

# Pupil premium strategy statement

1. Summary information					
School	Pirton Hill Primary School				
Academic Year	2018/19	Total PP budget	£231,198.80	Date of most recent PP Review	November 2018
Total number of pupils	466	Number of pupils eligible for PP	179	Date for next internal review of this strategy	Termly

2. Current attainment							
	Foundation Stage -2018	Key Stage 1 - 2018					
	Good Level of Development	Reading		Writing		Maths	
		Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Pupil Premium	52%	47%	11.5%	42%	5.8%	57%	0%
Whole Cohort	61%	54%	10%	54%	7%	64%	1%

	Key Stage 2 Attainment – 2018			
	Reading	Writing	Maths	GPS
	Expected	Expected	Expected	Expected
Pupil Premium	42%	42%	46%	60%
Whole Cohort	53%	53%	44%	65%

Note: Key Stage 2 data extracted from DAISI (Data Analysis & Insight for School Improvement) – version 1.v0c (2018)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Poor reading, language and inference skills. Not all pupils read frequently at home and the attainment of pupils is significantly below National.	
B.	A lower % of PP pupils are achieving the higher standard than non PP pupils in Reading, Writing and Maths, particularly in Years 3 and 5.	
C.	Poor learning behaviours and high levels of social and emotional needs impacts are impacting on pupils’ well-being, progress and attainment. Resulting in a lower % of PP pupils than non PP pupils achieving the expected standard at the end of each year in reading, writing and maths.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance is significantly below National. (Attendance 2017-2018: 94.7% (Non PP 95.1%) / Persistent Absence: PP 2017-2018 – 11.9% Non PP 11.4%)	
E.	Limited parental engagement resulting in a lack of opportunities for pupils to continue their learning at home.	
F.	Lack of wider experiences, e.g. cultural opportunities, visits, learning a musical instrument etc. impacts on self-esteem and aspirations.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2	All PP pupils make at least expected and accelerated progress, continuing to close the gap with National. A higher percentage of PP pupils achieve the expected standard or above at the end of FS, KS1 and KS2.
B.	A higher percentage of PP pupils achieve above the expected standard at the end of each year	Higher Attainer PP pupils are monitored closely and more challenging learning opportunities are provided for HA pupils. A higher % of pupils achieve above the expected standard at the end of FS, KS1 and KS2.
C.	Embed marking and feedback further	Consistent use of the Marking policy providing children with challenging and deeper learning opportunities Embedded marking policy raising attainment
D.	Ensure identification of SEND in EYFS so that early intervention can be put in place	The correct number of children are identified to have a SEN need Early intervention is received in order to make rapid progress to narrow any gaps
E.	Develop ‘champions’ of PP within the staff team to develop the enthusiasm and focus	Staff are aware of who the PP Champions are and can use them for support PP Champions to know PP children really well and be driven by needs and outcomes for those children
F.	Pupils access a range of experiences which develop self-esteem and aspirations.	Pupils have access to a range of experiences both in and outside of school. Pupils develop aspirations and experience opportunities which they may not have otherwise.

<b>G.</b>	Increased parental engagement and involvement in pupils' learning resulting in high levels of learning taking place in the home environment.	Increased parental attendance at school events. Increased parental attendance at workshops aimed at support their child/ren at home. Higher levels of home learning resulting in improved attainment.
<b>H.</b>	Termly analysis will demonstrate an improvement in attendance. The % of persistent absence will reduce and become in line or lower than non PP pupils. The attendance of PP pupils will increase to at least 96%, closing the gap between school and National.	Pupils' attendance significantly improves term on term. Persistence absence decreases. EWO & school staff (FW and Office) actively work with families to improve attendance. The gap between the schools' and National attendance figures closes.

