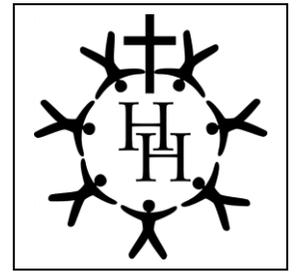


Hanging Heaton C of E (VC) J & I School

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 £2,900 (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 | 2017/18 | Total PP budget | £30,180 | Date of most recent PP Review – July 2017 | |
| Total number of pupils | 136 | Number of pupils eligible for PP/PP+ | 16/2 | Date for next internal review of this strategy | Dec 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 31 children and this represents all the vulnerable children over the last 4 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 four years - in Phonics, Year 2 & Year 6 SATs | Pupils eligible for PP % | Pupils not eligible for PP% |
| % achieving expected standard in Phonics | 57% | 85% |
| % achieving expected standard or above in reading, writing and maths | 50% | 86% |
| % achieving expected standard or above in reading | 55% | 91% |
| % achieving expected standard or above in writing | 68% | 86% |
| % achieving expected standard or above in maths | 59% | 90% |

| 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. | 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 | 2017/18 |
|----------------------|----------------|

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, and 2 to be taught as year groups for Maths and English. Classroom Support Staff to also staff these cohorts despite their size. | Weak EYFS data and complexity of mixed age class teaching. High cohorts of PP children in year 2. | Half termly assessment of data and pupil progress meetings. | Janet Potter | Dec 2017 |
| PP children's reading improves in line with non-pp children | Children will receive extra reading with an 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. | Sarah Norton | Dec 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 | Dec 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 | Dec 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 | Dec 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 | Dec 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 | Dec 2017 |

6. Review of expenditure

Previous Academic Year 2016-17

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) | The vast majority of all pupils have accessed extra-curricular activities. Only one eligible Pupil premium children has 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. | £8,000 |

| 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 50% making better than expected progress and as such diminishing the difference.</p> <p>92% of Pupil Premium children have made expected or good progress in reading.</p> <p>100% 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. | 96% 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. | 92% of Pupil Premium children have made expected or good progress in reading. 100% 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 3.75 hours per week. • KS1 10 hours per week class/intervention support. • KS2 6 hours per week intervention support | 92% of Pupil Premium children have made expected or good progress in reading. 100% of Pupil Premium children have made expected or good progress in writing. 96% of Pupil Premium children have made expected or good progress in maths. End of KS1 one pupil premium 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. Four Year 6 PP children met age related expectations in Reading, six in writing and four in maths. | Academically successful and enjoyable for all involved. To continue based on the specific needs of the children involved. | £15,800 |

| 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 – teacher led small group work maths. | Paid teacher for one hour per week to work on a small group basis for mastery in maths. | The majority of PP children met age related expectations with only 3 end of KS2 PP children not meeting age related expectations. | Positive impact | £2,280 |
| PP Budget 2016-17 | | £25,190 | TOTAL COST | £30,830 |
| Total PP+ Budget 2016-17 | | £ 4,800 £29,990 | | |

7. Additional detail

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

3rd Review due: Dec 2017

2nd Review completed : July 2017

1st Review completed 24th March 2017.

Senior Member of Staff responsible: Mrs J Potter

Designated member of staff: Mrs S Brooke-Mawson

Governors with responsibility: Mrs R Beaumont