

Pupil premium strategy statement (primary)

1. Summary information

School	Pirton Hill Primary School				
Academic Year	2017/18	Total PP budget	£248,160	Date of most recent PP Review	25.09.17
Total number of pupils	498	Number of pupils eligible for PP	188	Date for next internal review of this strategy	Termly

2. Current attainment

	Foundation Stage - 2017	Key Stage 1 - 2017					
	Good Level of Development	Reading		Writing		Maths	
		Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Pupil Premium	60%	62%	10%	67%	5%	62%	5%
Whole Cohort	64%	64%	11%	63%	9%	68%	13%

	Key Stage 2 Attainment – 2017							
	Reading		Writing		Maths		GPS	
	Expected	High Score	Expected	Greater Depth	Expected	High Score	Expected	High Score
Pupil Premium	50%	6%	50%	0%	59%	6%	71%	9%
Whole Cohort	50%	10%	57%	7%	60%	7%	72%	17%

Note: Key Stage 2 data extracted from DAISI (Data Analysis & Insight for School Improvement) – version 1.2 & 1v0b (2017)

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 4 and 6.	
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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance is significantly below National. (Attendance 2016-2017: 94.3% / Persistent Absence: PP 2016-2017 – 12.8% Non PP pupils – 9.6%)	
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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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 – particularly in Years 4 & 6.	HA 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.	Children continue to develop positive learning behaviours and social and emotional needs are addressed (including developing strategies to manage family crisis), resulting in higher levels of pupil attainment in all subjects.	Pupils develop and apply a range of behaviour for learning strategies and as a result make expected or better progress. Pupils' resilience and motivation towards learning situations improves.
D.	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 95%, closing the gap between school and National.	Pupils' attendance significantly improves term on term. Persistent absence decreases. EWO & school staff actively work with families to improve attendance. The gap between the schools' and National attendance figures closes.
E.	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.
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.

4. Planned expenditure

Academic year

2017/18

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 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> Staff training – Development of Guided Reading and whole class Reading sessions through school.	Quality learning opportunities and teaching resources to meet the needs of the pupils makes a significant difference to attainment.	Staff training, mentoring and coaching.	MP, GB, DS & RS	Half Termly
	Attend Spotlight on Standards training – focused sessions on developing Reading comprehension within KS2.	Staff will continue to develop their knowledge & understanding and key strategies in teaching the key concepts and requirements of the National Curriculum.	Continuous monitoring through book scrutiny, lesson observations and learning walks.	MP & SLT	
	Develop the provision for Accelerated Reader, including the purchase of additional texts, use of rewards and heightening its profile in school.	As a larger number of pupils begin to access Accelerated Reader, more resources are needed to ensure choice and suitability. Quality texts are needed to ensure pupils are engaged and motivated to read.	Linked to the School Improvement Plan Staff feedback - successes, areas for development and impact Assessment of pupils	GB & DS	Autumn Term
	Provide a range of quality texts for children to develop a reading culture at home.	Many pupils have expressed that they do not have their own reading books or a range of reading books at home. By providing pupils with a chosen high quality text each term, we are ensuring the pupils have the resources to success and continue their learning.	Monitoring and self-selection Completed books reviews – displays	MP, HT & NR	
	School Teaching Staff – 4 days Easter Booster sessions targeting Year 6 pupils.	Long periods of absence from school can cause a pupil to regress in their knowledge, skills and understanding. Previous holiday study groups have proven successful in maintaining momentum in terms of learning, enthusiasm and self-confidence.		MP, GB & Teaching Staff	Easter Break

	1 to 1 Reading to develop fluency and comprehension skills.	Many pupils don't read regularly at home and therefore 1 to 1 daily reading in school is essential in ensuring progress and fluency.	Assessment Data	MP, HT & GB	
B. A higher percentage of PP pupils achieve above the expected standard at the end of each year – particularly in Years 4 & 6.	<p>Targeted questioning in class and intervention group work to ensure challenge.</p> <p>School Teaching Staff – 4 days Easter Booster sessions targeting Year 6 pupils.</p> <p>Additional teachers to support transition and provide additional teaching opportunities.</p>	<p>It is essential that HA pupils reach their full potential and highly tailored mastery approaches will achieve this.</p> <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>Monitoring – lesson observations, drop ins, book scrutiny and drop ins.</p> <p>Assessment data</p>	MP, NR & HT	<p>Spring & Summer Term</p> <p>Easter Break</p>
C. Children continue to develop positive learning behaviours, resulting in higher levels of attainment in all subjects.	Continue to develop and embed a Growth Mindset ethos with staff, pupils and parents/carers through workshops, staff training, assemblies etc.	A growth mindset is proven to accelerate pupil progress and pupils are more able to grapple with their learning and persevere.	Teacher/Parent and Pupil questionnaires	MP, HT & All Staff	On-going
Total budgeted cost				£93,200	
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?

