HALE CE PRIMARY SCHOOOL - Pupil premium strategy statement   2019-2020

1. Summary information

School	Hale CE Primary				
Academic Year	2019/20	Total PP budget	£51,300	Date of most recent PP Review	September 2019
Total number of pupils	184	Number of pupils eligible for PP	20	Date for next internal review of this strategy	September 2020

2. Current attainment (end of academic year 2018-2019 See data above)

Based on 5 pupils	Pupils eligible for PP (your school)	Pupils not eligible for PP (Hale)	Pupils eligible for PP nationally	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	20%	60%	51%	70%
progress in reading	-1.71	-1.33	-0.59	+0.31
progress in writing	-3.7	-0.33	-0.44	+0.24
progress in maths	0.57	-1.75	-0.63	+0.29

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.	Communication, literacy and language skills providing a barrier to confident reading, comprehension and writing
B.	Maths – both poor recall of number skills and lack of confidence in reasoning.
C.	SEMH difficulties leading to lack of readiness to learn

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance – leading to gaps in learning and social isolation.

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	To enable pupils to acquire communication and language skills in line with their abilities which they can use confidently across the curriculum in a range of contexts.	To raise attainment in literacy, including reading writing and GPS so that it is close to national averages for non-pupil premium children.
B.	To enable pupils to acquire Maths skills in line with their abilities which they can use confidently in a range of contexts such as reasoning in Maths.	To raise attainment in Maths for pupil premium pupils so that it is in line with national averages for non-pupil premium children

C.	To support pupils effectively in managing their feelings and behaviour to improve their emotional well-being and to enable them to learn effectively.	To improve resilience, self-regulation and emotional well-being for pupils eligible for pupil premium	
D.	To reduce the gap between persistent absence figures for pupil premium pupils and the national average	To reduce the PA absence rate so that it is closer to the national level.	

5. Planned expenditure

Academic year	**2019-20**

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?
To enable pupils to acquire communication and language skills in line with their abilities which they can use confidently across the curriculum in a range of contexts.	Release time for staff for learning conversations (£4,410) Release time for Pupil Progress meetings CPD opportunities for Subject Leader and staff time for cascading including release time Whole school approach to phonics teaching so that small groups of pupils access relevant phases according to need. £5,985	High Quality Feedback identified as high impact strategy by EEF Good phonemic knowledge as sound basis for reading and writing. Small numbers of pupils with diverse needs require carefully planned support	HT manages release time and timetable for pupil progress reviews. Regular reviews of literacy skills as part of ongoing monitoring and evaluation programme.	YB /MM	Termly
To enable pupils to acquire Maths skills in line with their abilities which they can use confidently in a range of contexts such as reasoning in Maths.	Engagement with Teaching for Mastery Programme including mentoring for 2 subject leaders, (£1,386) CPD for all staff, including support staff, £1,050 Updated resources and peer observations to promote and share best practice. £1,617 & £300	Teaching for Mastery Programme is highly successful sponsored by NW Maths Hub Participation in the programme will provide sustainable improvements in teaching and learning	Programme is overseen by NW Maths Hub and is promoted in school by Assistant Head. HT ensures adequate release time is provided for programme leaders and time for peer to peer reviews and lesson Observation. Link to SDP priority so evaluated termly.	CM/TH/MM	Termly
			Total budgeted cost		£14,748

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and	How will you	Staff lead	When will you

