

Pupil premium strategy statement Hadley Wood School – Spring update

1. Summary information						
School	Hadley Wood School					
Academic Year	2018/19	Total PP budget	£27,060+		Date of most recent PP Review	Not financially viable
Total number of pupils	210	Number of pupils eligible for PP	13	£17,160	Date for next internal review of this strategy	March 2020
		Number of pupils eligible for PPP (Post LAC, or adopted pupils)	3	£6,900		
		Number of children LAC	2	£3,000+		

2. Current attainment								
2018/19 - £18,480 Pupil Premium and £1,500 LAC (not held in school) PPP (post looked after or adopted children) £6,900 These results are for Check Point 3 (February 2019)					<i>Pupils not eligible for PP (national average)</i> End of last academic year (ASP)			
Year Group	Number of PP and PPP	CP3: All pupils			CP3: Disadvantaged pupils			All pupils Nationally - end of year %
		Reading	Writing	Maths	Reading	Writing	Maths	
Reception	1	(1.3) 65%	(1.45) 72.5%	(1.48) 74%	(1.2) 60%	(1.1) 55%	(1.5) 75%	71.5%
Year 1	5	45.4%	50.5%	45.4%	42.7%	41.8%	41.9%	
Year 2	0	50%	48%	49%	-	-	-	79%
Year 3	5	35%	40.6%	38%	17.2%	17.55%	16.8%	
Year 4	1	46%	39.4%	48.6%	45%	39%	43%	
Year 5	1	47%	43%	43%	42%	44%	41%	
Year 6	5	51%	47%	47%	45%	43.4%	41.2%	75%
3. Barriers to future attainment (for pupils eligible for PP)								
In-school barriers (issues to be addressed in school, such as poor oral language skills)								

A.	The children experiencing the most significant barriers also have SEN. 6 of the PP children are also on the SEN register. They have a range of additional needs including poor oracy. We have applied for one EHCP in this section.
B.	3 of the children have poor retention skills, so continual targeted teaching is required. We are working with Health Professionals on improving attendance of two of these children. We have applied for one EHCP.
C.	Some of the children have emotional issues (assessed on the Leuven scale) which distract them from their learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Pupils have limited access to wider opportunities e.g. less access to external clubs, instrument tuition etc. There are some attendance issues. We work with both social services and the Education Welfare Officers.
4. Desired outcomes (<i>Desired outcomes and how they</i>)	
A.	Children are more in control of their emotions. They have regular meetings with the School Councillor.
B.	Higher rate of progress in maths and writing for the Pupil Premium children. Those with the ability should attain GDS.
C.	Higher rates of progress in reading comprehension.
D.	Children have access to enrichment opportunities to help build self – esteem and experience.
E.	Children increase their active vocabulary by talking about their curriculum and extra curriculum activities. Children have greater general knowledge. Children will have completed and talked about a range of experiences, for example, the '50 things to do before you are 11 & 3/4'.
Success criteria	
	The children have strategies to manage themselves and are more engaged with their learning
	The gap between the non-SEN PP children and the non PP children has narrowed. Non- SEN pupils are a School Improvement priority. All pupil premium children should reach their potential once their individual barriers to learning have been overcome.
	The children are able to use higher order thinking skills in comprehension tasks. Staff have attended MIDAS training. PP children should make at least expected progress from KS1 scores and where possible attain 111+.
	Children have a more positive attitude and approach their learning expecting success. They have more experiences, with the attendant language, to improve their comprehension skills and active language for writing. PP children should make at least expected progress in writing from EYFS and KS1 scores.
	Children able to write about a greater range of subjects and comprehend a greater range of vocabulary in their reading. This greater understanding will make inference and interpretation of ideas possible. Non-SEN PP children should achieve at least in line with non-PP classmates.

5. Planned expenditure					
Academic year	2018-19: PP: £18,480 + PPP: £6,900 (accessed through the Jan Census) + LAC: £3,000 - linked to EPEP completed termly				
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 - <i>This has to be our top priority. It is essential that all children have fair access to highly skilled, qualified professional teachers, in addition to their support strategies.</i>					
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?
Pupils eligible for PP are achieving at least in line with the average non-PP pupils	Satellite teaching allowing all children to progress at their own speed with input from the class Teacher	To keep the children's confidence up they need to be identified and helped quickly. Teachers need to be aware of their Pupil Premium pupils, ensuring that they plan to support and engage those pupils	Half termly pupil progress meetings Learning walks Book scrutinies Discussions with pupils and teachers	PB (AHT Inclusion) BB/FW Assessment	Reviewed at each of the 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 progress against personalised targets throughout the year	Analysis of need and people given specific training, equipment or resources for supporting 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 Book scrutinies discussion with pupils and teachers	PB	At each of 6 Check points within the year, or at any point, if the adults working with the child have concerns.
Budgeted Cost:					Staffing budget covers teachers, PP/PPP budget contributes to cost of TAs £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)
Budgeted Cost:					£1800 trips, clubs, music tuition £2500 journeys
Children's emotional state has a reduced impact on their ability to learn.	P4C gives children a voice in lesson times. 1:1 Counselling The Values agenda increases awareness and KS2 have Mindfulness sessions	Initial use of the Leuven Scale across the school highlighted the fact that several of the PP children were showing low engagement or wellbeing. External issues affecting some children distract them or cause a level of anxiety that makes learning difficult for them.	We will repeat this analysis at each check point to ensure that the scores are increasing and change or increase the provision accordingly. PB will continue to liaise with parents and the school counsellor to ensure that support is tailored to pupils.	BB/PB/FW	The Leuven scale will be repeated at each check point (6 in each year). Anecdotal evidence on individuals will allow provision to be tailored.
Budgeted Cost:					£180
Total budgeted cost					£18400
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?

