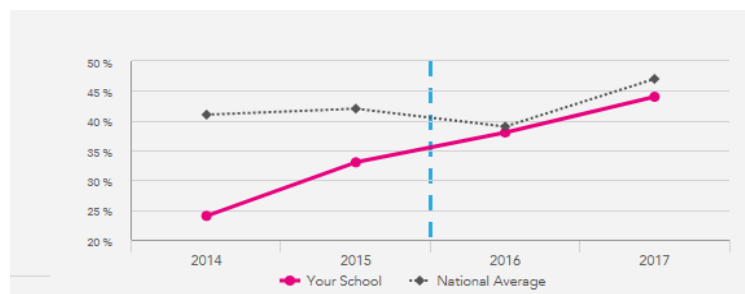


Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|-------------------------------|-------------------------|---|-----------|---|---------------|
| School | Haylands Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £162,360 | Date of most recent PP Review | November 2018 |
| Total number of pupils | 396 | Number of pupils eligible for PP | 125 (32%) | Date for next internal review of this strategy | Feb 2018 |

| KS2 Outcomes 2016 2017 | | | |
|------------------------|--------------------------|--|------------------------|
| Disadvantaged KS2 | In School Gap | School 2016 (standardised score100 +) | School 2017 - Outcomes |
| Reading | disadvantaged | 70% | 59% |
| | Non disadvantaged | 65% | 76% |
| | Difference | +5% | -17% |
| Writing TA | disadvantaged | 60 | 53% |
| | Non disadvantaged | 75 | 75% |
| | Difference | -15% | -22% |
| Maths | disadvantaged | 60% | 59% |
| | Non disadvantaged | 65% | 75% |
| | Difference | -5% | -16% |
| SPAG | Disadvantaged | 70% | 65% |
| | Non disadvantaged | 70% | 78% |
| | Difference | 0% | -13 |
| Combined | Disadvantaged | 35% | 44% |
| | Non disadvantaged | 53% | 63% |
| | Difference | -18% | -19% |

Combined 2014 - 2017 End KS2 Pupil Premium



| Disadvantaged KS1 | | School 2016 (Expected standard +%) | School 2017 Outcomes % |
|-------------------|--------------------------|--|---------------------------|
| Reading | disadvantaged | 93 | 76 |
| | Non disadvantaged | 85 | 77 |
| | Gap | +8 | -1 |
| Writing | disadvantaged | 86 | 71 |
| | Non disadvantaged | 78 | 64 |
| | Gap | +8 | +7 |
| Maths | disadvantaged | 86 | 88 |
| | Non disadvantaged | 80 | 72 |
| | Gap | +6 | +16 |

2. 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*)

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|-----------|---|
| A. | Large proportion of pupil premium children with SEN- particularly around speech and language issues and ADHD (currently 6 pp children in year 6 cohort with ADHD) |
| B. | Attendance lower than non PP peers |
| C. | A significant number of pupil premium children support at CAF - CIN and CP level |

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

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| D. | Proportion of PP children who are CIN/CP in need of family liaison support. Emotional impact in relation to home situation with evidence of toxic trio PP children with a parent in prison Turbulence - significant numbers of pupil premium joining Haylands from other schools |
|-----------|---|

3. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|---|---|
| A. | Improve attendance PP children to 96% | PP to reach target of 95.4% by Feb 2018 96% by July 2018 |
| B. | Continue to diminish the difference for pp reaching combined ARE end KS2 | 50% pp reaching combined end KS2 2018 |
| C. | Continue to diminish the difference in all years with focus reading attainment for year 6 - writing attainment years 6,4,2 maths attainment years 6,5,2 | Significant reduction in difference for specific subjects and year groups |
| D. | Diminish the difference for End KS2 progress in writing and maths PP | Accelerated progress for PP children across KS2 |

