

# Pupil premium strategy statement Hadley Wood School – Summer update



1. Summary information					
School	Hadley Wood School				
Academic Year	2016/17	Total PP budget	£23,020	Date of most recent PP Review	-
Total number of pupils	212	Number of pupils eligible for PP	19	Date for next internal review of this strategy	18.4.2017
		Number of children LAC	1		

2. Current attainment							
2016 - £21, 120 Pupil Premium and £1,500 LAC (not held in school) Nationally ARE is 65%, but as a school we look for 85% by the end of the academic year. These results for Check Point 4					<i>Pupils not eligible for PP (national average) End of last academic year</i>		
	All pupils			Disadvantaged pupils			All pupils Nationally - final year %
	Reading	Writing	Maths	Reading	Writing	Maths	
Reception	2.1	2.1	2	-	-	-	tbc
Year 1	69.3%	62.8%	68.23%	61.5%	54%	63.7%	
Year 2	69.6%	68.1%	69.2%	-	-	-	92%
Year 3	68%	65.4%	62.2%	69%	68%	65%	
Year 4	67%	66%	66%	65%	63%	61%	
Year 5	69%	70%	67%	69%	73%	74%	
Year 6	71%	70%	71%	59%	64%	61%	91%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	The children experiencing the most significant barriers also have SEN. 6 of the PP children are also on the SEN register. They have poor oracy.
B.	3 of the children (1 family) have poor retention skills, so continual targeted teaching is required.
C.	Some of the children have emotional issues (assessed on the Leuven scale) which distract them from their learning.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parents who are struggling with their own issues have less time to offer their children support or provide extension opportunities and financial constraints also limit children's activities outside school.
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
<b>Success criteria</b>	
<b>A.</b>	Children are more in control of their emotions. They have regular meetings with the School Councillor.
<b>B.</b>	Higher rate of progress in maths and writing for the Pupil Premium children.
<b>C.</b>	Higher rates of progress in reading comprehension.
<b>D.</b>	Children have access to enrichment opportunities to help build self – esteem and experience.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016 -17</b> £23,020				
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					
<b>i. Quality of teaching for all</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>
Pupils eligible for PP are achieving no less than the average non-PP pupils	Satellite teaching allowing all children to progress at their own speed with input from Teacher	To keep the children's confidence up they need to be identified and helped quickly.	Half termly pupil progress meetings Learning walks Book scrutinies	PB (AHT Inclusion) BB Assessment	6 checkpoints throughout the year, after which outcomes for specific groups are reported to Governors

Pupils eligible for PP who are also SEN make steady ARE throughout the year	Analysis of need and people given specific training for support of pupils	The children are entitled to the same learning as the other children but often need support, pre-teaching or over – teaching.	Observation of sessions Pupil progress meetings SEN learning walks	PB	6 Check points within the year
<b>Budgeted Cost:</b>					£14000
Pupils economic situation does not impact on their opportunities	Financial support for school journeys, clubs access to visitors, workshops etc.	The children need a range of opportunities in order to maintain their self-esteem, inspire their writing and help them engage with their learning, Some clubs develop specific skills: football – self-control, cooking - independence	Most clubs are run by the professional staff or outside providers. If a club is unsuccessful in that the children do not enjoy it or learn nothing, it is not repeated.	SLT	At pupil progress meetings we also review the emotional development of the children (Leuven scales)
<b>Budgeted Cost:</b>					£1800 trips + clubs £2355 journeys
Children’s emotional state has a reduced impact on their ability to learn.	P4C gives children a voice in lesson times. School Councillor 1:1 The Values agenda increases awareness	Initial use of the Leuven Scale across the school highlighted the fact that several of the PP children were showing low engagement or wellbeing.	We will repeat this analysis at each check point to ensure that the scores are increasing and change or increase the provision accordingly.	BB/PB	The Leuven scale will be repeated at each check point ( 6 in each year).
<b>Budgeted Cost:</b>					£1900
<b>Total budgeted cost</b>					
<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>

The Children who are eligible for Pupil Premium will achieve in line with all pupils nationally. More able will be offered extended	Satellite teaching means that within each lesson every child has some input from the <b>Class teacher</b> as well as support from the TA.	We believe that all pupils are entitled to quality first teaching. To this end we use satellite teaching, where all children have some input from the class teacher during the lesson. They may also have support from the TA, or specific boosters at another time	SLT conduct observations and learning walks to have a 'snapshot' of provision. At the end of each Check Point (approximately each half term) data from all children is discussed and progress recorded. At this point any child who is not making expected progress is considered and if their targeted teaching is proving ineffectual a new strategy is put in place. Book scrutinies conducted by SLT also inform about the children's progress.	Each class teacher is responsible for the support teaching in their class.	We review the implementation at every check point (approximately every 6 weeks) but Staff will report back if they feel that a group need additional support before that time.
Pupils who are eligible for pupil premium and also have SEN will have additional support and targeted teaching as outlined by their ISP.	ISP led satellite teaching, targeted teaching and booster session. Targeted teaching is tailored to the children's specific needs.	Pupils with SEN also benefit from satellite teaching from the class teacher, while other groups are supported by the TA. They also have personalised targeted teaching, such as social stories or additional phonics support.		Each class teacher is responsible for the SEN support teaching in their class.	We review the implementation at every check point (approximately every 6 weeks) but Staff will report back if they feel that a group need additional support before that time.
Children's low reading age will not impact on their ability to access the curriculum.	Children who have little support from home with reading will have additional support with reading in school.	CAT tests show that some children are disadvantaged in their ability to access the curriculum independently because of their lack of experience with reading and poor comprehension skills.	Regular tracking of reading attainment will show whether the gap is reducing for the disadvantaged pupils.	Each class teacher will ensure that support staff are deployed effectively.	The progress will be monitored at the six checkpoints throughout the year at pupil progress meetings.

