



## **Great Hollands Primary School**

### **Pupil Premium Strategy 2018 – 2019**

All schools are required to publish their Pupil Premium Strategy on their website. This document sets out how we intend to spend our allocation to address barriers to learning, and the rationale behind our decisions.

The Pupil Premium is a government initiative that targets additional money to children who need more support in school. The government uses the number of children on free school meals as an indicator for the level of deprivation that may impact on education.

It should be noted that the strategies facilitated by the introduction of the Pupil Premium are planned for the academic year (Sep-Aug) whereas the allocation is received for a financial year (Apr-Mar).

#### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Our Strategy is detailed below:

<b>1. Summary Information 2018</b>			
<b>School:</b>	Great Hollands Primary School	<b>Date of most recent PP Audit:</b>	June 2017
<b>Academic Year:</b>	2018-2019	<b>Initial total PP budget:</b>	£179,520.00
<b>Total number of pupils:</b>	444	<b>Number of pupils eligible for PP:</b>	143
<b>PP Strategy review:</b>	February 2019		

<b>2. Current Achievement (Attainment) July 2018</b>		
<b>End of KS2</b>	<b>Y6 pupils eligible for PP</b>	<b>Y6 pupils not eligible for PP</b>
% achieving expected standard in reading, writing & maths	43%	56%
% achieving expected standard in reading	64%	72%
% achieving expected standard in writing	57%	80%
% achieving expected standard in maths	61%	76%
% making at least expected progress in reading	+1	-5
% making at least expected progress in writing	-8	-0
% making at least expected progress in maths	-3	+0.4
<b>End of KS1</b>	<b>Y2 pupils eligible for PP</b>	<b>Y2 pupils not eligible for PP</b>
% achieving expected standard in reading, writing & maths	63%	60%
% achieving expected standard in reading	74%	69%
% achieving expected standard in writing	68%	60%
% achieving expected standard in maths	74%	69%

### 3. Barriers to future attainment

In-school barriers	
<b>A</b>	Gap between achievement of PP and non-PP pupils in Reading, Writing and Mathematics.
<b>B</b>	Behaviour for Learning attitudes of PP pupils in regards to resilience and attitudes to success.
<b>C</b>	Vocabulary gap between PP pupils and non PP pupils in Reception.
<b>D</b>	PP pupils catching-up and keeping-up with their learning.
External Barriers	
<b>E</b>	Persistent absenteeism PP pupils and attendance of PP pupils.
<b>F</b>	Parental engagement PP pupils.

### 4. Desired Outcomes

Desired Outcomes		Success Criteria
<b>A</b>	Effective Teaching for All.	PP pupils make accelerated progress so the gap between the PP and non PP group is reduced.
<b>B</b>	PP pupils' resilience, confidence and self-belief developed so that they are more effective learners and disruptive behaviours are reduced.	Pupils develop resilience when challenged in their learning and effectively manage their distractions. (Evidenced in lesson observations, PP pupils' voice, books, improvement in SDQs, attainment, low level disruption reduced.)
<b>C</b>	Reducing vocabulary gap in Reception and increasing academic reading throughout the school.	Vocabulary gap closed in reception ( children screened at the beginning and end of Reception using Speech Link) Reading gap between PP and non PP reduced.
<b>D</b>	Through gap analysis, effective DTT (diagnose, teach, and test) PP pupils operate at the same level of attainment as non PP pupils.	Interventions are put in place in a timely manner and they accelerate progress so the gap diminishes between PP and non PP pupils. ( PLCs monitored / progress meetings)
External Barriers		
<b>E</b>	Reduce persistent absenteeism for PP pupils. PP pupils' attendance to be in line with non PP pupils.	Reduce the number of persistent absentees. PP pupils attendance to be in line with non PP pupils.
<b>F</b>	Increased parental engagement particularly in Reception and Key Stage 1.	Parental engagement increased particularly in Reception and Key Stage 1 (evidenced through learning events at school).





