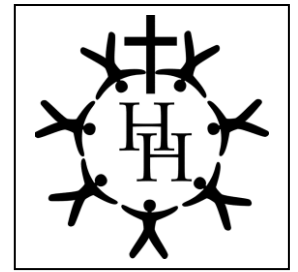


# Hanging Heaton C of E (VC) J & I School

## 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 £2,300 (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	2018/19	Total PP budget	£23,320	Date of most recent PP Review – July 2018	
Total number of pupils	139	Number of pupils eligible for PP/PP+	20/1	Date for next internal review of this strategy	Dec 2018

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 17 children and this represents all the vulnerable children over the last 5 years taking statutory Key Stage 2 tests.

2. Current attainment		
Attainment over last five years - Year 6 SATs	Pupils eligible for PP %	Pupils not eligible for PP %
% achieving expected standard or above in reading, writing and maths	53%	89%
% achieving expected standard or above in reading	59%	91%
% achieving expected standard or above in writing	76%	91%
% achieving expected standard or above in maths	65%	91%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Below and well-below average in communication and language literacy skills on entry to school and below average learning behaviours.	
<b>B.</b>	Low parental aspirations and support for learning activities from home, communication rather than engagement with school.	
<b>C.</b>	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?”	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Mobility issues in Key Stage 2, which often mean that Pupil Premium children join after our normal entry point to school and often already falling behind, resulting in a shorter period of time in which to bridge any attainment gaps.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</b>	Ensure best possible progress and outcomes for children through high-quality teaching, support staff provision and intervention support provision, particularly in Years 3 and 4.	In-school progress tracking; Intervention Records; Published Data
<b>C.</b>	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**

**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?
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 entry data and complexity of mixed age class teaching. Significant need of children on entry.	Half termly assessment of data and pupil progress meetings.	Janet Potter	Dec 2018
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. A variety of reading challenges will be implemented across school as seen on the Reading Action Plan.	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 2018

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 2018
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 school.	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 2018

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children make expected or better attainment and talk with enthusiasm about their academic and work life future.	In class support. Targeted support led by teaching assistants across EYFS, KS1 and KS2.	Past evidence of success of interventions with other children.  Opportunity for small group work in addition to maths and English lessons will allow embedding of learning.  Evidence of support provided to be included on Case Studies and class Raising Attainment Plans.	Half termly analysis of results. Pupil Progress meetings. Observations/drop ins of interventions.	Sue Brooke-Mawson	Dec 2018
Children make expected or better attainment in Key Stage 2 in reading and maths.	Out of class support. Targeted booster classes led by a qualified teacher or teaching assistant for a group of Key Stage 2 children. A range of children are involved in the groups to promote inclusion and pupil premium children are specifically targeted.  Session length and content driven by needs of the children and their progress throughout the year.	Past evidence of success of Year 5 and 6 teacher led interventions with other children.  Opportunity for small group work in addition to maths lessons will allow embedding of learning.  Creative use of early morning and lunchtime sessions result in minimal time when children are removed from class.	Half termly analysis of results. Pupil Progress meetings. Observations/drop ins of interventions.	Sue Brooke-Mawson	Dec 2018

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 those PP/PP+ children, whose parents are in receipt of certain benefits, 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 2018

## 6. Review of expenditure

### Previous Academic Year 2017-18

#### 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 four 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.	<b>£6,700</b>

