

Pupil Premium Strategy Statement 2019-20 (Hagley Primary School)

1. Summary information					
School	Hagley Primary School				
Academic Year	2019-20	Total PP budget	£29,040.00	Date of most recent PP Review	NA
Total number of pupils	630	Number of pupils eligible for PP	22	Date for next internal review of this strategy	December 19

Historic attainment and progress (2018-19)		
Year 6 July 2019 (10 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving National Standard in reading, writing and maths	50%	81%
% achieving National Standard in Reading	70%	91%
% achieving National Standard in Writing	50%	86%
% achieving National Standard in Maths	60%	88%

Historic attainment and progress (2018-19)		
Pupil Premium children Reception – Year 5	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (594 children)</i>
Average progress made in Reading	3.4 ATP	3.3 ATP
Average progress made in Writing	3.2 ATP	3.2 ATP
Average progress made in Maths	3.6 ATP	3.4 ATP

1. 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.	Additional SEND needs of identified children eligible for PP	
B.	Behaviour – social and emotional needs of identified children eligible for PP	
C.	Improvement in Speech and Language for pupils eligible for PP	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance figures for pupils eligible for PP	
E.	Lateness / Punctuality	
F.	Child Protection barriers	
G.	Parental engagement of some PP children	
2. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Accelerate progress of all PP children in order to close the gap, particularly those children with SEND. (Focus on Y3, 4, 5 and 6 in reading, and writing). Further increase the progress of higher attaining PP children.	Gap closed between all groups. Higher attaining children to achieve greater depth in reading, writing and maths.
B.	Accelerate progress of PP children with Social and Emotional needs by support through Thrive etc.	Thrive assessments show an improvement in their Social and Emotional wellbeing
C.	Accelerate progress of PP children with Speech and language barriers by effective and robust screening and implementation of Language Link Programme.	Language Link assessments result in interventions which show an improvement in their Speech and Language development.
D/E.	Improved attendance/ punctuality	All PP children in school on time and attendance of PP children to be in line with other non PP children
F.	Accelerate progress of PP children who are subject to a CP Plan	All PP children to make at least 3ATP or making good progress on the specific programmes they are working on
G.	High levels of engagement and support from all parents whose children are eligible for PP funding	Parents of PP children individually invited to attend both parents’ evening, curriculum evenings, SATs meetings, phonic workshops etc with all families attending.

3. 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 <u>for all</u>					
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?
All pupils achieve ARE as any gaps in learning are closed	Quality First Teaching with support from highly effective teaching assistants (through the investment in specialised resources e.g. language link/ Thrive/ Rapid Reading)	Actions recommended from Pupil Progress meetings in July 2019. EEFs research from 'Making best use of teaching assistants' – recommendation 4 and 5 – evidence based structured interventions. All strategies and interventions introduced from September 2019 will support learning and progress of all children	SLT/ MLT/ Class teachers Time to be built into staff and phase meetings to share good practice Regular monitoring of intervention groups, pupils' books will gather evidence of good progress, together with regular monitoring of quality of teaching.	SLT/ MLT/ Class teachers	Pupil Progress meetings December 2019 March 2020 July 2020
Accelerate progress of all PP children so that all children are making good progress (and are at least in line with non PP children)	-Early identification -Clear tracking -Swift Intervention groups, where necessary -From September 2019,	Many different evidence sources e.g. EEF toolkit suggests that high quality way to improve attainment and it is suitable as an approach that we can embed across the school. The school recognises the importance of feedback to impact upon progress.	Phase leaders, DHT and HT will monitor the progress of the PP children across the school. Governors will monitor provision through learning walks.	Class teacher and SLT	Pupil Progress meetings December 2019 March 2020 July 2020
	PP children are to be offered extra after school tuition from a class teacher from Autumn term 2019.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by several additional months' progress.	Teachers who are undertaking tuition to feedback to HT and DHT on the impact sessions are making on a termly basis.	SLT/ MLT/ Class Teacher	Pupil Progress meetings December 2019 March 2020 July 2020
	Employment of Outstanding practitioner to create 4th group in Year 5 and 6 in Maths	Smaller class sizes provide the opportunity for a range of approaches a teacher can employ. The amount of attention each student receives increases (EEF research)	Performance management targets, lesson observations/ learning walks, book trawls, pupil progress meetings	JH	Pupil Progress meetings December 2019 March 2020 July 2020

