



The Haylands Primary School Pupil Premium Strategy Statement 2018/19

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2018/19:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,600 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Rationale for Pupil Premium Spending

Key objectives and principles:
 Our aim is to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
 We will aim to ensure that teaching and learning opportunities meet the needs of all of the pupils.
 The aim is also to make the children ready for the next part of their journey through education.
 The school would like to acknowledge that the circumstances for those children counted as Pupil Premium is very different for each child. Where some children will need support academically, others will need challenge as they are already achieving well. Equally, some children and families need support attending school and engaging with the school.

Current Profile						
Year	2018-19	Number of Pupils eligible for PP	106	Breakdown of PP Pupils		
NoR	400	Total PP budget	£160,000	FSM/Ever 6	Service	LAC
Date of Statement	November 2018	Review Date(s)	July 2019	106	3	3

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2		
Year Group	Number and % of disadvantaged pupils eligible for PP	Number/percentage of pupil premium children who are also on the SEN register
Year R	12/60 20%	0/12
Year 1	12/52 23%	1/12
Year 2	11/54 20%	1/11
Year 3	16/55 29%	3/16
Year 4	15/60 25%	2/15
Year 5	17/60 28%	4/17
Year 6	23/60 38%	7/23

Current Attainment KS2 (2018)					
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes	Gap between school PP and national Non PP
Reading, Writing & Mathematics combined	29%	49%	20	70	-41
Reading	38%	70%	32	80	-42
Writing	46%	76%	30	83	-37
Mathematics	38%	55%	17	81	-43

Current Progress (2018)					
	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes	Gap between school and national Non PP
Reading	-4.67	-1.8	-2.9	0.3	-4.97
Writing	-2.02	+0.9	-2.92	0.2	-2.22
Mathematics	-4.31	-2.1	-2.2	0.3	-4.61

Current Attainment KS1 (2018)					
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes	Gap between school and national Non PP
Reading, Writing & Mathematics combined	42%	40%	2	69	-27
Reading,	42%	56%	14	79	-37
Writing	42%	47%	5	74	-32
Mathematics	50%	56%	6	79	-29

Attendance 2017-18		Exclusions	
School	Disadvantaged	School	Disadvantaged
95.4%	94.1%	6	5/6

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

Our children enter the school with skills lower than those found nationally. Entry level data varies year on year but the main barriers are around age appropriate Personal, Social, Emotional Development, often more so for boys, and the skills within Communication (including speech), Language and Literacy, and numeracy. In September 2018 only 8% of children were working at expected levels in maths and 5% for speaking.
Attitude to learning in a minority of cases can lead to lack of pupil engagement
Children including pupils eligible for PP lack resilience
Emotional wellbeing including self-esteem issues and interaction with peers and teachers
Our disadvantaged pupils have lower attendance rates than non-disadvantaged pupils, With a higher proportion of 'persistent absentees'. Poor attendance and those that are persistently late can result in pupils missing essential learning time and risk falling behind their peers.
There is a lack of parental engagement with families of some pupils from socially disadvantaged backgrounds.
The school has a relatively high amount of children known to Children's Services which may be as those subject to Child Protection Plans, Child in Need Plans, and Early Help Hub Intervention.
Lack of experiences out of school, beyond their local community, can affect the exposure of our children to vocabulary throughout their education. This means that analysing texts or writing about aspects of life are more challenging as there is no experience to relate it to.

Summary allocation of funding	Expenditure
<p>Rationale for spending</p> <p>Good quality teaching will enable all children to succeed. Below average levels on entry mean that teaching in core subjects needs to be focused on. Improving children’s language acquisition to enable children to communicate is of paramount importance. English outcomes are therefore impacted on as well as other areas of the curriculum. Ensuring that the curriculum is rich in opportunities for talk needs to be a long term priority.</p> <p>There is a need to secure basic skills in number and place value. Limited understanding of vocabulary in turn presents a barrier in how effectively some children are able to give reasons for answers. A lack of knowledge of age appropriate mathematical language becomes a challenge when problem solving and applying. ‘Stem Sentences’ need to be developed; promoting sentence development and the correct use of vocabulary. Lack of self-confidence in mathematics can affect the level of engagement in this subject.</p> <p>Strategies to enable children to develop their self esteem, regulate their own attitude and emotional awareness will allow them to access the curriculum and become robust in their learning.</p> <p>Enabling children to access a range of curriculum activities and enjoy experiences that many of them will not receive otherwise is important. Working with families in partnership will help to achieve these goals. The spending is split into three groups –</p> <ul style="list-style-type: none"> • Teaching and Learning • Emotional, social and behavioural support • Enrichment 	