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.	Small group intervention and 1:1 tuition can be tailored to fill specific gaps in learning and extend learning. Pupils thrive with additional support, gaining confidence as well as knowledge, understanding and skills, that enables them to operate with a greater degree of confidence within whole class settings.	Lesson observations, drop ins, book scrutiny and learning walks. Assessment data.	MP, HT & NR	Half termly
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.	PST, MP, Family Workers	Fortnightly
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 Aquisition	Lesson observations and pupil data demonstrate progress. Pupil discussions and planning notes. Gaps in pupil learning addressed.	MP, HT, NR & PP TAs	Half termly
Total budgeted cost				£120,000	
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?

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 ad 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	Half termly
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">Maths Lead to lead Maths Workshops through schoolFamily Learning classes – Reception to Year 3Early reading strategies – Reception, KS1ESOL classes	<p>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>	<p>Parental questionnaires</p> <p>Pupil questionnaires</p> <p>Quality of home learning/support.</p>	HT & NR	Termly
F. Pupils access a range of experiences which develop self-esteem and aspirations.	<p>A range of experiences/extra-curricular activities will be provided to support the children in developing a range of skills and aspirations including musical, outdoors adventures, trips, visits etc.</p>	<p>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.</p>	<p>Pupil and parent discussions.</p>	MP, HT & NR	Termly
Total budgeted cost				£35,000	

5. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Children develop positive behaviour for learning strategies and social and emotional needs are addressed.	Staff training sessions – Growth Mindset to develop a whole school ethos.	The Acting Headteachers attended the Spotlight on Standard Headteacher’s steering group and led several staff meetings on Growth Mindset – looking at Carol Dweck’s theory, research and impact. Growth Mindset expectations were embedded into our ‘Quality First Teaching’ document used to monitor teaching and learning through school. As a result, staff have a heightened understanding of a Growth Mindset and its impact on pupils’ progress and attainment and are therefore actively reflecting on current practice. Teachers have a greater understanding of their own Growth Mindset and possible barriers and more praise for effort and resilience is evidence in marking comments and feedback within lesson observations. Pupils’ understanding of Growth Mindset has heightened and their knowledge and understanding of altering their mind-sets to ensure they reach their full potential is developing. Pupils are becoming more resilient to tackle challenges.	To ensure a whole school Growth Mindset ethos is embedded, parents and carers need to be invited into school and workshops held.	£500
	Attend Spotlight on Standards training	Our Spotlight on Standards leads have attended all training sessions and delivered staff training throughout the year. A focus on explicit vocabulary teaching was shared. There is evidence of explicit vocabulary linked to topics being introduced to the pupils and teachers have developed their approaches in teaching spelling. More opportunities are now planned for pupils to apply explicit vocabulary. As a result our KS2 SATs Question Level Analysis demonstrates that our pupils performed in line with National. Staff training has also focused on developing numbers sense – strategies of which have been trialled in some classes.	As only two teachers attended the Spotlight on Standards training sessions (Year 4 & 5), it proved difficult to ensure that practice was cascaded and shared to all year groups, moving practice forward as quickly as possible. It would be more beneficial for one teacher from each year group (Years 2→6) to attend to ensure a more immediate impact on current practice.	

B. Improved provision and progress for SEN pupils who are eligible for PP.	Additional teachers in Reception, Year 3 and Year 6. Additional TA support in Reception and Year 6 for targeted support.	<p>As our numbers rose in Reception the additional teacher was used to lead a third class. As class sizes were small, teachers were able to target pupils and ensure accelerated progress. Pupil typically arrived below the expected standard and ended Reception with a Good Level of Development broadly in line with their peers.</p> <p>An additional teacher in Year 3 did not result in accelerated progress. At the end of Year 3 the attainment gap between PP pupils and Non PP pupils in Maths has increased.</p> <p>An additional teacher in Year 6 ensured that teachers were able to continuously target PP pupils resulting in a rise in our SATs results from the previous year.</p>	<p>An additional teacher does not always impact on the progress and attainment of the pupils and more targeted monitoring and support is necessary to ensure all pupils progress at an accelerated rate.</p>	£77,397
	New Inclusion Manager to attend training - National Senco Award and liaise with established Inclusion Manager. External agencies to support and advice teachers and TAs - focusing on personalised differentiation.	A new Inclusion Manager was appointed and has started the National Senco Award. Regular meetings took place with the established Inclusion Manager and pupils and staff receive regular support and advice from external agencies ensuring learning is tailored to meet the needs of all pupils. Our pupils with SEN performed well often in line or just above other SEN pupils in Luton LA Primary Schools.	As the Inclusion Manager is new to role, additional support from external agencies is needed to ensure professional development.	£1,000