4. 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?
A. Achievement in Writing and Reading is in line with all children in school and closer to National at the end of FS, KS1 and KS2	<p><u>Year 2 of 2 Talk for Writing Project</u></p> <p>Staff training – Development of Guided Reading and whole class Reading sessions through school.</p> <p>Embedding of Accelerated Reading project (linked to FS and EY)</p> <p>Attend Spotlight on Standards training – focused sessions on developing Reading comprehension within KS2.</p> <p>Provide a range of quality texts for children to develop a reading culture at home.</p>	<p>Quality learning opportunities and teaching resources to meet the needs of the pupils makes a significant difference to attainment. Continuous high quality CPD</p> <p>Staff will continue to develop their knowledge &amp; understanding and key strategies in teaching the key concepts and requirements of the National Curriculum.</p> <p>Many children have expressed that they do not have their own reading books or a range of reading books at home. By providing children with a chosen high quality text each term, we are ensuring the pupils have the resources to success and continue their learning. (including SATS study guides for all PP children in Year 6)</p>	<p>Staff training, mentoring and coaching.</p> <p>Continuous monitoring through book scrutiny, lesson observations and learning walks.</p> <p>Linked to the School Improvement Plan</p> <p>Staff feedback - successes, areas for development and impact</p> <p>Assessment of pupils</p> <p>Create recommended reading titles and pupil premium book selection for all years linked to AR</p> <p>Dedicated PP staff to ensure AR test is completed from AR book provided (Years 3-6)</p> <p>School to implement a robust system of collecting data to evaluate the impact of PP expenditure actions.</p>	<p>English Team</p> <p>Class teachers Year 2 Teacher (LW)</p> <p>LA</p> <p>Deputy Head</p>	<p>Termly</p> <p>Termly ('Bug challenge')</p>

<p>B. A higher percentage of PP children achieve above the expected standard at the end of each year. (KS1 EXS Targets R=71%, W=57%, M=71%, RWM=62% KS2 EXS Targets R=69%, W=63%, M=63%, RWM=56% )</p> <p>Intervening in class as well as the additional opportunities for children to close gaps</p>	<p>Consider the use of ICT as a tool to improve outcomes for PP children</p> <p>Targeted questioning in class to ensure challenge.</p> <p>Mastery Approach to questioning in Maths</p> <p>Class teachers to embark on provision mapping to ensure that all PP children have something additional in place.</p> <p>Targeted TA support given to pupils within the classroom – to support progress and attainment</p>	<p>Children who settle quickly into school are more likely to begin making progress. Additional adults provide opportunities for target group learning and smaller classes, resulting in a more personalised learning approach.</p>	<p>Monitoring – lesson observations, drop ins, book scrutiny linked to the Marking and Feedback policy.</p> <p>Assessment data</p> <p>School to implement a robust system of collecting data to evaluate the impact of PP expenditure actions.</p> <p>Provide Reading resources</p>	<p>SLT</p> <p>SLT</p> <p>Assistant Head (ET)</p>	<p>Termly PP meetings</p> <p>Half termly through Monitoring cycle by SLT</p>
<p>C. Embed marking and feedback further</p>	<p>Revisit the marking and feedback policy and consider the use of specific praise, particularly in the case of PP children</p> <p>Children will be aware of their achievements and easily identify where to improve and teachers will quickly and effectively address misconceptions and offer support.</p>	<p>Marking and feedback plays an important role in progress for. It continues to be an effective way that teachers monitor progress of all children. It provides explicit feedback and steps for improvement.</p>	<p>Monitoring – lesson observations, drop ins, book scrutiny linked to the Marking and Feedback policy.</p> <p>Assessment data</p> <p>School to implement a robust system of collecting data to evaluate the impact of PP expenditure actions.</p>	<p>Assistant Heads</p> <p>Class Teachers</p>	<p>Termly through book monitoring by AHT</p> <p>Summer 2019</p> <p>Autumn 2019</p>
<p><b>Total budgeted cost</b></p>					<p>£93000</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?
D. Ensure identification of SEN in EYFS so that early intervention can be put in place – this has the potential to blur the lines when considering reasons for underachievement Ensure that all PP children are identified in EYFS	Family workers and SENDCO work closely with EYFS staff and parents to identify any SEND need as early as possible  Family Workers work closely with EYFS staff and parents to highlight and support parents in obtaining PP status for some children	The correct number of children are identified to have a SEN need Early intervention is received in order to make rapid progress to narrow any gaps	Sustain the emphasis on quality first teaching from the Bold Beginnings in EYFS, throughout the school.	SENDCO(EW)  EY Leader(KD)  Family Workers	Termly through Reports

