children ill on the day) have attended all off site visits.	To continue to ensure that all children can access all educational opportunities.	£400
Closing the gap – one to one tuition.	Paid teacher for one hour per week to work on a one to one basis to focus of backfilling gaps.	One of the children for which tuition was paid has left school and the other has made expected levels of progress in reading and maths.	Limited impact due to child leaving school. Not cost effective, unlikely to continue.	£650
TOTAL COST				£24,600

7. Additional detail

This strategy has been reviewed and agreed by all teaching staff – December 2016

2nd Review Date: July 2017

1st Review completed 24th March 2017.

Senior Member of Staff responsible: Mrs J Thompson

Designated member of staff: Mrs S Brooke-Mawson

Governors with responsibility: Mr D Wilson-Law