



## Pupil Premium Strategy Statement: Hinchley Wood Primary School 2019-2020

1. Summary information					
<b>School</b>	Hinchley Wood Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	43,860	<b>Date of most recent PP Review</b>	November 2019
<b>Total number of pupils</b>	625	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	November 2020

2. Current attainment		
	<i>Pupils eligible for PP 2018-2019 ( 5 children)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	40% (2 out of 5 children)	tbc
<b>% making progress in reading</b>	80% (4 out of 5 children)	tbc
<b>% making progress in writing</b>	60% (3 out of 5 children)	tbc
<b>% making progress in maths</b>	60% (3 out of 5 children)	tbc

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	The school is situated in a socially advantageous area, the socio-economic gap between disadvantaged pupils and others is wide
<b>B.</b>	In each year group there is a small number of pupils eligible for the pupil premium grant, there are no notable common barriers therefore each pupils unique circumstances are identified and supported through an individualised provision map
<b>C.</b>	SEND – Cognition and Learning, and Communication and Interaction needs
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance and punctuality and support from home due to a range of individual circumstances.



<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Mental Health within the classroom supports children's positive well-being and enables them to develop an excellent attitude to learning and supports positive outcomes academically, socially and emotionally.	Children can identify friends.  Pupil surveys show the children are happy, feel safe and have a positive attitude towards school shown through anti-bullying and pupil surveys
<b>B.</b>	To ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced	100% children attend at least one club after school All children attend all trips (including residential trips) Individual parent meetings with class teacher to discuss support
<b>C.</b>	All children to make at least expected progress in reading, writing and maths to close the gaps between disadvantaged children and non-disadvantaged children.	85% of children make at least expected progress in reading, writing and maths
<b>D.</b>	Improved attendance and punctuality, for pupils eligible for PP and Increased engagement of parents in children's learning	Increased % of attendance to 90% Increased punctuality i.e. less number of late over the year Close monitoring of attendance at parents evenings and other key events
<b>E.</b>	Increased awareness of all staff of the individual needs of pupils with Pupil Premium	Higher Profile given during pupil progress meetings All staff understand and use differentiated strategies to support children to overcome barriers



5. Planned expenditure					
Academic year		2019/2020			
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?
All children to make at least expected progress in reading, writing and maths to close the gaps between disadvantaged children and non-disadvantaged children.	Quality First teaching  Inclusive strategies used by all staff  Maths Mastery  Assessment for learning and effective feedback	Quality First teaching is known to have the most impact on children's learning  Evidence from: <ul style="list-style-type: none"> <li>• EEF,</li> <li>• Shirley Clarke,</li> <li>• John Hattie,</li> </ul> Indicated that these strategies are effective in supporting successful learning and progress.	Training for Teachers and TAs to raise awareness  Lesson observations and learning walks with feedback given to staff  Inductions for new staff to ensure expectations are in place	Headteacher Inclusion Leader	Termly
Mental Health within the classroom supports children's positive well-being and enables them to develop an excellent attitude to learning and supports positive outcomes academically, socially and emotionally.	Mental Health Strategy  Accelerator Site for mental Health	A clear strategy ensures that children are supported and practice is embedded within the classroom  Working in partnership with other schools sharing best practise.	Mental Health Strategy shared with Staff  Analysis of wellbeing across the school by EIKON Implementation of EIKON wellbeing survey Deep dive with Helen from EIKON	Headteacher Inclusion Leader	Termly



	Mindfulness across the school. Mind Up to train all staff	Mindfulness has been proven to be an effective strategy to use within schools	All staff receive Mindfulness training Review impact of training and strategies with support from Mind Up		
Increased engagement of parents in children's learning	Monitor attendance at parent consultation evenings and other key events  HSLW contact parents and work with children  Send reminders to parents about workshops	EEF toolkit list parental engagement as having some impact on children's learning.	Staff to engage with parents and offer alternative meetings times if necessary (Arrange follow up appointments)  Workshops for parents based on parents/family's needs.  HSLW – home visits to support engagement	Headteacher Inclusion Leader	Termly
Increased awareness of all staff of the individual needs of pupils with Pupil Premium	Higher profile during Pupil progress meetings(termly)  Use of differentiated strategies to support children ie. Metacognition and self-regulation approaches	Metacognition and self-regulation approaches have consistently high levels of impact according to the EEF.	Teachers share strategies with TAs  TA and Teacher training Small group and intervention observations and learning walks with feedback given to staff  HSLW observations of PP children in class to monitor and support wellbeing	Headteacher Inclusion Leader	Termly
<b>Total budgeted cost</b>					tbc



<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All children (including SEND - 19 children) to make at least expected progress in reading, writing and maths to close the gaps between disadvantaged children and non-disadvantaged children.	<p>Personalised provision maps to track impact of interventions</p> <p>1:1 and small group teaching</p> <p>Booster clubs for year 6 children- maths and English</p> <p>Pupil progress meetings to highlight progress and impact of provision</p> <p>Differentiated, evidence based interventions in place depending on needs e.g. pre-teaching,</p> <p>Individual provision map to track impact of provision</p> <p>SEND support plans</p>	Barriers to learning have been identified, they are variable and need to be addressed on an individual basis	<p>Review personalised provision maps to track impact of interventions</p> <p>Pupil passports</p> <p>Focus disadvantaged children during pupil progress meetings</p>	CT Headteacher Inclusion Leader	Termly



<p>Improved attendance and punctuality, for pupils eligible for PP</p>	<p>HSLW to support parents with strategies at home HSLW to support PP children through behavioural interventions</p> <p>ELSA</p> <p>Jigsaw 4you support</p> <p>Meetings with parents and HT for children who are below attendance % and persistently late</p> <p>Involvement of EWO where necessary</p>	<p>Awareness of home life and impact on their wellbeing</p> <p>The EEF state that Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning</p>	<p>Targeted support for individual families and children</p> <p>SDP focus</p> <p>Daily attendance e mails to SLT and HSLW to highlight absentees, to monitor PP attendance.</p>	<p>CT Headteacher Inclusion Leader</p>	
<b>Total budgeted cost</b>					<b>tbc</b>



<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced</p>	<p>100% children attend at least one club after school- funded by PP fund</p> <p>All children attend all trips (including residential trips)- funded by PP fund</p> <p>Individual parent meetings with class teacher to discuss support</p> <p>Parent readers/Volunteer readers</p> <p>HSLW to access grants for families in need</p> <p>TA training on comprehension skills and supporting inferencing</p>	<p>DFE guidance suggests strategies as a wider approach</p> <p>To ensure equal opportunities for all children</p> <p>The EEF suggests that successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge</p>	<p>Ensure each child attends one club</p> <p>Ensure parents are aware of trips funding.</p> <p>Record meetings with parents to discuss additional bespoke support for individuals</p>	<p>CT Headteacher Inclusion Leader</p>	
<p>Progress from EYFS is tracked and language is supported so that outcomes are improved for PP children at the earliest opportunity.</p>	<p>Language link assessment in Reception/KS1</p> <p>Language link interventions to target children with PP funding</p>	<p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds</p>		<p>CT Headteacher Inclusion Leader</p>	



<b>Total budgeted cost</b>	<b>tbc</b>
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<b>6. Review of expenditure</b>
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Previous Academic Year
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<b>i. Quality of teaching for all</b>
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<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>ii. Targeted support</b>
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<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>iii. Other approaches</b>
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<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>7. Additional detail</b>
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