E. Gaps between PP and non PP children to close as the year progresses More PP children achieve 'Greater Depth' at the end of the year and Key Stages	Develop 'champions' of PP within the staff team to develop the enthusiasm and focus	<p>Pupil Premium Champions - To track progress and attainment and ensure necessary support is in place.</p> <p>To identify barriers to learning for individual children, including high attainers and monitor engagement of PP children</p> <p>To liaise with class teachers, Phase leaders and SLT to ensure a cohesive strategy is in place. Improved focus and clarity on how to best support Pupil Premium children leads to raised attainment and progress and the gap closing between PP and non PP children.</p>	PP champion training through external consultants	<p>Deputy Head</p> <p>Learning Walks/ Monitoring</p>	Termly
F. Consider methods of ensuring access to clubs for all PP children through greater variety and free number of places available. (Including provision for homework club)	To develop physical health and wellbeing through sport. To develop a sense of team and belonging.	<p>Provide children access to a range of experiences through an extensive range of sporting/other clubs Promote aspirations and experience opportunities which they may not have otherwise.</p>	<p>To collect data on participation rates in school clubs and activities with a breakdown showing PP and non-PP children</p> <ul style="list-style-type: none"> <li>○ Subsidise school trips</li> </ul>	<p>Family workers</p> <p>Deputy Head</p>	Half termly

G .Consider the current provision of team and deployment of family workers to focus on learning outcomes for children in their work with families.	<p>Planning and running clubs that provide focussed learning and high levels of engagement, including the development of social skills and self-esteem.</p> <p>To identify barriers to learning from family environments and providing the support needed to overcome these.</p>	Parents feel supported with their parenting and understanding of how to help their child achieve, leading to raised attainment and progress.	<p>Team to support parents to support their children through:</p> <ul style="list-style-type: none"> <li>○ parental support</li> <li>○ adult learning courses, parenting packages</li> <li>○ homework clubs</li> <li>○ provision of a crèche for sessions</li> </ul>	Family workers	Termly
H. Improve attendance / punctuality of PP children.	<p>Attendance of PP champion increases – leading to better attainment / progress</p> <p>EWO partly funded to support PP groups</p> <p>Regular attendance and punctuality meetings with parents to identify barriers and set actions.</p> <p>Attendance support for potentially vulnerable children.</p>	<p>Poor attendance and persistence absence impact directly on the progress children make. Attendance meetings, home calls, support meetings and signposting to outside support can help families to get back on track ad attendance rates.</p> <p>Continue raising the profile of attendance. through assemblies, displays, newsletters, celebrations and rewards, ensured it is seen as important to children and parents.</p>	Termly analysis will demonstrate an improvement in attendance.	Attendance Officer	Half termly
<b>Total budgeted cost</b>				£126000	



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?
A. Schools leaders to consider the EEF report to identify strategies which may be useful for the school to develop in time.	Improved focus and clarity on how to best support Pupil Premium children leads to raised attainment and progress and the gap closing between PP and non PP children	Improved subject knowledge of teachers – Leading to improved outcomes / progress of all (including Pupil premium children)	External consultants to lead training Data comparison from before and after training has been delivered  Monitoring Schedule	Consultant  Deputy Head(CE)	Summer term
B. Governor training related to understanding the barriers for PP children and an awareness of the EEF report	Improved focus and clarity on how to best support Pupil Premium children leads to raised attainment and progress and the gap closing between PP and non PP children	Improved subject knowledge of Governors – Leading to improved outcomes / progress of all (including Pupil premium children)	External consultants to lead training Data comparison from before and after training has been delivered	Consultant  Deputy Head(CE)	Summer term
C. Sharing of information for governors	Teachers appraisal objectives shared with governors anonymously  Governors to be presented with a copy of the CPD programme for teachers	To ensure Governors are clearly informed of the spending of Pupil Premium funding  To make Governors aware of all the CPD opportunities for Staff	Through Governing Body meeting, through Governor hub  Governors attend a range of Learning Walks all with different foci	Deputy Head(CE)	Summer Term