		Small group intervention with highly qualified staff has been shown to be effective (EEF research)			
	Purchase of resources to support/enhance learning e.g. Reading books, subscriptions to magazines	Providing some of the Pupil Premium children with learning resources that can be used at home ensures that parents can readily support their children.	Parents' Evening discussions. Where appropriate, children may be asked to bring resources into school to be used within class.	SLT	Parents' Evenings Pupil Progress meetings December 2019 March 2020 July 2020
Increased progress of PP SEND children so that all children are making at least good progress from their relative starting points	- Effective deployment and support from specialist teachers and teaching assistants	EEF research (based on Communication and language approaches). Continue to invest in the early development of Speech and Language e.g. screening with Language Link	Use twilight sessions to deliver training and invite specialists in for staff development, where appropriate. Lesson observations/ learning walks/ book trawls, focusing on pupil premium will ensure new training and strategies are embedded. Phase meetings to follow up further.	SLT/ MLT/ Class Teacher	Pupil Progress meetings December 2019 March 2020 July 2020
Total budgeted cost					£13,655
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?
Identified pupils in each year group to make at least good progress and meet ARE through Quality First Teaching	Individual children identified to be part of regular and swift group intervention to close gaps in learning carried out by outstanding teacher or highly skilled teaching assistant.	In line with our Mastery Curriculum, rapid and swift intervention in English and Maths, will give children time to practice and embed knowledge, skills and understanding. Where necessary, pre-tutoring will be given.	Regular review of the impact of the interventions will demonstrate that any misconceptions and gaps in learning are closed	Class Teachers	Half termly
	Pupil Premium children will be offered an opportunity to	To ensure that children receive adequate support to complete homework tasks, as homework tasks	Run by a member of SLT	SLT	Termly

	attend a weekly breakfast homework club.	are set to reinforce learning. Over the 3 years that this club has been running, there has also been a marked improvement in the punctuality of those attending.			
	All teaching staff have a Performance Management target relating to progress of key groups including PP.	By including this target within their performance management it ensures there is an ongoing conversation about the progress of these key groups.	The progress and attainment of key groups will be discussed at performance management reviews	Class Teachers	Performance Management Reviews - February 2020 and July 20
Improvements in Speech and Language/ Social and Emotional development for pupils eligible for PP	Early identification of individual children's Speech and language needs leads to group and 1:1 intervention by SEN staff Thrive training leading to Thrive assessments and interventions by our thrive Practitioners	Implementing the Speech and Language intervention and Thrive approach supports children in a number of ways in relation to Pupil Premium: - They are effective intervention tools that evidence incremental progress - They offer a structured training programme which directly increase the effectiveness of intervention. Evidence in the EEF Sutton Trust document shows that the positive impact of the deployment of teaching assistants is greatly increased when a structured approach is implemented - The Thrive assessments and progress review tool provides direct and clear evidence of progress and impact of the spending in relation to training and the cost of the software license. - The outcomes of the Thrive case reviews can also be mapped against key school data to enhance the evidence base	Ensure professional development is up to date and in line with children's needs Ensure the space and resources are of a high quality Ensure sufficient time is allocated for effectively delivering Thrive and that all assessments are carried out. Regular Pupil Progress meetings to monitor progress.	KB – Lead SEN TA plus two additional Thrive practitioners	Pupil Progress meetings December 2019 March 2020 July 2020

