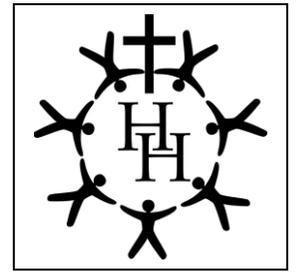


Hanging Heaton C of E (VC) J & I School

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.**

1. Summary information					
School	Hanging Heaton C of E (VC) J & I School				
Academic Year	2019/20	Total PP budget	£28,490	Date of most recent PP Review – July 2019	
Total number of pupils	139	Number of pupils eligible for PP/PP+	24/1	Date for next internal review of this strategy	Dec 2019

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 19 children and this represents all the vulnerable children over the last 6 years taking statutory Key Stage 2 tests.

2. Current attainment		
Attainment over last six years - Year 6 SATs	<i>Pupils eligible for PP %</i>	<i>Pupils not eligible for PP %</i>
% achieving expected standard or above in reading, writing and maths	42%	88%
% achieving expected standard or above in reading	47%	88%
% achieving expected standard or above in writing	68%	91%
% achieving expected standard or above in maths	58%	91%

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.	Low parental expectations, aspirations and support for learning activities from home, communication rather than engagement with school.	
B.	Levels of resilience on entry 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 my best?”	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	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.	
D.	Below and well-below average in literacy skills on entry to school and below average learning behaviours for pupils with PP eligibility.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close working relationship with families of our most vulnerable children via individual parent/teacher engagement. Support provided by staff to enable parents to support children.	Increased aspiration of parents and children, improved learning at home. Parental expectation in line with chronological age.
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.	Positive end of EYFS outcomes, Year 1 outcomes, Phonics Check, Year 2 outcomes, Year 6 outcomes.
C.	Ensure best possible progress and outcomes for children through high-quality teaching, support staff provision and intervention support provision, particularly in Classes 3 and 4.	In-school progress tracking; Intervention Records; Published Data
D.	Improve emotional wellbeing and aspirations for pupils through targeted support and provision of wider non-curricular opportunities	Attendance above national average; Pupil voice confirms high emotional wellbeing.

5. Planned expenditure

Academic year **2019/20**

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/variable entry data and complexity of mixed age class teaching. Significant need of children on entry. EEF data suggests that early intervention in Early Years (through reduced class sizes and the fact that core subjects are taught in single year groups) has a positive impact on progress.	Half termly assessment of data and pupil progress meetings.	Janet Potter	Dec 2019
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 2019

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>Bespoke Case Studies to be produced for all Pupil Premium children.</p>	<p>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> <p>Class teachers will liaise on a personal level with parents of PP children regular in addition to their half termly updates in the form of Target Books to support parents in helping their children reach their potential.</p>	<p>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.</p>	<p>Half termly assessment of data and pupil progress meetings.</p>	<p>Sue Brooke-Mawson</p>	<p>Dec 2019</p>
<p>All children have access to high quality remote learning resources, independently at home or within the school environment when resources not available.</p>	<p>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>	<p>Pupil voice indicates preference of pupils accessing online 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.</p> <p>Setting of homework at an appropriate level shares with parents the high expectations we have for their children. Regular consultation with parents supports their engagement.</p>	<p>Half termly assessment of data and pupil progress meetings.</p>	<p>Sue Brooke-Mawson</p>	<p>Dec 2019</p>

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.	In class support. Targeted support led by teaching assistants across EYFS, KS1 and KS2.	<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>Evidence of support provided to be included on Case Studies and class Raising Attainment Plans.</p>	Half termly analysis of results. Pupil Progress meetings. Observations/dr op ins of interventions.	Sue Brooke-Mawson	Dec 2019
Children make expected or better attainment in Key Stage 2 in reading and maths.	<p>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.</p> <p>Session length and content driven by needs of the children and their progress throughout the year.</p>	<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> <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/dr op ins of interventions.	Sue Brooke-Mawson	Dec 2019

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 ensures broadened experiences offered.	Half termly analysis of attendance. Pupil Voice.	Mandy Pinfield	Dec 2019

6. Review of expenditure

Previous Academic Year 2018-19

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.	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
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.	All PP pupils sitting the Phonics check in June passed the 2019 check. PP Children in Key Stage 1 continue to close the gap in reading and maths with all except one child meeting age related expectations. However small numbers make statistical comparison difficult.	Academically successful and enjoyable for all involved. To continue.	£6,800 cost of additional classroom support assistant only. Additional teacher cost £20,000 currently funded through school budget.
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.	All PP pupils sitting Phonics check in June passed the 2019 check. Across the school 88% of PP children make expected or better progress with 28% of them making accelerated progress to attain expected standards from a low start or to achieve greater depth standard.	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.

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	88% 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.	Allows for a thorough knowledge of our most vulnerable children and a bespoke approach to be able to meet their needs. To continue.	Typical cost £500 per child per year= £8,000.
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. Support given to parents to allow them to support their children given on a one to one basis.	88% 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.	Academically successful and enjoyable for all involved. To continue.	Funded entirely from school budget.

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned)	Cost
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.	88% 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.	Academically successful and enjoyable for all involved. To continue based on the specific needs of the children involved. To continue.	Key Stage 1 costs as identified above in smaller class sizes category. Additional Key Stage 2 costs of £6,400 Additional Lunchtime Supervisor Cost £3,000 Additional Early Morning staff £2,000
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 have attended all off site visits.	To continue to ensure that all children can access all educational opportunities. To continue.	£400
PP Budget 2018-19 PP+ budget of £2,300 accounted for by child for specific activities.		£23,320	TOTAL COST	£34,600

7. Additional detail

This strategy has been reviewed and agreed by all teaching staff

Next review due Dec 2019

Review completed: July 2019

Senior Member of Staff responsible: Mrs J Potter

Designated member of staff: Mrs S Brooke-Mawson

Governors with responsibility: Mrs R Beaumont