	<p><b>3. High Achieving PP pupils' progress in line with High Achieving non-PP pupils:</b></p> <ul style="list-style-type: none"> <li>• PIXL therapies for higher achieving PP pupils. Therapies taught by a teacher. ( NW monitor Oct 2018)</li> <li>• Analyse patterns in underachievement across the whole school for HAPS ( NW and NY Sept 2018)</li> </ul>		<p>Inclusion Manger/ Deputy</p>	<p>TAs use the RWI tracking form for RWI 1:1s. This is both a planning and assessment tracking system. All TAs keep these and bring them along to their half termly PPMs. PPM records are also kept. PPM reviews last half term showed all the children were making good progress and a number made significant progress.</p> <p>Parent meeting was held in September for Reception parents. RWI trainer led the afternoon session which was repeated, by school staff, in the evening for working parents or those unable to make the day. Register showed no significant gap between PP and non-PP parents.</p> <p>The school has now purchased Inspire Maths. Training has been provided to staff and all staff have visited White Knights Primary to observe Inspire maths lessons and liaise with staff in terms of planning and delivery.</p> <p>Data shows gap diminishing between PP GDS pupils and non-PP GDS pupils in most year groups for maths (autumn</p>
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<p><i>based on extensive evidence)</i></p> <p><i>Many of our pupils have social and emotional needs that impact on their ability to work with others, to deal with disappointment and to persevere with challenging tasks.</i></p>	<p><b>3. Welfare Fund:</b></p> <ul style="list-style-type: none"> <li>All PP pupils provided with a jumper for the autumn term</li> </ul> <p>( Sept 2018 Office)</p> <ul style="list-style-type: none"> <li>Support given to vulnerable families for items such as school uniform, food vouchers</li> </ul> <p>( Sept 2018 FSA/ NW)</p>		<p>Inclusion Manager / FSA / Office</p>	<p>lunchtime compared to summer term 2018.</p> <p>Jumpers purchased for PP pupils without jumpers resulting in PP pupils looking the same as their peers.</p>
<p>£ 27, 285</p>	<p>Two trained ELSAs, ELSA training, Inclusion Manager, lunchtime TA, Play Therapist, Build to Express training, Inclusion Team, FSA, School jumpers for all PP pupils, Welfare Fund</p>			



Desired Outcome/ Rationale	Chosen Action / Approach	Success Criteria	Staff Lead	Review  December 2018
<p><b>Reducing vocabulary gap and increasing academic reading.</b></p> <p><i>Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. Areas with potential include communication and language approaches (EEF Attainment Gap report 2018)</i></p> <p><u>Vocabulary experiences</u></p> <p><i>In four years of experiences: Welfare child- 13 million words</i></p> <p><i>Working class child- 26 million words</i></p> <p><i>Professional child- 45 million words</i></p> <p><i>(Hart and Risley 2003)</i></p>	<p><b>1. Oral language development in Reception:</b></p> <ul style="list-style-type: none"> <li>• CPD for all staff in Early Years on oral/ vocabulary development for PP pupils ( Nov 2018 NW- training arranged by SALT)</li> <li>• Designated teacher to work with PP pupils in the afternoon on language / vocabulary development (Sept 2018 PS) <ul style="list-style-type: none"> <li>• PEEP ( Nov 2018 PS)</li> </ul> </li> <li>• Reception children screened in September using Speech Link (Sept 2018 SENTA)</li> <li>• Speech Link programme purchased ( Sept 2018 purchased by NW)</li> <li>• Speech Link programme for PP pupils ( Sept 2018 PS and SENTA)</li> </ul> <p><b>2. Developing Academic Reading:</b></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary for PP pupils: <ul style="list-style-type: none"> <li>- Oral and orthographic information</li> <li>- Providing definitions, direct meanings, context ( Sept 2018 SENTAs/ TAs)</li> </ul> </li> <li>• CPD for staff on teaching vocabulary</li> <li>• Developing whole class / guided reading at KS2</li> </ul>	<p>Vocabulary gap closed in reception (<a href="#">children screened at the beginning and end of Reception using Speech Link</a>).</p> <p>Academic reading gaps between PP and PP pupils reduced.</p>	<p>Inclusion Manager/ Reception Teacher</p> <p>Inclusion Manager/ Deputy</p> <p>Inclusion Manager /</p> <p>Year 6 teacher (Assistant Head)</p>	<p>Speechlink assessment carried out. Gaps in language development identified and shared with teachers and opportunities for identified gaps planned in during QFT. Training also provided for teachers for identified gaps e.g. level 2 questions, concepts etc.</p> <p>SALT training rescheduled to Spring Term due to six-week behaviour training provided to foundation and year 1 TAs.</p> <p>CPD provided for staff on vocabulary. Teachers are aware on the importance of developing vocabulary and are better equipped with delivering and planning vocabulary development (year 6 reading plans, vocabulary on working walls on learning walk).</p>

<p><i>Vocabulary size at the age of 5 years is the strongest predictor of academic success.</i></p> <p><i>(Beimiller 2003)</i></p>	<ul style="list-style-type: none"> <li>• Explicit vocabulary teaching in lessons every day (Select, Explain, Explore, Consolidate)</li> <li>• High quality texts purchased for KS2</li> <li>• Embedding RWI throughout the school ( Sept 2018 NY)</li> </ul> <p><b>3. Developing Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>• Education Trip Fund ( Oct 2018 NW and Office)</li> <li>• Bespoke trips to develop cultural capital for PP pupils e.g. visit to the houses of Parliament, Stonehenge etc. for PP pupils in Year 6. (Sept 2018 NW and Year 6 Teachers Trip booked to the Houses of Parliament for autumn term)</li> </ul>			<p>Five words for five days needs embedding next term.</p> <p>Trip to Parliament postponed due to work on the building.</p>
<p>£ 43,426</p>	<p>Teacher for reception for oral language development one term, SENTA for Speech link programme, training for reception and nursery staff, PEEP member of staff, vocabulary training, high quality texts, Education Trip Fund, SENTA for Speech Link programme, Inclusion Manager, Deputy</p>			