<p>C. Tailored curriculum meeting the needs of EAL pupils eligible for PP.</p> <p>Language skills are developed and impact on the progress made in reading and writing.</p>	<p>Tailored curriculum implemented – Racing to English to ensure all pupils progress rapidly with English Acquisition.</p> <p>EMAS support provided to support EAL learning access the curriculum.</p>	<p>Racing to English was implemented and used to support pupils who arrived into school with Early English Acquisition or no spoken English. Pupils are developing their English Language skills well.</p> <p>EMAS support is provided in class, to support EAL pupils in accessing the National Curriculum. Our KS2 SATs Question Level Analysis shows that our EAL pupils are performing broadly in line or above their peers in Luton LA Primary Schools however below in Reading.</p>	<p>The Racing to English programme is working well to ensure basic English language is developed quickly. However once children have finished the programme and the children were accessing the National Curriculum, slower progress was made. Further support/intervention is needed within the programme to ensure pupils continue to progress at a rapid rate when accessing the National Curriculum.</p> <p>Further support/intervention is needed to develop explicit vocabulary teaching for EAL pupils eligible for PP.</p>	£100
	<p>Staff training from Lead Consultants – focusing on developing pupils’ language skills and vocabulary.</p>	<p>Staff received training from the Local Authority EAL consultant on developing pupils’ language skills and vocabulary. This ensured that teachers were equipped with key strategies to support pupils in the classroom. Lesson observations have demonstrated a heightened focus on the teaching of explicit vocabulary, particularly linked to topics.</p>	<p>Developing pupils’ understanding of vocabulary remain an area of focus to be developed. KS2 SATs question level analysis demonstrated that pupils found questions on the meaning of words in context difficult – all pupils performing 16% below National.</p>	£3519
	<p>Wider range of texts purchased and available for independent and whole class teaching & learning.</p>	<p>A wider range of texts were purchased and continue to be purchased to support independent and pupil learning. A new Reading Spine was established to ensure the texts are pitched correctly and provide a broad and balanced curriculum. This has resulted in higher levels of enthusiasm and interest in independent reading.</p>	<p>Some PP pupils have limited access to texts at home and are therefore de-motivated to read regularly. New texts to be purchased in the following academic year for pupils to keep and enjoy at home.</p>	£8,000

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
<p>A. Children develop positive behaviour for learning strategies and social and emotional needs are addressed.</p>	<p>1:1 and small group interventions promoting and embedding positive behaviours for learning whilst addressing gaps in learning.</p>	<p>1:1 reading took place in the Spring and Summer terms in Years 1 and 2 resulting in higher rates of progress being made and a higher proportion of pupils able to access the Reading SATs paper at the end of Key Stage 1.</p>	<p>1:1 reading will continue due to the accelerated progress from the previous year and increase in fluency. More progress could have been made if the intervention has begun in the Autumn term. All intervention will begin in the Autumn term in the next academic year.</p>	£29,901
		<p>Small group interventions have taken place in maths in both Years 4 and 6, resulting in an increase in attainment and improved KS2 Maths SATs results.</p>	<p>Small maths booster sessions and 1 to 1 support will continue due to positive impact on pupil attainment.</p>	£696.51