**Total budgeted cost** £2,900

### iii. Other approaches

<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>
Children's family economic situation will not impact on their personal development or self-esteem.	Families will be given financial support to cover the cost of enrichment or extension activities.	The teachers plan worthwhile visits to give children greater access to the curriculum and parents have to make a contribution to the cost of these. It is important that all children have access to these activities.	Teachers will prepare a separate letter for children who have pupil premium that does not mention cost, so that parents are not embarrassed and do not feel pressured.	JR Office manager	Payment is ongoing – SLT will ensure that all of the activities planned will increase the learning for the children.

Children will start the day calmly and having had breakfast.	Children who have pupil premium will be welcome at Breakfast Club with no charge to them.	Some of the families struggle with managing school and work times. Those children can come to school early to allow parents to work and the children to be fed.	SLT often visit Breakfast Club which is a very happy unit. SLT personally invite children who could benefit from the service.	PB	Ongoing.
<b>Total budgeted cost</b>					<b>£450</b>

6. Review of expenditure				
Previous Academic Year		£23,760		
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
All pupils have access to good quality first teaching from the qualified practitioner	Satellite teaching – Children who need the input attend and others supported by TA, then appropriate input from Class teacher at own level.	The children achieved well overall. In most classes the gap did not narrow, because the higher achieving children are very high achieving, but the PP pupils achieved well compared with all pupils nationally.	The decreasing budget means that it will be harder to deliver lessons in this way, although as a one form entry school who cannot stream children this approach does mean that children are not being made to sit through teaching that they have already acquired, or to sit through teaching that they cannot access. It also means that they are all given access to quality first teaching from a qualified professional.	£14,600
The children's oracy and self-confidence is improved.	Extension activities, theme weeks and Arts trophies	All children take part in the Arts trophies and theme weeks. Many of the activities are not based on academic achievement and all children are given a chance to shine and to present their learning to the whole school. It has increased their self-belief and their ability to speak in sentences.	Some of the PP children do need to work with an adult to prepare what they are going to say before they are able to speak to the school, but once they have started they relax and the language comes more naturally. It has raised the respect of the other pupils, too. One PP child won the short story competition.	£360

Children are able to access the wider curriculum.	Support for trips and clubs.	Children are given access to day trips, visiting workshops, clubs and school journeys. This widens their life experiences and gives them more to talk/write about. Eg children with self-control issues benefitted from attending football club with its adherence to the rules of the game.	The children have been unaware that their parents do not contribute to the wider opportunities as this is all done through parent pay. We have had to obtain separate permission from PP parents as usually paying for the trip/experience is deemed to be giving permission.	£3,338
<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>
The children will achieve age expected outcomes	Boosters/targeted teaching	Most of the children did achieve the required outcome with the additional support. We did make case studies for those who were under the 85%, which we acknowledge is high.	We have had to work with the TAs who support the children in small groups so that they are aware of not creating a dependency culture. The children are still expected to listen to instructions and try to act on them without being 'spoon fed'.	£400
The children will have a boost of energy and high quality input	Master classes are run by the local authority	The 'master classes' children attend in small groups with children from other schools. They enjoy the additional attention and it has raised their knowledge and their morale.	Parents are often unwilling to help with lifts to and from the venue. We have had to arrange for staff to accompany children in taxis to make the journey possible.	£160
<b>iii. Other approaches</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>
The children who have anxiety have a safe place to talk to an adult or just to play quietly	Nurture group – this is available at lunchtimes for the children to drop in as they wish	Several of the children have sought out the adult in the nurture room to tell them about problems. Children who find the playground overwhelming have sought support and cross year group friendships have been forged.	Some of the children attended every day and it was decided to do some work with them on brokering themselves in to games or conversations so that we can wean them off adult dependency.	£1900

Children who have a short term problem have intensive adult input for a short time to catch up with the rest of the class	1:1 /small group short term booster	Most of these were very successful – eg a child who could not manage multiplication became more confident with times tables; a child with poor motor skill developed handwriting; a child who was struggling with friendship issues had social stories input to teach him new strategies.	As we have so few people with PP we tried to broaden the group to help other children who had problems, but it was easy to include SEN children with the group and then they dominated the adult's time. This year we will focus specifically on the PP children and teach the SEN children in their own small group.	£3000
Children are in school on time and ready to start their school day.  Parents are enabled to work if they wish.	Breakfast club – children are able to attend from 7.55 every day without charge and will be given breakfast.	Three PP families have found this strategy particularly helpful. The children really enjoy breakfast club and were more motivated to get ready for school to come early. They were both here and had eaten and were ready to learn.	This approach was really effective – we will certainly continue with it and will keep reminding the other families that it is available for them.	£280

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Speech and Language