		rationale for this choice?	ensure it is implemented well?		review implementation?
To enable pupils to acquire communication and language skills in line with their abilities which they can use confidently across the curriculum in a range of contexts.	Teacher led Reading Recovery type support for identified pupils (£17,556) Comprehension interventions for groups of identified pupils including (Chatterbooks) (£4,788) Small group intervention for Writing £1915 One to one precision teaching for identified pupils £3830 Small group/individual pre-teaching for phonics £2,394 Auditory/Fine motor skills interventions £958	Reading Recovery is a proven mechanism for accelerating reading and writing. Comprehension and Writing activities in small group contexts incorporate effective feedback and meta-cognitions and self- regulation strategies One to one precision and pre-teaching are recognised as effective by EEF. The cost is manageable because of careful timetabling and use of existing school staff.	Termly Pupil progress meetings Performance management targets SENDCO tracks and evaluates interventions	MM & YB	Termly
To enable pupils to acquire Maths skills in line with their abilities which they can use confidently in a range of contexts such as reasoning in Maths	Teacher led Maths Reasoning programme with support staff cost (£ 1032) Small group teaching – Maths Post and Pre teaching including First Class @ Number & Success @ Arithmetic £8043 One to one precision teaching for identified pupils (already recorded above)	Intervention programmes have been evaluated externally and judged to be successful One to one precision and pre-teaching are recognised as effective by EEF. The cost is manageable because of careful timetabling and use of existing school staff	Termly Pupil progress meetings Performance management targets SENDCO tracks and evaluates interventions	MM & YB	Termly
				Total budgeted cost	£ 45,423

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?
To support pupils effectively in managing their feelings and behaviour to improve their emotional well- being and to enable them to learn effectively.	CPD for staff to raise awareness of barriers to emotional well-being £525 Provide small group interventions for targeted individuals – SEAL groups & socially speaking, Lego therapy £1437 Additional staffing at lunchtime	Provision of whole school CPD reinforces good practice across all year groups. Identified pupils are able to access support at a vulnerable time of the day.	Individual's targets are reviewed as part of PSP/PEP process or as part of home/school liaison. Well-being is discussed in context of pupil progress reviews.	MM & YB	Termly

	£2,325				
To reduce the gap between persistent absence figures for pupil premium pupils and the national average	Buy into Attendance and Behaviour Service to offer advice, support and where necessary sanctions for identified pupils £460 A range of measures to reward good attendance. £160 Parents kept informed of attendance data and contacted whenever there are concerns.	Outcomes for children are negatively affected by low attendance. Support from LA enables school staff to access all available measures as well as using traditional relationships and strategies to promote good attendance.	Attendance is reviewed half termly and parents informed of any concerns. All parents are aware of school's zero tolerance of holidays during term time. Half termly rewards given for 100%	MM RB (Governor)	Half Termly

		Total budgeted cost	£ 4907
		Total overall cost	£65,078

6. Review of expenditure

Previous Academic Year		2018-2019

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
To enable pupils to acquire communication and language skills in line with their abilities which they can use confidently across the curriculum in a range of contexts. To enable pupils to acquire Maths skills in line with their abilities which they can use confidently in a range of contexts such as reasoning in Maths.	Release time for staff for learning conversations (£4,200) Release time for Pupil Progress meetings CPD opportunities for Subject Leader and staff time for cascading including release time Whole school approach to phonics teaching so that small groups of pupils access relevant phases according to need. £5700 Engagement with Mastery Readiness Programme including mentoring for 2 subject leaders, (£1320) CPD for all staff, including support staff, £1,000 Updated resources and peer observations to promote and share best practice. £1540 & £300	Positive feedback from staff and pupils on learning conversations. Pupils more able to review own learning using language of learning 5Rs (reasoning, resilience, reflectiveness, responsibility, resourcefulness) Positive feedback from staff and pupils on the Readiness for Mastery Programme Participation in the programme has provided sustainable improvements in teaching and learning	The use of 5 Rs to encourage children to review their own learning alongside adults has been successful but will need to continue if it is to be fully embedded The following programme – Teaching for Mastery Programme will build on the improvements in teaching and learning started in the Readiness for Mastery Programme	£14,060

ii. 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
To enable pupils to acquire communication and language skills in line with their abilities which they can use confidently across the curriculum in a range of contexts. To enable pupils to acquire Maths skills in line with their abilities which they can use confidently in a range of contexts such as reasoning in Maths	Teacher led Reading Recovery type support for identified pupils (£16,720) Comprehension interventions for groups of identified pupils including (Chatterbooks) (£4,560) Intervention for Writing (Pirate Writers) £1824 One to one precision teaching for identified pupils £3648 Small group/individual pre-teaching for phonics £2,280 Auditory/Fine motor skills interventions £912 Teacher led Maths Reasoning programme with support staff cost (£ 935) Small group teaching – Maths Post and Pre teaching including First Class @ Number & Success @ Arithmetic £7296 One to one precision teaching for identified pupils (already recorded above)	Children discontinued after RR programme maintaining good progress in class. Children attending interventions for comprehension and writing and other one to one or small group interventions displaying greater confidence and independence.	Support for other identified children continuing.	£ 38,175
iii. 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**