Improved attendance and punctuality so that all PP children's attendance is at least in line with non-PP.	<p>All families targeted where lateness considered a concern and attendance less than 95%. Pupil premium children where attendance and punctuality is of a concern will be invited to attend Breakfast Club from 8am (paid for through Pupil Premium money)</p> <p>Parents spoken to at Parents' Evening and attendance figures given out.</p>	<p>Free breakfast clubs in primary schools boost year 2 pupils' progress in reading, writing and maths by the equivalent of two months over a year, according to research by the Education Endowment Foundation (EEF). The clubs had a "slightly smaller but still promising" effect on the progress of year 6 pupils. In the 106 primary schools that took part in the study, pupils could choose between cereals, wheat biscuits, porridge and bagels at breakfast. In addition to progress, the breakfast clubs were found to improve the behaviour and concentration of pupils who attended, which researchers say also benefited those pupils who did not attend the clubs.</p> <p>Even short breaks from school can reduce a pupils' chance of succeeding at school by as much as a quarter' research has revealed. The research, based on extensive pupil absence figures, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school.</p> <p>https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures</p>	<p>Attendance and punctuality data monitored by head teacher on a half termly basis. Individual letters sent to PP families where attendance is of a concern offering a free breakfast club place from 8am.</p> <p>Head Teacher to continue to identify families where punctuality and attendance is of a concern and meet with parents where necessary to discuss how best school can support.</p> <p>EWO has led to a marked improvement in attendance over 2 years and will continue to work with the school in 2019-20</p> <p>-Regular conversations with teachers and teaching assistants -Termly attendance reports shared with SLT and GB -Monitoring of attendance using tracking system</p>	Head Teacher	Half termly
Total budgeted cost					£11,385

iii. Other approaches					
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?
All children included in trips, visits and given the opportunity for musical instrument subsidies. Support also given with school uniform requests.	Subsidies considered on an individual basis	Ensuring all children are included in all activities	Parents encouraged to inform the school where financial supported is needed.	Business manager	Termly
Total budgeted cost					£4,000

4. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
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
All pupils achieve ARE as any gaps in learning are closed	Quality First Teaching with support from highly effective teaching assistants (through the investment in specialised resources e.g. language link/ Thrive/ Rapid Reading)	A gap still remains between PP and non PP children at the end of Y6. There has been an improvement in the attainment results of PP children in Reading, increasing from 57% to 70%, however attainment figures have slightly dropped in Writing and Maths. There is a 3 year upward trend of all children, including PP children, meeting ARE. The gap continues to narrow between PP and non PP children in all subjects, with nearly 70% of PP children at ARE in WRM.	Continuing to invest in Quality First Teaching provision with highly effective teaching assessment will continue to be a priority in 2019-20.	£632.50
Accelerate progress of all PP children so that all children are making at least 3ATP (and are at least in line with non PP children)	- Early identification -Clear tracking -Swift Intervention groups, where necessary -From September 2018,	The progress of both PP and non PP children remained high in 2018-19. PP children in YR – Y5 made greater progress in Reading and Maths than their non PP peers and achieved the same level of progress within Writing.	We will continue to prioritise our focus on PP children through early identification and tracking. We will particularly focus our efforts into the early identification and support, where required, in Writing. This will include an in-depth analyse of each PP child’s barrier to learning in this subject.	£8,836.67
	PP children are to be offered extra after school tuition from a class teacher from October 2018.	This resulted in children gaining in confidence and making good progress.	The school will once again offer extra after school tuition to our PP children.	£2,000.00
	Employment of Outstanding practitioner to create 4 th group in Year 6 in Maths	Smaller class sizes, together with swift intervention, resulting in PP children making good progress in maths. Nearly 85% of children met the expected standard in Maths within Y6 and 38% of	Outstanding practitioner will now be employed across Y5 as well as Y6 across this academic year.	£11,000.00