	( Oct 2018 NW/ NY)		Year 5 teachers	from contingency used to help fund this. This means that more PP pupils can receive tutoring. Tutoring will be carried out after school so that pupils still receive QFT during the school day. Impact will be measured at data drops and analysis of KS2 SATs.  Peer mentoring to be focus in spring term 2019.
£ 34,248	Pixl, HLTA to cover classes for therapies in Y6 and Y2, Teacher for One to One Tuition, Inclusion Manager, Support for Learning, SEN CPD, Teacher Premium Bid Fund and contingency, SENTA			
Desired Outcome/ Rationale	Chosen Action/ Approach	Success Criteria	Staff Lead	Review  December 2018
<p><b>E. Reduced absenteeism for PP pupils and improved attendance for PP pupils.</b></p> <p><i>The higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2:</i></p> <p><i>Pupils with no absence are 1.3 times more likely</i></p>	<p><b>1. Attendance tracked and closely monitored by Attendance officer and PP lead:</b></p> <ul style="list-style-type: none"> <li>• PP pupils with poor attendance tracked, identified and action plans put in place (Sept 2018 NW and SENTA).</li> <li>• EWO service to meet with parents and children regularly. ( Nov2018 NW and EWO service/ Attendance Officer)</li> <li>• FSA and Inclusion Team to support vulnerable PP families.</li> <li>• Attendance for year groups celebrated every week in assembly. Reward for</li> </ul>	<p>Reduce the number of persistent absentees.</p> <p>PP pupils attendance to be in line with non PP pupils.</p>	<p>EWO Service, FSA, Attendance Officer and Inclusion Manager</p>	<p>Overall attendance is in line with expected national and has improved by +0.5% (Autumn 1 2017 compared with Autumn 1 2018. The gap between FSM/ not FSM pupils and DA/ not DA pupils is diminishing. Autumn 2 attendance data will be reviewed in January 2019.</p> <p>Roles and responsibilities of attendance team reviewed, which means everyone is clear</p>

<p><i>to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions.</i></p> <p><i>(The link between Attendance and Attainment report by the Department for Education, March 2016)</i></p>	<p>class with the best attendance for that week e.g. extra playtime.</p> <p><b>2. Rewarding attendance for PP pupils:</b></p> <ul style="list-style-type: none"> <li>• Every half term those PP pupils achieving 98% attendance receive e.g. book token etc. PP pupils' views will be sought for half term attendance rewards.</li> </ul> <p>( Sept 2018 Attendance Officer/ NW/ Office</p> <ul style="list-style-type: none"> <li>• 98% Plus Club ( special table in dinner hall and first into lunch for that week)</li> </ul> <p>( Sept 2018 Attendance Officer/ NW)</p>		<p>Attendance Officer/ Inclusion Manager/ Office</p>	<p>on their role so they can make a difference.</p> <p>New EWO service investigated and sought .</p> <p>WPA EWO service will start in the spring term 2018. They will work one day a week and undertake home visits and meet with parents, so rates of persistent absenteeism reduce, and PP attendance is in line with non-PP pupils' attendance.</p> <p>Attendance celebrated in weekly assemblies with classes receiving ten-minute reward. Attendance focus in newsletter resulting in profile being raised with pupils and parents (pupil voice).</p>
<p>£ 33,900</p>	<p>Inclusion Manager, EWO Service, FSA, Attendance Rewards for pupils every half term, Inclusion Team, Attendance Officer</p>			



	<ul style="list-style-type: none"> <li>Community involvement ( Nov 2018 ES/ NW)</li> </ul> <p><b>6. Texts sent out to PP pupils' parents to remind them about upcoming workshops, events.</b></p> <p>( Sept 2018 Office)</p>		Office	
£3,581	FSA, Inclusion Manager, Inclusion Team, RWI Lead Teachers, Open Learning Centre staff, Garden to Table Project, office			

Desired Outcome/ Rationale	Chosen Action / Approach	Success Criteria	Staff Lead	Review December 2018
<b>G. Raise the profile of PP pupils and successful interventions adopted throughout the school.</b>	<p><b>Provide bid-for Teacher Premium fund for successful teachers / interventions</b></p> <p>Raise the profile of PP pupils ( Sept 2018 NW)</p> <ul style="list-style-type: none"> <li>Successful interventions adopted across the school ( Nov 2018 NW)</li> </ul> <p><b>Contingency</b></p>	Interventions with evidenced based positive impact adopted across school.	Inclusion Manager	<p>Teacher Bid Fund to be launched in January 2019.</p> <p>£1,380 of contingency budget being used for PP tutoring for year 6 pupils.</p> <p>£216.00 used for WPA welfare service.</p>
£ 9,302	<p>Teacher bid fund ( £3,750)</p> <p>Contingency ( £2,500)</p> <p>Inclusion Manager contribution ( £ 3,052)</p>			