				£ 4,672 £56,907
To support pupils effectively in managing their feelings and behaviour to improve their emotional well-being and to enable them to learn effectively. To reduce the gap between persistent absence figures for pupil premium pupils and the national average	CPD for staff to raise awareness of barriers to emotional well-being £500 Provide small group interventions for targeted individuals – SEAL groups & socially speaking, Lego therapy £1368 Additional staffing at lunchtime £2215 Buy into Attendance and Behaviour Service to offer advice, support and where necessary sanctions for identified pupils £439 A range of measures to reward good attendance. £150 Parents kept informed of attendance data and contacted whenever there are concerns.	Positive staff and pupil feedback on well-being. Staff report significant improvements in behaviour for identified pupils. Positive measures for attendance has encouraged pupils so attendance issues have been resolved for some individuals for whom attendance was a safeguarding concern (i.e. being off intermittently without a reason from home) Unfortunately attendance because of unauthorised holidays during term time continues to be a problem.	Effective strategies in place to be continued to support other identified pupils. Work on encouraging full attendance for all pupils needs to be continued.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Impact and lessons learned.
- High quality teaching and learning with effective adult pupil ratios.
- Continuing robust liaison with the Attendance and Behaviour Service to improve attendance rates.
- CPD opportunities for school staff
- High quality interventions both commercial and bespoke delivered by both teaching and support staff.
- High quality support in class to enable all pupils to access a broad and balanced curriculum.

Across the school the majority of pupils for whom pupil premium is allocated (disadvantaged pupils) are making progress similar to that of other pupils in the school who are non-disadvantaged. As a result of good support the progress and attainment of these pupils reflects their abilities. There are only small numbers of FSM children in each cohort so the data is variable which makes it difficult to draw conclusions about individual years or classes. A detailed report is given to governors at the Curriculum Committee. That level of detail is not shared here because it would be possible to identify individuals from it. We are careful to ensure that all year groups benefit from support funded by pupil premium. We track pupil premium children separately and discuss them at termly pupil progress meetings. Similarly, interventions are monitored carefully and analysed for impact. A number of the children supported by pupil premium are high attaining. These are being challenged in class as the extra capacity has allowed us to have a good pupil/adult ratio across the school. We also use ICT such as ipads and other software to support this.

Statutory Assessments – How well are vulnerable groups performing?

Expected +	NON PUPIL PREMIUM	PUPIL PREMIUM
EYFS	12/15	1/4
Phonics		1/2

READING KS1	19/23	2/6
WRITING KS1	19/23	2/6
MATHS KS1	19/23	3/6
READING KS2	11/14	1/5
WRITING KS2	11/14	2/5
MATHS KS2	10/14	1/5

In school data

Disadvantaged	Reading	Writing	Maths
Y 3 @ 5 pupils (Current Y4)	2/5	2/5	2/5
Y4 @ 7 pupils (Current Y5)	5/7	5/7	5/7
Y 5 @ 5 pupils (Current Y6)	1/5	1/5	2/5

Attendance

- Attendance for disadvantaged pupils in 2018-19 was 93.2%
- Attendance for non-disadvantaged pupils was 96.3%
- Attendance overall was 95.6%

We continue to take the following actions in line with our policy on absence during term time:

- We issue regular reminder letters about below expected attendance
- We don't authorise family holidays and we refer to the LA for a penalty notice
- We issue letters where children are rumoured to be on holiday, but are reported as sick
- We ask for medical evidence for absences at the start of term or where siblings are off at the same time.
- We run spot on weeks for full attendance and punctuality
- We use the Halton Borough Council Attendance and Behaviour Service to advise and support