		children reached GD. Furthermore, we had a 30% increase in PP children meeting GD from the previous year.		
	Purchase of resources to support/ enhance learning			£198.99
Increased progress of PP SEND children so that all children are making at least 3ATP from their relative starting points	- Staff Training e.g. Autism CPD, spelling, VI, Dyslexia	All SEND PP children made above average progress in 18-19, with accelerated progress being made in Reading for PP children. Furthermore, SEND PP children made greater progress in Reading than non PP children, with their progress in Writing and Maths in line with non PP children.	Inclusion manager will remain out of class for 3 days a week. This will allow her to continue to train and support the staff in SEND. In addition, we will continue to invest in SEND CPD and support new teachers with the skills required. Dyslexia and attachment training are booked for Autumn.	£4,522.50
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
Identified pupils in each year group to make at least 3 ATP – meet ARE through Quality First Teaching	Individual children identified to be part of regular and swift group intervention to close gaps in learning carried out by outstanding teacher or highly skilled teaching assistant.	3 afternoons per week from Autumn 2, swift intervention in Maths took place which closed any gaps from morning lessons. These sessions included PP children and also children not eligible. There is a 3 year upward trend of all children, including PP children, meeting ARE. The gap continues to narrow between PP and non PP children in all subjects, with nearly 70% of PP children at ARE in WRM.	Regular and swift intervention had a positive impact and therefore will be repeated in 2019-20.	£5,385.80
	Pupil Premium children will be offered an opportunity to attend a weekly breakfast homework club	All PP children within KS2 were offered a place at Homework Club which ran across the whole year. Approximately half of all PP children across KS2 regularly attended the club, receiving a breakfast and support with their homework. Feedback has been overwhelmingly positive, ensuring that all	Breakfast club had a positive impact and therefore will be repeated in 2019-20.	£3,275.24

		these children have managed to complete their tasks on time and be present in school.		
	All teaching staff have a Performance Management target relating to progress of key groups including PP.	Performance management targets have ensured that teachers have tracked PP children closely. SLT have questioned and challenged through the monitoring cycle the progress of PP children across the school.	Performance management targets for 2019-20 will once again refer to children who are off their target which will include PP children.	£0.00
Improvements in Speech and Language/ Social and Emotional development for pupils eligible for PP	<p>Early identification of individual children's Speech and language needs leads to group and 1:1 intervention by SEN staff</p> <p>Thrive training leading to Thrive assessments and interventions by our thrive Practitioners</p>	<p>We have had Speech and Language therapist employed for half a day per week. Children were immediately seen by therapists in school and received additional sessions from a lead communications TA. Subsequent therapist assessment evidences targets met and new targets given. The children continue to be closely monitored and supported. Staff have been given training to support their vocabulary skills within their classroom.</p> <p>All 4 Thrive Practitioners have received additional training and SLT have also been trained in Thrive strategies. Assessments have been completed for relevant PP children and on-going interventions have been closely monitored with supported strategies being put in place for transition.</p>	<p>Pupils within Reception or new to the school within KS1 will once again be screened for Language Link. School has re-invested in an NHS SALT.</p> <p>The school is committed to continuing with the Thrive programme.</p>	£4,376.63
Improved attendance and punctuality so that all PP children's attendance is at least in line with non-PP.	All families targeted where lateness considered a concern and attendance less than 90%. Pupil premium children where	The school is committed to narrowing the gap between the attendance and punctuality figures of PP and non PP children. Our EWO is now in his 3 rd year of working with the school and we now have the best attendance figures that we have ever had. An attendance gap between PP and non PP still remains, however this has closed from 2.98% to	Senior staff are timetabled to be on the gate every morning to monitor lateness. Where appropriate, PP children where attendance and punctuality is of a concern will be invited to attend Breakfast Club from 8am.	£1,221.00

	<p>attendance and punctuality is of a concern will be invited to attend Breakfast Club from 8am (paid for through Pupil Premium money)</p> <p>Parents spoken to at Parents' Evening and attendance figures given out.</p>	<p>2.13%, with PP children attending 95.07% of the time. Furthermore, through the hard work of the EWO and the staff across the school, punctuality of our PP children has improved, with lateness halving over the year.</p>		
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iii. Other approaches

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
All children included in trips, visits and given the opportunity for musical instrument subsidies (nb. Support also given to school uniform requests)	Subsidies considered on an individual basis	33 PP children benefited from subsidies to support trips, visits, instrumental lessons and uniform purchases.	We will continue to support disadvantaged children through ensuring they have the opportunity to attend trips/ visits and given the chance for musical instrument subsidies.	£4,169.40

5. Additional detail

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