| 4. Planned expenditure | | | | | |
|--|---|--|--|----------------------------------|---|
| Academic year | 2017 2018 | | | | |
| 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? |
| Children making accelerated progress in writing as a result of effective feedback | Staff INSE /CPD around effective feedback to children in order to improve writing | Range of evidence to show the impact of effective feedback, class teacher working alongside modelling and asking probing questions to ascertain understanding. | DHT to book training. | English leaders | Reviewed at each milestone during progress updates in pupil progress meetings |
| <i>Off track</i> pupil premium children to make accelerated progress to writing ARE | Release class teachers in KS2 classes to mentor target children with gaps in writing. | Direct feedback shown to be most effective in ensuring progress. Class teacher best placed to provide this rather than a writing intervention by TA | Release timetable for class teachers on Rota – covered by HLTA DHT to organise rota of sessions to release teachers | HT Class teachers | Reviewed at each milestone during progress updates in pupil progress meetings |
| <i>Off track</i> pupil premium children to make accelerated progress to writing and maths to ARE | Senior leaders to mentor 2 pp children in writing and maths across the spring and summer term | One to one support/ mentoring and feedback proven to have an impact on progress. | Senior leadership to meeting - agenda item - progress of our target children | SLT - HT DHT AHT and SENCO | Reviewed regularly at SLT meetings |
| <i>Off track</i> pupil premium children making accelerated progress to meet ARE | Half termly pupil progress meetings with class teacher Head/deputy/ inclusion leader and class teacher to identify barriers to learning and targets for pupil premium children. | Evidence shows that identification of specific barriers and gaps in learning together with time for teachers to plan and organise strategies to meet individual needs | Pupil progress meeting to take place the week after each milestone data entry point | HT | Review progress of individuals at each milestone meeting |
| <i>Ensure progress in writing leading to ARE</i> | HT to teach writing sessions during Easter holiday to selected PP children. | Additional writing holiday writing sessions in previous year led to 5 PP children reaching ARE. Extra writing evidence which supported judgements of being secure at the writing standard. | Early contact with parents - phone call from HT to explain rationale. | HT | Moderate pieces with year 6 teachers after Easter holiday |
| <i>Ensure progress in writing leading to ARE</i> | HT to support off track pupil premium writers in the classroom. HT to drop in to writing sessions to address gaps in writing and identify any further barriers./ | Additional in class support with direct feedback working alongside the child has been shown to accelerate learning. | HT to timetable class visits. Then feedback to teachers on individual pupil progress. Giving advice on how to support further in the writing session | HT | Review progress of target children at each milestone. |

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| <i>Ensure children in year 1 meet the standard for the phonics check.</i> | HLTA to provide additional support and phonic sessions for off track children | Evidence shows that additional phonic support leads to greater numbers of children reaching phase 5. | KS1 English leader to organise additional support . | NW (KS1 English lead) | Milestone review of progress in phonics leading to |
| <i>PP children in reception class meeting GLD by the end of the year</i> | <i>Additional adult, early years TA to provide additional support for children.</i> | Additional adult support having an impact on progress to GLD across 2016 2017. | Nickly Lacey – early yeas lead to monitor progress and report to SLT | NL | |
| Total budgeted cost | | | | | £23,300 |
| ii. Targeted support – To improve attendance and behaviours for learning | | | | | |
| 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? |
| Improve attendance for PP children and reduce rates of PA. Target 96% Improved attendance leading to improved outcomes in core subjects | Family liaison officer to engage with parents and carers in order to improve attendance. One to one meetings for support with parenting. | Attendance of PP still below non PP peers in school and nationally. Year on year improvement seen in reduction of PA as a result of this work. | DHT and EWO to monitor attendance of PP children half termly. | Tania Holgate FLO | Half term review for attendance DHT DHT to also monitor core subject progress of those supported by FLO |
| Nurture leading to improved readiness for learning and accelerated progress. | Member of staff to run nurture suite. Key children withdrawn from mainstream class in the afternoon. | Evidence shows that the provision has supported numerous pp children with attachment issues. Leading to improved behaviour/ readiness for learning and successful reintegration to full time mainstream class | HT and DHT to meet Kim Wheeler termly to measure impact on behaviour and on progress in core subjects. Observations of children in class to ensure they are applying work form nurture suit into mainstream | Kim Wheeler - leader of nurture suit | Termly meeting HT DHT KW |
| Ensure emotional readiness for learning and resilience through emotional literacy | ELSA to work one to one with children suffering from anxiety and those requiring additional work around managing emotions. | Evidence shows that ELSA work enable children to understand their emotions and those of others leading to improved peer relationships improved behaviour and readiness for learning | DHT to measure impact through improved behaviour. Use of Leuven scale to check engagement in class sessions. | Debbie Dawson – trained in ELSA | Termly meetings with ELSA /progress updates. |

