



Hopping Hill Primary School

Pupil premium strategy statement 2017-2018

1. Summary information				
Academic Year	2017-18	Total PP budget inc LAC/Post LAC	£180,284	Date for next internal review of this strategy July 2018
Total number of pupils eligible for Pupil premium	100	Number of pupils eligible for PP plus	6	

2. Current attainment Key stage 2 2017 21 out of 60 pupils	
% achieving expected level in reading, writing and maths	48%
% achieving expected level in reading	57%
% achieving expected level in Writing	70%
% achieving expected level in Maths	70%
2017 Pupil Premium progress	
Reading	-1.34
Writing	+0.14
Maths	+1.20

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 24%
B.	Speaking and listening skills on entry in school are significantly below non pupil eligible
C.	Pupil premium children arriving late in school and sporadic absence including holiday taking during term time when it is affordable, this s effecting attendance figures, absence 2016-17 PP 4.20% non-pupil premium 3,20%
D.	44% 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: parents participate in watching concert, sports etc. but less than half attend learning key skills based parental workshops such as phonics sessions, SATs support, family reading
F	Increasing number of eligible pupils not supported with reading at home
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.	Launch expect respect across school
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. Increase uptake
E	Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through school values.	Individual personalised plans are in place for high risk pupils. Monitoring of outcomes show that success criteria for these have been

5. Planned expenditure					
Academic year	2017-18				
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	
<p>Improve reading outcomes for disadvantaged pupils across school</p>	<p>SIP focus on improving the teaching of reading including:</p> <p>Monitoring cycle: learning walks, planning, observations, reading records (Phase leaders to review these every half term) English leader January 2018</p>	<p>We want and need to improve the teaching of reading for all across the school as it has not been a focus under the school's new leadership Team.</p> <p>The 2015 NFER report is clear that high quality teaching for all is fundamental to supporting the attainment of disadvantaged Pupils.</p>	<p>CPD on teaching reading skills</p> <p>Developing book corners in all classrooms</p> <p>Improved reading materials that motivate pupils in the school library</p> <p>Timetabled sessions in the library</p> <p>Library lunch club</p> <p>Daily reading in class</p> <p>Home school rewards for reading out of school Gap analysis used to support teaching</p>	<p>LR BC LL</p>	

			of comprehension skills		
Improved teacher CPD on delivering effective feedback.	Staff training, staff questionnaires, children's questionnaires, lesson study, monitoring. Lesson study and paired teaching with staff.	This additional resource allows for many of the effective principles of teaching that are evidence-based to be implemented more effectively including: Feedback (+8 months)	Regular monitoring of PP cohort and the impact that regular and precise feedback is having on their learning.	Julie Bridges Michelle White	
To ensure that children eligible for PP secure secondary ready expectations by the end of KS2.	1:1 teaching by qualified teacher (phase leader and Deputy) using gap analysis to support reading, writing and maths	Education endowment research https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	Regular monitoring and review of quality of provision and outcomes of children in Year 5 and 6 using standardised testing.	HT DHT Phase leader	
Improve attitude to learning and school	Focus on maximising opportunities for pupils to develop their independent learning and collaborative skills deliver the values and PSHE curriculum across the school to ensure it has the highest	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	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	SLT	

	<p>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>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>		
<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</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>Pupils attendance monitored by school admin every 6 weeks Reports sent to phase leaders to dis emanate and governors Attendance letters and reviews set up</p>	<p>Attendance officers SLT Class teacher</p>	

	<p>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>Attendance of those below 95% discussed at pupil progress meetings</p>		
Total budget					£160,000

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	Review
For targeted children to improve confidence and enjoyment of reading	3 x Beanstalk Readers working with children in Year 3 throughout the year. £1,800	Education endowment	Beanstalk intervention is trained and evaluated independently. \children on this intervention have their reading and PASS data tracked and evaluated 3 times throughout the year.	DHT	
To develop and improve confidence, enjoyment and outcomes linked to reading	Daily library lunch club, after school skills and homework club. Weekly family reading New books and request system in place	EEF evaluated reading comprehension interventions as having moderate impact (+5 months) Small group tuition has a moderate impact (4 months)	Regular review of progress within termly assessments and from discussions with the child- child's voice	SLT	
Total budgeted cost					£5,000
ii. 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	Review
Increased number of disadvantaged children attending extra-curricular clubs and attending residential.	Support offered for financing of extra-curricular clubs (non-school run), music lessons and residential. £7,650.	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	Monitoring throughout the year to ensure that children take up opportunity	Family Worker	

<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</p> <p>Breakfast Club/ after school offered when necessary to encourage attendance and good start to the day</p>	<p>Statutory - Children are entitled to this.</p> <p>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</p> <p>Regularly review attendees list ensuring that the children most in need access it. SLT drop ins to observe children and setting.</p>	<p>SLT</p> <p>Family support worker</p>	
Total budgeted cost					£15,000

