



Hopping Hill Primary School

Pupil premium strategy statement 2018 - 2019

1. Summary information				
Academic Year	2018 - 2019	Total PP budget inc LAC/Post LAC	£160,920 LAC not included as claimed over the year zero on budget sheet	Date for next internal review of this strategy Jan 2018
Total number of pupils eligible for Pupil premium	120 (96 currently on roll, 3 leavers, remainder are y6 leavers 2017-2018)	Number of pupils eligible for PP plus	7 (6 currently on roll, 1 LAC, remainder are post lac)	

2. Current attainment Key stage 2 2018 21 out of 60 pupils	
% achieving expected level in reading, writing and maths	62%
% achieving expected level in reading	66%
% achieving expected level in Writing	76%
% achieving expected level in Maths	76%
2018 Average scaled score Reading and Maths	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	A high proportion of pupils who are pupil premium eligible also have special educational need 21.5%
B.	Speaking and listening skills on entry in school are significantly below non pupil eligible
C.	Free school meal children arriving late in school and sporadic absence including holiday taking during term time when it is affordable, FSM attendance 2017-18 94.64%, non FSM 97.99%
D.	46% of pupil premium children have family support worker/ social worker involvement, external home conditions have a significant impact on pupil self-esteem, welfare and development
E	Parental engagement: attendance at educational learning events lower than celebratory events.
F	Increasing number of eligible pupils not supported with reading at home or home work
E	Poor emotional resilience, self-regulation skills and limited aspiration impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attendance for disadvantaged children.	PP attendance increases to 95%. Reduce persistent absenteeism from within the PP group to no pupils with the exception of those with diagnosed medical conditions
B.	Increased achievement for disadvantaged children.	PP cohort achieve academic outcomes in line with Local and national data
C.	Improved attitudes towards self and increased self-esteem.	New school values and rules New PSHE curriculum based on values
D.	Increased involvement in extra-curricular activities and wider school life	Core offer of free after school club in addition to homework, maths and English skills. Pupils attendance tracked
E	Increased engagement from parents to support learning.	All parents to attend TLC

5. Planned expenditure					
Academic year	2018-19				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>To raise staff awareness of who is eligible for pupil premium and how families become eligible. All staff to have a greater understanding of the difficulties families may of and do face</p>	<p>Whole school staff training</p> <p>What is pupil premium? Why is the Government funding pupils? What has research shown is the outcomes for these pupils?</p> <p>All staff to have read 'The Pupil Premium 'a practical guide by Marc Rowland</p>	<p>National pupil premium data</p> <p>An updated practical guide to 'The Pupil Premium ' by Marc Rowland</p> <p>Education Endowment Foundation research</p>	<p>Timetabled sessions to deliver training based in the school day</p> <p>6 copies of book in circulation, signed in and out to take account of who has read it</p> <p>Time allocated in school to read research</p>	<p>SP</p> <p>LR</p>	
<p>To have Pupil Premium ambassadors in place for all year groups</p>	<p>Phase leaders to be ambassadors, Teaching assistant identified in each year group as year group ambassadors</p>	<p>Marc Rowlands book 'The Pupil Premium'</p>	<p>Ambassadors identified and clear responsibilities listed, Phase leaders to ensure they complete their role</p>	<p>Phase leaders</p> <p>Class TA</p>	

<p>Improve reading outcomes for disadvantaged pupils across school</p>	<p>PP ambassador to ensure that every PP child has read in school 1:1 weekly</p> <p>Book swaps x 6 a year</p> <p>Reading recovery in place for identified pupil, staff trained in use</p>	<p>Marc Rowlands book 'The Pupil Premium'</p> <p>Education Endowment research,</p> <p>The literacy trust</p>	<p>Phase leader to monitor reading of PP children weekly.</p> <p>Reading recovery logged on Edu Key, impact measured</p>	<p>LG SP</p> <p>Phase leaders and class teachers</p>	
<p>Improve use of teaching assistants to support PP children in the classroom</p>	<p>Training for staff on maximising their time in the class room</p> <p>Video recording and peer to peer research groups to enable improving their own practice</p>	<p>Education endowment making the best use of teaching assistants</p>	<p>Measure of impact from research group targets and impact</p> <p>Monitoring cycle in school.</p>	<p>Phase leaders HT DHT</p>	
<p>Work alongside parents to ensure home school learning and engagement is provided</p>	<p>Parent survey to be sent out in September to identify current support in the home and future projects that will be established</p>	<p>Education Endowment, parental engagement</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>Worksheets analysed and set of actions made</p> <p>Actions monitored and impact measured</p>	<p>LR</p>	
<p>Improve attitude to learning and school</p>	<p>Focus on maximising opportunities for pupils to develop their independent</p>	<p>Many of our pupils have social and emotional needs that impact on their ability to work with others, to deal with disappointment and to Persevere with challenging tasks. It is the aim of the SLT to continue to change the culture of the school and to help all pupils develop as well-rounded confident lifelong learners regardless of</p>	<p>Deliver the values and PSHE curriculum across the school to ensure it has the highest profile and is consistently</p>	<p>SLT</p>	