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| PP children on EHCP making accelerated progress in relation to targets in plan. Reduce exclusions of EHCP pp children to zero. | One to one key workers supporting children throughout the day in class through specific interventions related to individual needs on EHC plans. | Good progress seen for EHCP children across the school as a result of trained one to one key workers. | SENCO and class teacher to measure progress towards targets set through EHCP. | SENCO | Annual and mid-term reviews for EHCP |
| Meet the needs of children with Speech and language issues. | Speech and language therapist to support 2 PP children for additional sessions | Progress seen for children 2016 receiving support from speech and language therapist | SENCO to monitor sessions and impact | SENCO | Ongoing |
| Meet the needs of children with early signs of mental health difficulties, enabling greater readiness for learning | Play therapist to support children with a range of issues. | Progress seen for children 2016 receiving support from play therapist. Improved readiness for learning and reduced rates of exclusion. | SENCO to monitor sessions and impact | SENCO | Ongoing throughout the year |
| Meet needs of children with emotional behavioural difficulties. | Service level agreement with Bridges for learning – EP service | Advice from EP being followed up in school leading to improved readiness for learning | SENCO to monitor progress of children and families receiving EP support | HT | Ongoing throughout the year |
| Total budgeted cost | | | | | £132,060 |
| 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? |
| Raise aspiration for disadvantaged children | Action research project | Collaborative work with local schools around developing aspiration with PP children and families. | HT to meet with school leaders on the island | Lead – practitioner and HT | See CPD meeting dates |
| PP children attending trips including residential in yr 4 and 6. Increased numbers children attending after school clubs and sports events. | Subsidise cost of trips | PP children being fully involved in trips leading to increased sense of belonging and well being | HT to check responses from parents in relation to trips. Phone parents who have not responded to ensure they are aware of pupil premium funding that will support the cost. | HT | Ongoing throughout the year |

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| Increase number of children attending breakfast club. | Staff to ensure vulnerable children receive breakfast and use as an opportunity to listen to them read before school. | Children and families able to access support, additional adults from breakfast club to also support with learning prior to the school day. | HT to monitor support offered to PP children in both breakfast and after school club | Debbie Elliot (club leader) | Ongoing throughout the year |
| Total budgeted cost | | | | | £8,300 |

Review of expenditure (impact)

| 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 |
| 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 |
| 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 |

| 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) |
| Children making accelerated progress in writing as a result of effective feedback | Staff INSET /CPD around effective feedback to children in order to improve writing | Feedback in books is inconsistent and although children have acted on the comments it has not impacted on their writing in the long term. Through pupil progress meetings some off track children have managed to get on track. | Learning journeys particularly in writing need to be more cohesive. Work on editing needs to be embedded as staff are teaching the use of editing strips but a wider picture of editing has not been consistent across the school. Additional TA support in Year 1 was effective in raising standards for year 1 phonics. |
| <i>Off track</i> pupil premium children to make accelerated progress to writing ARE | Release class teachers in KS2 classes to mentor target children with gaps in writing. | Mentoring did not happen due to lack of staffing resources. Easter writing session focused on gds children due to other boosters being offered during term time. | |
| <i>Off track</i> pupil premium children to make accelerated progress to writing and maths to ARE | Senior leaders to mentor 2 pp children in writing and maths across the spring and summer term | Limited times that Headteacher was able to support during classwriting. Only one PP child did not pass the year 1 phonic check. 7/11 PP children achieved GLD. | |
| <i>Off track</i> pupil premium children making accelerated progress to meet ARE | Half termly pupil progress meetings with class teacher Head/deputy/ inclusion leader and class teacher to identify barriers to learning and targets for pupil premium children. | | |
| <i>Ensure progress in writing leading to ARE</i> | HT to teach writing sessions during Easter holiday to selected PP children. | | |
| <i>Ensure progress in writing leading to ARE</i> | HT to support off track pupil premium writers in the classroom. HT to drop in to writing sessions to address gaps in writing and identify any further barriers./ | | |
| <i>Ensure children in year 1 meet the standard for the phonics check.</i> | HLTA to provide additional support and phonic sessions for <i>off track</i> children | | |