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	<p>Only 1 PP child in EYFS did not achieve Good Level of Development (GLD). All PP pupils sitting Phonics check in Year 1 and the resit in Year 2 passed the 2018 check.</p> <p>PP Children in Key Stage 1 continue to close the gap in reading and maths with an increase in meeting age related expectations. However small numbers make statistical comparison difficult with 3 not yet at Age Related Expectations in reading, 4 in writing and 2 in Maths.</p>	Academically successful and enjoyable for all involved. To continue.	<p><b>£10,000</b> cost of additional classroom support assistant only.</p> <p>Additional teacher cost <b>£20,000</b> currently funded through school budget.</p>
PP children's reading improves in line with non-pp children	<p>Children will receive extra reading with an ETA/Parent reader at least twice per week</p> <p>Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</p> <p>Books will be celebrated and enjoyed in school</p> <p>Reader reward to continue to reward good readers. PP children in KS1 to be part of reading buddies scheme.</p>	<p>Only 1 PP child in EYFS did not achieve age related expectations in reading.</p> <p>All PP pupils sitting Phonics check in Year 1 and the resit in Year 2 passed the 2018 check, a significant increase on previous years.</p> <p>Across the school 100% of PP children make expected or better progress with 22% of them making accelerated progress to attain expected standards from a low start or to achieve greater depth standard.</p>	Academically successful and enjoyable for all involved. To continue.	Cost included in additional costs as identified above in Key Stage 1. In Key Stage 2 resources utilised within intervention costs identified below.

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
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.	<p>100% of Pupil Premium children have made expected or good progress in reading.</p> <p>96% of Pupil Premium children have made expected or good progress in writing, with only one child failing to make expected progress.</p> <p>100% of Pupil Premium children have made expected or good progress in maths.</p>	Allows for a thorough knowledge of our most vulnerable children and a bespoke approach to be able to meet their needs. To continue.	No additional cost via use of PP budget. Funded entirely from school budget.
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 school.	<p>100% of Pupil Premium children have made expected or good progress in reading.</p> <p>96% of Pupil Premium children have made expected or good progress in writing, with only one child failing to make expected progress.</p> <p>100% of Pupil Premium children have made expected or good progress in maths.</p>	Academically successful and enjoyable for all involved. To continue.	<b>£700</b>



Desired outcome	Chosen action/approach	Estimated impact	Lessons learned )	Cost
<p>Children make expected or better attainment and talk with enthusiasm about their academic and work life future.</p>	<p>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>	<p>100% of Pupil Premium children have made expected or good progress in reading.</p> <p>96% of Pupil Premium children have made expected or good progress in writing, with only one child failing to make expected progress.</p> <p>100% of Pupil Premium children have made expected or good progress in maths.</p> <p>Both of Year 6 Pupil Premium children have made expected or good progress across reading, writing and maths and met age related expectations.</p>	<p>Academically successful and enjoyable for all involved. To continue based on the specific needs of the children involved. To continue.</p>	<p>Key Stage 1 costs as identified above in smaller class sizes category.</p> <p>Additional Key Stage 2 costs of <b>£5,300</b></p> <p>Additional Lunchtime Supervisor Cost <b>£3,000</b></p> <p>Additional Early Morning staff <b>£2,000</b></p>
<p>Children make expected or better attainment in Year 6 maths</p>	<p>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>	<p>100% of Pupil Premium children have made expected or good progress in maths.</p> <p>Both of Year 6 Pupil Premium children have made expected or good progress in maths and met age related expectations.</p>	<p>Academically successful and enjoyable for all involved. To continue based on the specific needs of the children involved. To continue.</p>	<p>Supply costs £57 per hour <b>£1,300</b></p>

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 those PP/PP+ children, whose parents are in receipt of certain benefits, 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. To continue.	<b>£400</b>
<b>PP Budget 2017-18</b>		<b>£27,280</b>	<b>TOTAL COST</b>	
<b>PP+ budget of £2,900 accounted for by child for specific activities.</b>			<b>£29,400</b>	

## 7. Additional detail

**This strategy has been reviewed and agreed by all teaching staff**

**Next review due Dec 2018**

**5<sup>th</sup> Review completed: July 2018**

**4<sup>th</sup> Review completed: April 2018**

**3<sup>rd</sup> Review completed: Dec 2017**

**2<sup>nd</sup> Review completed : July 2017**

**1<sup>st</sup> Review completed 24<sup>th</sup> March 2017.**

**Senior Member of Staff responsible: Mrs J Potter**

**Designated member of staff: Mrs S Brooke-Mawson**

**Governors with responsibility: Mrs R Beaumont**