



Pupil Premium Strategy Statement: Hinchley Wood Primary School 2018-2019

1. Summary information					
School	Hinchley Wood Primary School				
Academic Year	2018/2019	Total PP budget	£61,000	Date of most recent PP Review	n/a
Total number of pupils	624	Number of pupils eligible for PP	32	Date for next internal review of this strategy	June 2019
2. Current attainment (based on 2017/2018 KS2 SATS)					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths			44%	70%	
% making progress in reading			-1.79	0.31	
% making progress in writing			-2.73	0.24	
% making progress in maths			-6.04	0.31	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	A significant proportion of pupils eligible for PP need support to make accelerated progress from subsequent years to reach age related expectations, particularly in maths				
B.	A significant proportion of pupils eligible for PP also have SEND (50% overlap)				
C.	Previously poor early identification of weak language skills in EYFS, KS1 and KS2 are affecting progress in subsequent years				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Parental engagement alongside social and emotional needs for some disadvantaged learners is impacting on attendance rates and in turn their learning				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	



A.	Accelerated progress for pupils eligible for PP in all core subjects, with significant accelerated progress in maths	Pupils eligible for PP make rapid progress by the end of the year so that they meet age related expectation
B.	Increased rates of progress for SEND pupils eligible for PP	Pupils eligible for PP who are identified as SEND make accelerated progress from their starting points. Progress measured using Target Tracker and specific intervention assessments (depending on level of need)
C.	Improved English language skills for PP pupils in EYFS, KS1 and KS2	Pupils eligible for PP in EYFS, KS1 and KS2 make rapid progress in their English language skills by the end of the year
D.	Children attend and feel secure at school and can focus on their learning.	Children's overall attendance and focus on learning has improved and emotional well-being measured through pupil survey



5. Planned expenditure					
Academic year	2018/2019				
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: Accelerated progress for pupils eligible for PP in all core subjects, with significant accelerated progress in maths	CPD (linked to EEF research) on working with disadvantaged learners	EEF research outlines myths and facts linked to disadvantaged learners that need to be addressed with staff before effective support can be provided to disadvantaged learners	Evaluations from staff	SLT (HT/Inclusion Lead)	June 2019
A: Accelerated progress for pupils eligible for PP in all core subjects, with significant accelerated progress in maths	Introduction of Power of Reading to engage Phonics training delivered to all EYS/KS1 staff Maths Mastery training for all staff and specific TRG training for new maths lead Times table Rockstars to develop fluency and variation in maths	Previous evidence and experience within LLT schools of working with disadvantaged learners and be adapted and applied to HWPS e.g. use of Maths mastery approach, Power of Reading etc.	Use of reporting and quality of discussion in Pupil Progress Meetings Learning walks, planning scrutiny and book looks	SLT	June 2019
A: Accelerated progress for pupils eligible for PP in all core subjects, with significant accelerated progress in maths B: Increased rates of progress for SEND pupils eligible for PP	Training for all teaching staff in the use of Target Tracker to monitor progress of PP pupils Regular termly progress meetings with a focus on PP pupils	When teachers are able to confidently use data and tracking tools than planning becomes more targeted and based on need (gaps analysis)	Use of reporting and quality of discussion in Pupil Progress Meetings Learning walks, planning scrutiny and book looks	SLT (HT/DHT)	June 2019



	Planning for disadvantaged learners particularly in the use of feedback				
C: Improved English language skills for PP pupils in EYFS, KS1 and KS2	<p>Phonics training for all EYFS and KS1 teachers and TAs</p> <p>Whole school review of guided reading</p> <p>Introduction of Power of Reading to engage learners in reading and writing and ensure use of quality texts</p> <p>Teacher released to deliver phonics intervention groups in year 2 for those not meeting screening threshold in year 1</p>	<p>EEF Toolkit shows high impact of intervention in early years</p> <p>Research has shown high impact of using small group intervention to accelerate progress</p>	Regular monitoring of phonics and reading through learning walks, phonics screen checks and use of Target Tracker	SLT (DHT, EYFS Lead and Year 1 Lead)	June 2019
Total budgeted cost					£6,000
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?