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| <i>PP children in reception class meeting GLD by the end of the year</i> | <i>Additional adult, early years TA to provide additional support for children.</i> | | |
| | | | |
| 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) |
| <p>Improve attendance for PP children and reduce rates of PA. Target 96%</p> <p>Improved attendance leading to improved outcomes in core subjects</p> | <p>Family liaison officer to engage with parents and carers in order to improve attendance. One to one meetings for support with parenting.</p> | <p>Two FLOs have worked well to encourage attendance through informal, formal support and Early help etc.</p> <p>Children are better able to access the classroom although impact in educational attainment will be in the longer term.</p> <p>ELSA groups including self esteem and anger management groups continually provide strategies to enable the children to access learning and support friendships.</p> <p>EHCP exclusions were reduced to one. 1:1 support provided for additional needs was successful.</p> <p>Good progress made by children having play therapy.</p> <p>Children who are pupil premium and not pupil premium have benefitted from accurate diagnosis and strategies to support the children in class.</p> | <p>FLO will continue although the role will change so that one FLO focuses on work with parents and one more so with children.</p> <p>Continue Bridges for learning and play therapist.</p> |
| <p>Nurture leading to improved readiness for learning and accelerated progress.</p> | <p>Member of staff to run nurture suite. Key children withdrawn from mainstream class in the afternoon.</p> | | |
| <p>Ensure emotional readiness for learning and resilience through emotional literacy</p> | <p>ELSA to work one to one with children suffering from anxiety and those requiring additional work around managing emotions.</p> | | |
| <p>PP children on EHCP making accelerated progress in relation to targets in plan. Reduce exclusions of EHCP pp children to zero.</p> | <p>One to one key workers supporting children throughout the day in class through specific interventions related to individual needs on EHC plans.</p> | | |
| <p>Meet the needs of children with Speech and language issues.</p> | <p>Speech and language therapist to support 2 PP children for additional sessions</p> | | |

| | | | |
|---|---|---|--|
| Meet the needs of children with early signs of mental health difficulties, enabling greater readiness for learning | Play therapist to support children with a range of issues. | | |
| Meet needs of children with emotional behavioural difficulties. | Service level agreement with Bridges for learning – EP service | | |
| | | | |
| | | | |
| 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) |
| Raise aspiration for disadvantaged children | Action research project | This project helped to give ideas for better transition for disadvantaged children from one academic year to the next. | Begin transition early, give extra time for sessions with new teachers and continue to focus on the pp children during these afternoons. |
| PP children attending trips including residential in yr 4 and 6. Increased numbers children attending after school clubs and sports events. | Subsidise cost of trips | Good levels of children who are pp attended the trips. Due to the funding children experienced different situations that they would otherwise have done, e.g. physical challenges, musical shows in London. | Children need to continue to benefit where possible from real life experiences. |
| Increase number of children attending breakfast club. | Staff to ensure vulnerable children receive breakfast and use as an opportunity to listen to them read before school. | Breakfast club is available and often children have received the nurturing approach that they may be missing out on at home. | Provide easier booking system for clubs to enable all parents who want a place to have one. |