D. CPD for TAs/staff -in raising awareness of the barriers faced by PP children -in understanding how to effectively support a child to become an independent learner - the impact of poor teaching and high quality teaching on PP pupils	Improved focus and clarity on how to best support Pupil Premium children leads to raised attainment and progress and the gap closing between PP and non PP children	Improved subject knowledge of staff – Leading to improved outcomes / progress of all (including Pupil premium children)	School leaders to investigate what other local schools are doing to support and to raise achievement of PP pupils.	Deputy Head(CE)	Summer Term
Total budgeted cost				£12000	
5. Review of expenditure					
Previous Academic Year		2017-2018			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned		Cost
A. Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2	<u>Talk for Writing Project</u> <ul style="list-style-type: none"><li>Staff training – Development of Guided Reading and whole class Reading sessions through school.</li><li>Attend Spotlight on Standards training – focused sessions on developing Reading comprehension within KS2.</li><li>Develop the provision for Accelerated Reader, including the purchase of additional</li></ul>	All staff received and attended training hosted by TFW project. This has been implemented across the school and training still continues with the PWP team and all staff. Staff receive ongoing CPD in various forms throughout the year, including LA hosted TFW day insets. Spotlight on Standards was attended and resources and used in school	The success of TFW hence continuation in this 3 year cycle  Continue with this as children are motivated by the reward Developing children as readers		Half Termly £12,500 Resources for TfW - £10,000  £5000  Autumn Term Texts - £10,000

	<p>texts, use of rewards and heightening its profile in school.</p> <ul style="list-style-type: none"> <li>• Provide a range of quality texts for children to develop a reading culture at home.</li> <li>• School Teaching Staff – 4 days Easter Booster sessions targeting Year 6 pupils</li> <li>• 1 to 1 Reading to develop fluency and comprehension skills.</li> </ul>	<p>Accelerated Reading has been a successful implementation this year. This has been successful in Year 4,5,6 Autumn 1 has shown this programme rolled out to Year 3.</p> <p>Additional Texts books were purchased and issued to PP children. These books formed part of their AR scheme and was promoted so that children could earn their reward</p>	<p>All PP children have access to books at home which promotes fluency, ensure progress and developing a love for Reading</p> <p>Intervention/Catch up sessions to teach to the gaps in learning. The change this year is to catch those children daily/weekly and teach to those gaps/misconceptions.</p>	<p>Texts - £2,000</p> <p>Easter Break</p> <p>Boosters Budget - £1,000</p> <p>£19,000 (20% of wages – RM, KJ, SE, CW, JD, NG)</p>
<p>B. A higher percentage of PP pupils achieve above the expected standard at the end of each year – particularly in Years 3,4 &amp; 6</p>	<ul style="list-style-type: none"> <li>• Targeted questioning in class and intervention group work to ensure challenge.</li> <li>• School Teaching Staff – 4 days Easter Booster sessions targeting Year 6 pupils.</li> <li>• Additional teachers to support transition and provide additional teaching opportunities.</li> </ul>	<p>As above, long periods of absence from school can cause a pupil to regress in their knowledge, skills and understanding. Targeted sessions will be available to boost and extend our HA pupils</p> <p>Children who settle quickly into school are more likely to begin making progress. Additional teachers provide opportunities for target group learning and smaller classes, resulting in a more personalised learning approach.</p>	<p>Mastery for HA/all PP children not achieved. Staff still not 100% clear on PP chn just to consider for planning.</p>	<p>Spring &amp; Summer Term £4,500</p> <p>After School Boosters</p> <p>Easter Break</p> <p>AH – £20,293</p> <p>Reception supply - £6,000</p>
<p>C. Children continue to develop positive learning behaviours, resulting in higher</p>	<p>Continue to develop and embed a Growth Mindset ethos with staff, pupils and parents/carers through</p>	<p>Children's growth mindset is encouraged and wellbeing is supported, leading to improved attainment, progress, behaviour and attendance.</p>	<p>New Behaviours for Learning Policy implemented Autumn 2018</p>	