<p>B: Increased rates of progress for SEND pupils eligible for PP</p> <p>C: Improved English language skills for PP pupils in EYFS, KS1 and KS2</p>	<p>Use of a variety of SEND interventions to support learning, including:</p> <ul style="list-style-type: none">-Pre teaching training-SALT training-FFT Training-ASD training (Linden Bridge)-Educational Psychology training in 'Effective Use of Teaching Assistants'	<p>Children with SEND often have a range of specific needs that require bespoke interventions. Training specific staff will benefit pupils eligible for PP as well as other children.</p> <p>EEF Toolkit shows high impact of 1:1 tuition in improving attainment.</p> <p>EEF Toolkit shows high impact of developing parental engagement.</p>	<p>Interventions have entry /exit assessments to track progress and will be entered on the Provision Map.</p> <p>Target Tracker to record overall progress in class</p>	<p>SLT (Inclusion Manager)</p>	<p>June 2019</p>
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<p>B: Increased rates of progress for SEND pupils eligible for PP</p>	<p>Inclusion Manager assigned as PP Lead at PP network meetings e.g. LLT, Surrey</p> <p>Introduction of provision mapping for PP children</p> <p>Use of 'Me and My Learning' surveys to individual PP profiles</p>	<p>As well as whole school awareness of Pupil Premium, senior leadership is required to ensure levels of accountability for the Pupil Premium strategy.</p> <p>Evidence for local networks have shown that the SENCo also taking on the role of overseeing Pupil Premium under an Inclusion Lead role lends itself to a joined up provision of support in schools.</p>	<p>Accurate reporting to SLT, Governors (IEB) and on the school website, with statutory duties complied with</p>	<p>SLT (Inclusion Manager)</p>	<p>June 2019</p>
<p>A: Accelerated progress for pupils eligible for PP in all core subjects, with significant accelerated progress in maths</p>	<p>In class support from TA's creating time for teachers to work 1-1 or with small groups of PP children</p> <p>Tracking and monitoring systems for PP children and subsequent progress meetings</p> <p>English and maths booster sessions, 5 Min boxes, targeted reading support etc. implemented and in use</p> <p>SATs boosters sessions before and after school for year 2 and 6</p>	<p>EEF research leading to the 'Effective Use of the TA' document highlights the importance of support staff deployment to create opportunities for teachers to work to support needs of individual and groups of children</p>	<p>Teachers formatively assess children they work with and this contributes to recording on Target Tracker.</p> <p>Entry and exit assessments for specific targeted interventions</p>	<p>SLT</p>	<p>June 2019</p>
Total budgeted cost					£25,000
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?



D: Children attend and feel secure at school and can focus on their learning.	Recruitment of HSLW to support with awareness raising and signposting to support and to develop strong relationships between pupils, school and parents	There is substantial research evidence to suggest that a bespoke individual support approach for parents encourages families to engage with education and follows on from support provided in Sure Start/Children Centres	Parent and pupil voice Recording of case notes	Inclusion manager	June 2019
D: Children attend and feel secure at school and can focus on their learning.	Bridge Builders (Y5 & Y6 Pupils) to raise aspirations and develop key life and work skills (incl resilience workshop and off site visit)	Research reports highlight that only 7% of PP pupils go on to access university education compared to 50% of non-pp pupils.	Entry and exit surveys, engagement and attendance at sessions with mentors	HT	June 2019
D: Children attend and feel secure at school and can focus on their learning.	Subsidies for trips, visits and equipment	Surrey Outdoor Learning (SOLD) provides signposting to substantial research to suggest that outdoor adventure programmes and participation in enrichment visits impact positively on a child's self-confidence.	Participation rates recorded through use of PP provision mapping tool Pupil feedback	SLT	June 2019
D: Children attend and feel secure at school and can focus on their learning.	Home and Nursery Visits (EYFS) to include raising awareness and identification of PP families	FFT research shows that a significant proportion of children eligible for PP funding are currently not accessing it. HWPS is situated in a highly affluent area in Surrey in which there is a relatively low level of disadvantage. This has presented a challenge with PP families wishing to be identified and engaging with school	All families engaged with prior to children starting school Transition profiles for each child in place	SLT (EYFS Lead/DHT)	June 2019
D: Children attend and feel secure at school and can focus on their learning.	Parental Workshops e.g. SATs, anxiety, sleep etc.	Research shows that if parents have a greater awareness and understanding of issues and are given basic strategies to support this can have appositive impact on the child	Participation rates recorded Evaluations of workshops gained	SLT	June 2019



D: Children attend and feel secure at school and can focus on their learning.	Provision of additional ELSA support	Consistent feedback from schools across the UK that ELSA has a significant impact on the emotional well-being of children. Existing staff will be trained to deliver ELSA sessions	Use of exit profiling, feedback from children and parents.	Inclusion Manager	June 2019
D: Children attend and feel secure at school and can focus on their learning.	Attendance meetings and clinics				June 2019
Total budgeted cost					£30,000

Please note that the cost is estimated for each area of expenditure. During 2018/2019 a significant number of the initiatives included in the Pupil Premium strategy will also be supplemented by additional funding from the school's budget.

Sections 6 and 7 below are to be completed by July 2019 after a review in June 2018.



6. Review of expenditure				
Previous Academic Year				
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
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
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



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7. Additional detail

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