<p>A. Children's social and emotional needs are addressed.</p>	<p>Some PP children will attend nurture sessions –e.g. building blocks, magnificent minds, talk for writing, talk time, therapeutic sessions.</p>	<p>A number of Nurture session have taken place to support pupils in developing positive behaviour learning strategies and to ensure social and emotional needs are addressed. These included: Reception Nurture Groups x2 Year 1 Nurture Groups x2 Year 2 Nurture Group x1 Year 3 Art Therapy and Protective Behaviours x2 Year 5 Positive People & Speaking and Listening – Summer term Years 5 & 6 – Art Therapy – Autumn Term 1 to 1 support for individual pupils Building Blocks – lunchtimes Year 3&4 Magnificent Minds – lunchtimes Years 5&6 Talk Time – 2 x lunchtimes Years 3&4/5&6 Friendship conflict resolution</p> <p>An increase in class engagement was evident and social skills developed.</p>	<p>Due to the needs of our pupils – Nurture sessions play a vital role in ensuring are pupils are able and keen to access learning within the classroom. Session alter continuously dependent on the needs of the pupils and will continue into the following academic year.</p> <p>Where needed pupils are supported with the classroom.</p>	<p>£48,668</p>
<p>B. Improved provision and progress for SEN pupils who are eligible for PP.</p>	<p>1:1 SEN TA and learning support staff</p> <p>Dedicated 1:1 support led by SEN TAs.</p>	<p>Individual pupils received additional SEN TA support and will continue to do so. This ensured pupils received the individualised tailored curriculum they need and made steady progress. Our KS2 SATs Tests Analysis demonstrated that our SEN pupils performed in line or above SEN pupils in other Luton LA Primary Schools.</p>	<p>Due to staff leaving, SEN TA support was reduced in the Summer term. Recruitment has ensured an SEN TA has begun in the Autumn Term to support PP pupils with SEN.</p>	
<p>C. Tailored curriculum meeting the needs of EAL pupils eligible for PP.</p>	<p>Small group reading and writing interventions focusing on language skills.</p>	<p>EMAS sessions took place throughout the year. As above.</p>	<p>As stated above further support and intervention needs to be planned to support EAL pupils who have completed Racing to English to access the National Curriculum fully and continue to make accelerated progress.</p>	<p>Above</p>
<p>Language skills are developed and impact on the progress made in reading and writing.</p>	<p>Small group reading and writing interventions focusing on language skills.</p>	<p>Small group reading and writing interventions also took place in Year 6 and impacted positively on the overall attainment of PP pupils in the Key Stage 2 results. Please see the above data. A small % of EAL pupils achieved the Higher Standard at the end of KS2. Easter booster sessions impacted on learning and prevented a dip after the long holiday.</p>	<p>To continue with the Easter booster sessions due its positive impact on pupil achievement and motivation. To build upon the small group intervention work begun.</p>	<p>£638.75</p>

D. Increased attendance rates for pupils eligible for PP through school.	<p>EWO involvement to address persistent absenteeism.</p> <p>Family workers will monitor the attendance of pupils eligible for PP and liaise with parents/carers to improve pupil attendance.</p> <p>Rewards to be given for pupils who have achieved the school's target and 100% attendance each half term.</p>	<p>The school continues to receive EWO support and the % of persistent absenteeism has not reduced.</p> <p>A new attendance policy was shared with staff, parents and carers and monitored each half term.</p>	<p>Monitoring was not robust or frequent enough to tackle poor attendance as it rose. Attendance will need to be a focus for all pupils in the following academic year.</p>	Rewards - £150
E. Increased parental engagement and an understanding of a learning rich-home environment.	<p>Provide a range of opportunities for parents/carers to participate in their children's learning.</p> <p>Family learning sessions to be provided to equip parents/carers with the knowledge, skills and understanding needed to support pupils' learning at home.</p> <p>Guidance and activities to support pupils with their learning at home shared with parents/carers.</p>	<p>A range of resources and guides to support parents in supporting their child/ren at home were distributed. These ensured pupils had the correct resources to complete their home learning and parents/carers were equipped with the knowledge and understanding to support their child at home.</p> <p>A number of Family Learning sessions took place: *Keeping up with the children – Maths Year 3 *Fun with Phonics – Reception *Family Language – Years 1&2 *Keeping up with the children – Literacy These sessions supported parents/carers in ensuring they were able to provide a learning rich-home environment however not many PP parents/carers attended.</p> <p>SATs workshops were held for parents/carers gained a greater understanding of the expectations of the National Curriculum and how they can support their children at home. These were very well attended.</p> <p>Phonic & Mathematic sessions where held for parents/carers in Reception resulting in an increase in the understanding of the teaching strategies used and how parents/carers can</p>	<p>The school had no way of ascertaining whether parents/carers found the guides useful or whether they were used. Parental workshops need to be delivered to ensure parents/carers are fully equipped and have the knowledge and understanding to support their child at home.</p> <p>A drive on recruiting PP parents/carers is needed. A parent/carers questionnaire, individual conversations may support the school in understanding why there is low attendance.</p> <p>SATs workshops worked well and parents/carers found them very informative. These need to be moved to the Autumn term to maximise time in the school learn for additional support at home.</p>	£2000

	<p>To audit and purchase resources to support pupils eligible for Pupil premium to complete their learning to a high standard at home. This will include additional ipads to access Accelerated Reader in school after home learning, new reading books, Mathletics and Spellodrome.</p>	<p>support their children at home. All PP pupils were given a resource pack to support their learning at home and to complete their home learning projects.</p> <p>Additional ipads were purchased and used in class to support Accelerated Reader, Mathletics etc. This allowed pupils to independently access quizzes and educational resources to move their learning on. New reading books were purchased for Reception, Key Stage 1 an Key Stage 2 allowing both teachers and pupils to access a wider range. As a result pupils were more motivated to read and selected from a wider selection.</p>	<p>Unlike Mathletics, Spellodrome was not accessed by many pupils at home and the high levels of motivation and engagement observed from the pupils that Mathletics saw.</p>	<p>£32,000</p>
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