levels of attainment in all subjects.	workshops, staff training, assemblies etc.			
			<b>Total budgeted cost</b>	£93,200
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
B. A higher percentage of PP pupils achieve above the expected standard at the end of each year – particularly in Years 4 & 6.	Small group interventions and 1 to 1 tuition to be provided for pupils in Years 2 & 6.	Gap narrowed for some children but not all.	Small group/interventions to take place in class	
C. Children's social and emotional needs are addressed including developing strategies to manage family crisis, resulting in higher levels of pupil attainment in all subjects.	1:1 and small group interventions focused on addressing social and emotional needs. *Building Blocks *Magnificent Minds *Nurture sessions *Talk Time	Children with secure emotional well-being are more engaged and 'ready' to learning.  Through support and intervention children are equipped with the strategies to manage their own emotional well-being and succeed both socially and academically.	Weekly PST meetings identify individual/groups of pupils who may need additional nurture support.  Nurture support referral forms  Planned sessions monitored and progress shared in weekly PST (Pastoral Support Team) meetings.	<i>PST, MP, Family Workers</i>
C. Children continue to develop positive learning behaviours, resulting in higher levels of attainment in all subjects.	1:1 and small group interventions promoting and embedding positive behaviours for learning whilst addressing gaps in learning in Reading, Writing and Mathematics and spoken English Language.	Targeted teaching is needed to support pupils in developing behaviours for learning. This will enable pupils to access and persevere with their learning to overcome barriers and fill prior gaps.  Targeted Interventions focusing on develop Early English Acquisition	Lesson observations and pupil data demonstrate progress.  Pupil discussions and planning notes.  Gaps in pupil learning addressed.	<i>MP, HT, NR &amp; PP TAs</i>
<b>iii. Other approaches</b>				

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
D. Termly analysis will demonstrate an improvement in attendance.	<p>EWO partly funded to support PP groups</p> <p>Establishing an Attendance Officer Role</p> <p>Regular attendance and punctuality meetings with parents to identify barriers and set actions.</p> <p>Attendance support for potentially vulnerable pupils.</p>	<p>Poor attendance and persistence absence impact directly on the progress pupils make. Attendance meetings, home calls, support meetings and signposting to outside support can help families to get back on track and attendance rates.</p> <p>Making attendance high profile, through assemblies, displays, newsletters, celebrations and rewards, ensured it is seen as important to pupils and parents.</p>	Attendance and punctuality will be monitored continuously and target groups identified.	MP & GK
E. Increased parental engagement and involvement in pupils' learning resulting in high levels of learning taking place in the home environment.	<p>Parent/carer workshops in all Key Stages focusing on a key area of learning and strategies to support learning at home.</p> <ul style="list-style-type: none"> <li>Maths Lead to lead Maths Workshops through school</li> <li>Family Learning classes – Reception to Year 3</li> <li>Early reading strategies – Reception, KS1</li> <li>ESOL classes</li> </ul>	Parent/carers who are equipped with the knowledge and understanding of how they can support their children at home are more likely to participate in home learning activities with their children and develop learning rich environment at home.	<p>Parental questionnaires</p> <p>Pupil questionnaires</p> <p>Quality of home learning/support.</p> <p>Focussed Family Learning</p>	HT & NR
F. Pupils access a range of experiences which develop self-esteem and aspirations.	A range of experiences/extra-curricular activities will be provided to support the children in developing a range of skills and aspirations including musical,	Wider experiences and aspirations will result in a determination to succeed. Through providing these children will also have the opportunity to participate in experiences that they would not otherwise be able to.	Pupil and parent discussions.	MP, HT & NR

	outdoors adventures, trips, visits etc.			
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