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
Additional TA support in Early Years	£16000	Early identification of poor development addressed and targeted.	Targeted pupils to make expected progress towards GLD	EY leader	

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
			and ready for year 1 curriculum.		
Purchase of Maths No Problem scheme	£550	Introduction of maths mastery across the school.	Pupil premium children continue on their trajectory in maths. Mastery principles adopted and childrens' learning is embedded due to strong models and images, CPA approach and precision of language.	Maths leader, DHT, HT	
Training for maths mastery	£400	Maths leader and DHT to visit St Marks, Southampton to observe good practice in maths mastery. Classteachers to attend subject knowledge training on maths mastery.	The big ideas of maths mastery are clearly understood by all teachers and filter through into the planning of daily lessons.	HT	
Training for maths mastery	£1000	Inset day to observe maths mastery in practice at Northern Parade school and develop teachers' ability to plan for maths mastery.	The big ideas of maths mastery are clearly understood by all teachers and filter through into the planning of daily lessons.	HT	
Resourcing of concrete materials for maths mastery	£1000	Resources to develop the Concrete, Pictorial, Abstract approach	Models and images lead to better conceptual	DHT	

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
approach			understanding and greater percentages of children at ARE.		
Additional hours – 2 per week HLTA	£1500	Catch up interventions in Year 2	Specific identified Pupil premium children continue on their trajectory in English and maths and achieve ARE at the end of year 2.	SENCO	
Additional TA hours including TA to run booster groups	£16000	TA for year 6 interventions for English and maths. Catch up programmes including 'Catch up maths' power of one, toe by toe, spelling groups, writing groups	Specific identified Pupil premium children continue on their trajectory in English and maths and achieve ARE at the end of year 6.	SLT HT report to governors	
HIAS English advisor Emma Scribbens to lead Inset day and other CPD	£1250	Mentoring of teachers to support planning learning journeys for English led by HIAS trainer.	Children will improve their writing through good quality planning and increase % of ARE in every year group.	English leader, SLT, HT	
CPD – training for talk for writing	£400	Provision of Pie Corbett 'Talk for writing' books for classteachers to increase knowledge of strategies to support writing.	Children are able to use talk for writing, replicate the story structure and increase volume of writing.	HT	
CPD – training for Talk for writing	£200	EYFS, Y1 and English leader to visit Southampton/Portsmouth	Able to implement the strategies seen in their own classes and		

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
		schools to observe good practice in Talk for Writing.	enable English leader to support all teachers.		
English leader release time	£4000	Staff meetings to ensure strategies to raise attainment for gds (pupil premium) are shared.	Greater percentage of children at greater depth for reading and writing.	SLT.	
Librarian provision	£8000	Ensuring that children hear a range of stories on a weekly basis. Track the borrowing of pupil premium children.	Ensure children are hearing wide range of vocabulary and full use of range of texts to read at home.	HT	
Update of reading scheme books	£10000	Audit and improve the range of reading books to motivate and provide sequential learning steps	Modern reading books promoting motivation to read more at home.	HT	
SLA library service	£4000	Continuous update of library books (fiction and non fiction)	Up to date books that cover the curriculum and are appealing to children thereby improving their reading fluency.	HT	
CPD – reading skills	£1000	Staff meetings to increase knowledge of aspects of reading skills – ensuring accurate provision across all key stages.	All reading domains planned for, targeted and evidenced.	HT	
Phonics training	£500	Key teachers and support staff receive good quality CPD around phonics.	Phonics teaching is consistent across the school and children are applying this to	HT	