The Children who are eligible for Pupil Premium will achieve in line with all pupils nationally. More able will be offered extended opportunities.	Satellite teaching means that within each lesson every child has some input from the Class teacher 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 booster sessions 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 with a low reading age will have additional opportunities to read (poor reading will 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 more frequent 1:1 sessions	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					
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?

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 are invited to make a contribution to the cost of these. Whilst the school rely on these voluntary contributions for the trips to go ahead, it is important that all children have access to these activities and PP money will ensure that this is possible.	Parents who do not pay for trips or workshops have been asked to give separate permission for their children to access activities. (Paying for activities is deemed as permission for the child to take part) All payments are taken using 'Parent Pay', so no one other than office staff are aware of who is contributing and who is not.	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.	CO	Ongoing.
All children can access their learning and unstructured time without undue anxiety.	Short term additional adult support will allow pupils to have activity/ down time breaks.	The anxiety of individuals was impacting negatively on their learning and socialising.	Staff will be given specific training on dealing with this level of anxiety; a risk assessment and action plan will be shared with all staff. Anecdotal evidence.	PB	Gradually reducing over the academic year.
Individual needs of all children are understood by all staff. Specialist, bespoke advice given.	Specialists are brought in to make assessments of individuals and offer advice.	Some children exhibit difficulties which are outside the experience of our staff. We need expert advice and support e.g. Occupational Therapy, Behaviour Support Services, Speech	We work with existing trusted external professionals. PB attends SEN meetings and networks with other SEN leads to share expertise and good practice.	PB	The review will be ongoing depending on individual cases.
Total budgeted cost					£4000

6. Review of expenditure

Previous Academic Year 2017 - 2018

£22,440 PP and £4,600 PPP

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	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 give 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 took part in the Arts trophies and theme weeks. Many of the activities were not based on academic achievement and all children were 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. Several finalists were PP children	We felt that this approach had been effective. One of the things that staff have noted is that children who are in receipt of Pupil Premium are often those who do not take part in many enrichment activities outside school. Providing enrichment activities in school meant that all children had equal access and that children with a more limited code had experiences and language to draw on in lessons.	£600
Children are able to access the wider curriculum.	Support for trips and clubs.	Children were given access to day trips, visiting workshops, clubs and school journeys. This widens their life experiences and gives them more to talk/write about. E.g. 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. This year opportunities have included instrument lessons and breakfast club.	£4,000
i. 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
The children will achieve at least age expected outcomes or GDS where they have the potential for high achievement.	Boosters/targeted teaching	<p style="text-align: center;">Reading (National) Maths (National)</p> <p>KS2 points 107.5 106.1 114 105.4 (of two pupils)</p> <p>KS1 % 60% 75% 60% 76% (of four pupils)</p> <p>EYFS expected PP 100% National 72%</p>	We were very disappointed to have to dis-apply two qualifying pupils, who were not deemed to be sufficiently confident on the KS1 curriculum to be able to access the tests. Both these pupils have been given considerable support over their time at school, but both have significant issues beyond the academic.	£6000
The low achieving children will have a boost of energy and high quality input	Master classes are run by the local authority	Master Classes have been very successful in recent years in that they gave lower achieving pupils a boost of energy and enthusiasm for the subject.	The sessions did not happen this year.	
ii. 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
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 – e.g. 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.	Whilst the decision was made to include other children in the sessions, it has been important that children who are very demanding are not included in the group to take the pressure off the class teacher. The person leading the session has to be free to concentrate on the PP children for whom the group is designed.	Taken from class TA time.

Children who find that school causes high anxiety need support to start their day and to manage (play) unstructured times	1:1 support, allowing for busy breaks and down time out of the classroom.	This has been very successful, although it has taken staff away from other designated areas. Staff have had specific training to handle these behaviours and risk assessments and action plans have been shared with all staff.	PB will continue to go on home visits pre-school with a view to deciding on actions before a child starts at school, so that everything is in place when the child starts at school.	
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7. Additional detail

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

During the past year we have been very fortunate to have had access to the skills of a Speech and Language therapist who is employed privately by a number of parents.

The therapist is very generous with her time and is up-skilling members of staff so that they can support pupils in the classroom.

This year (February 2019) we are planning to use PP money to provide an Occupational Therapy assessment for a child. Once again, this is a therapist who was introduced to us by a parent, but whose skills have proved very effective.

Finally, we should also acknowledge our counsellor, who is currently giving her time free of charge because she has recognised the need in the school.

Input from all of these professionals has enhanced the offer that we are able to make to pupils who are in receipt of Pupil Premium, but it should be noted that this kind of good will cannot necessarily be relied on for the future.