	<p>learning and collaborative skills deliver the values and PSHE curriculum across the school to ensure it has the highest profile and is consistently high quality. Many of our pupils have social and emotional needs that impact on their ability to work with others, to deal with disappointment and to Persevere with challenging tasks. It is the aim of the SLT to continue to change the culture of the school and to help all pupils develop as well-rounded confident lifelong learners regardless of Their background or circumstances.</p>	<p>their background or circumstances</p>	<p>High quality.</p> <p>Many of our pupils have social and emotional needs that impact on their ability to work with others, to deal with disappointment and to Persevere with challenging tasks. It is the aim of the SLT to continue to change the culture of the school and to help all pupils develop as well-rounded confident lifelong learners regardless of their background or circumstances Family support workers and behaviour support team to embed this</p>		
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<p>Improving attendance of dis advantaged pupils across school across the School.</p>	<p>Break down barriers with regular conversations with parents, raising awareness and challenging/ support those with persistent lateness and sporadic absence</p> <p>Ensure clarity of fines that may be imposed for poor attendance and holidays during term time</p> <p>Celebrate 100% attendance weekly through cinema ticket draw and termly for all pupils</p> <p>Family support workers to be attendance champions, monitor all identified pupils by 9:15 daily, follow up calls and home visits</p>	<p>The DfE document ‘Improving Attendance in School’ (DfE, 2012) makes it clear that Head teachers should see attendance as one of their most important responsibilities and, to improve it, they need to be prepared to spend both time and money.</p>	<p>Daily calls and home visits for pupils below 95% daily</p> <p>Pupils attendance monitored by school admin every 6 weeks</p> <p>Reports sent to phase leaders to dis emanate and governors</p> <p>Attendance letters and reviews set up Attendance of those below 95% discussed at pupil progress meetings</p>	<p>FSW SLT Class teacher SLT Office admin</p>	
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<p>Increased number of disadvantaged children attending extra-curricular clubs and attending residential.</p>	<p>Support offered for financing of extra-curricular clubs (non-school run), music lessons and residential. £7,650.</p>	<p>Children who attend targeted extracurricular clubs and/or play musical instruments build social capital that they are excluded from if they do not; they also achieve more highly academically</p>	<p>Monitoring throughout the year to ensure that children take up opportunity</p>	<p>Family Worker</p>	
<p>To develop and improve confidence, enjoyment and outcomes linked to reading</p>	<p>Daily library lunch club, after school skills and homework club. Weekly family reading New books and request system in place</p>	<p>EEF evaluated reading comprehension interventions as having moderate impact (+5 months) Small group tuition has a moderate impact (4 months)</p>	<p>Regular review of progress within termly assessments and from discussions with the child- child's voice</p>	<p>SLT</p>	
<p>Children to build healthy lifestyles and receive correct nutrition throughout the day, involvement in wider sports participate such as girls can running club and I can football club for all</p>	<p>Free School Meals for children eligible through Dolce Breakfast Club/ after school offered when necessary to encourage attendance and good start to the day</p>	<p>Statutory - Children are entitled to this. Breakfast club provides effective emotional support for vulnerable children at the start of the day. Lots of research about benefits of eating breakfast and the positive impact of this on learning.</p>	<p>Regular advertising of hot meals to parents and for parents to check eligibility for FSM. DHT to oversee lunchtime experience Regularly review attendees list ensuring that the children most in need access it. SLT drop ins to observe children and setting.</p>	<p>SLT Family support worker</p>	