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
			writing.		
Lead Practitioner	£8000	Coaching support for teachers to target planning to address gaps for disadvantaged children.	Children on their trajectory in reading, writing and maths in classes supported by lead practitioner.	HT	
Purchase of O track	£1250	New data monitoring system to support analysis and target setting of groups.	Children will be identified more thoroughly and tracked/targeted through more efficient use of formative and summative assessments leading to more timely interventions.	HT	
Improve robustness of assessment data and the use of gap analysis to close the gaps. SLT release time to analyse and plan from data.	£20000	Focus groups to become key part of lessons and directed teaching for pp to close gaps. Whole school training on how to use assessment.	In learning walks/work sampling good learning observed by all pp children.	HT	
SLT monitoring progress of disadvantaged children	£10000	Regular analysis of data/observations/planning Scrutiny of pp children across the school.	Improved progress and attainment across the school.	SLT and governors	
Bug Club subscription	£700	Children have books assigned to them to read online (at home/in school)	Children's' reading ages will improve as well as a more positive	English leader	

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
		which will appeal to them.	attitude to reading.		
Education welfare service SLA	£1000	Close monitoring of children below 92% with EWO on a fortnightly basis.	Parents will be challenged and supported regarding attendance and levels of persistent absence improve.	DHT	
First Access music programme	£1200	Year 3 classes receive whole class instrumental tuition.	Raise in self esteem, growth mindset and offers experiences that children would otherwise not get.	HT	
Enrichment of the curriculum	£5500	Subsidies towards day trips, residential and clubs for individual cases of pupil premium children	Children gain valuable life experiences of being independent, trying different activities and building self esteem.	HT	
Family Liaison Officer	£5500	Family liaison officer to engage with parents and carers in order to support parenting and improve attendance.	Improve attendance for PP children and reduce rates of PA. Target 96%	HT	
Nurture group leader (Autumn term) and nurture assistant	£2000	Nurture group – ‘treasure chest’ running during afternoon sessions for specific individuals.	Nurture leading to improved readiness for learning and accelerated progress.	HT	
Emotional support assistant(Jan to july	£2300	Individual and group support to provide strategies to	Children empowered to understand their	SENCO	

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
2019)		improve readiness for learning and resilience.	emotions and those of others leading to improved peer relationships improved behaviour and readiness for learning		
Bridges for Learning Educational Psychology Support service	£2500	Service level agreement with Bridges for learning – EP service – regular observations of children who need further investigation to make school and curriculum accessible.	Advice from EP being followed up in school leading to improved readiness for learning Meet needs of children with emotional behavioural difficulties.	SENCO	
Cost of SLT member to lead on behaviour and behaviours for learning.	£14000	Behaviour support leader/SENCO offers support to teachers and intervenes to improve behaviour to enable classroom access.	Quick diagnosis of needs of children. Behaviour leader works with parents, children and families on pre exclusion plans, IBPS, daily intervention strategies to enable integration where possible in the classroom.	SLT/governors	
Play therapist to support children with a range of social and emotional issues.	£3000	Weekly play therapists sessions with Debbie Attrill.	Meet the needs of children with early signs of mental health difficulties, enabling	SENCO	

Pupil premium used for	Amount allocated	Summary of intervention or further details	Intended outcomes	How will this be monitored and by whom?	Evaluated Impact of intervention
			greater readiness for learning		
Speech and language therapy	£1000	Specific programmes of support for all types of language needs.	Early identification and targeting of speech and language issues to enable children to catch up quickly.	SENCO	
ELKLAN training	£1000	School staff able to deliver the Elklan speech and language support programme.	Language and communication skills improve.	SENCO	
One to one adults - CPD	£15250	Training provided as overtime to ensure children who are pp and entitled to EHCP have their needs fully met. One to one funding used to ensure children who are pp and entitled to EHCP are not doubly disadvantaged.	PP children who also have EHCP achieve their targets.	SENCO/HT	
CPD – behaviours for learning training (Shirley Clarke)	£1000	Training for teachers to support and improve childrens' readiness for learning.	Children are in best position to access good quality teaching and learning	HT	

The impact of the funding allocations and improvements outlined in the PP strategy 2017/18

See the Pupil Premium Strategy statement for 2017/8 for previous spending and impact.