



Hordle CE Primary School

Pupil Premium Strategy Statement

Academic Year 2018 - 2019	Total PP Budget £63,880	Total Number of Pupils 333 (without HEN) 397 (with HEN) Number of Pupils Eligible 54 at time of calculation Sep 2017 - 41 PP pupils	Date of most recent PP Review July 2018	Date for next Strategy Review July 2019
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2. Current Attainment – Summer 2 2018	% of pupils eligible for PP (Hordle)	% of pupils NOT eligible for PP (Hordle)
EYFS		
% of pupils achieving GLD	66.67% (3 pupils – 1 BARE)	76.74%
Key Stage One		
% of pupils achieving expected in Reading, Writing and Maths	33%	59%
% of pupils making expected progress in Reading	50%	67%
% of pupils making expected progress in Writing	67%	77%
% of pupils making expected progress in Maths	67%	77%
Average Scaled Score in Reading	101.8	102.4
Average Scaled Score in Mathematics	100.3	102.8
Key Stage Two		
% of pupils achieving expected in Reading, Writing and Maths	78%	84.4%
% of pupils making expected progress in Reading	100%	80%
% of pupils making expected progress in Writing	100%	100%
% of pupils making expected progress in Maths	89%	89%
% of pupils achieving GDS in Reading, Writing and Maths	0%	20%
Average Scaled Score in Reading	108.4	109.6
Average Scaled Score in Mathematics	105	106.6

1. 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.	Reading
B.	Maths
C.	Memory and Processing
D.	Self-regulation
E.	Resilience
F.	Vocabulary
G.	Attachment
H.	Staff Subject Knowledge

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

H.	Attendance
I.	1:1 Reading

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Reading</p> <ul style="list-style-type: none"> Pupils will make at least expected progress in Reading. KS1 pupils will read at 90 wpm. Pupils at EOKS2 will read at least 130 wpm. KS1 pupils will leave Year 2 able to read the first 300 sight words. Access to more quality first teaching through reading. 	<p>End of Year Data on Words Per Minute</p> <ul style="list-style-type: none"> KS1 Pupils 90 wpm EOY4 110 wpm EOY6 130 wpm <ul style="list-style-type: none"> To read all 300 sight words with speed and accuracy. Year 1 phonic screening check results. Salford Reading Age vs Chronological Age. Can children access learning across the curriculum through reading? Each phase team will ensure that the % of pupils meeting ARE+ is at least the same as the previous year or in line with the floor standard of 75%.
B.	<p>Maths</p> <ul style="list-style-type: none"> Pupils will make at least expected progress in Mathematics. Pupils will leave each year group secure in the gateway concepts. Pupils will leave each year group confident in the multiplication tables and division facts. 	<ul style="list-style-type: none"> Pupils will demonstrate on end of unit assessments that they have made at least expected progress. Pupils will demonstrate that they have made at least expected progress in the basic skills tests. By the EOKS1 pupils will know 2, 5 and 10 times tables and division facts. By the EOLJ pupils will know 2, 5, 10, 3, 4 and 8 times tables and division facts. By the EOKS2 pupils will know all multiplication and division facts up to 12 times tables.

		<ul style="list-style-type: none"> The Maths Team will introduce a rigorous and consistent programme to ensure pupils learn their multiplication tables throughout their journey at Hordle.
C.	Memory and Processing <ul style="list-style-type: none"> Children will show progress against specific benchmarks. 	<ul style="list-style-type: none"> Pupils will show progress through their memory and processing interventions (as appropriate).
D.	Self-regulation <ul style="list-style-type: none"> Children will show high levels of engagement in learning. Pupils will learn a range of strategies to help them give the best they can to their learning. Lessons will be specifically designed to ensure high levels of engagement. 	<ul style="list-style-type: none"> SSAT Engagement scale and profile. Observation feedback. Pupils self-evaluation.
E.	Resilience <ul style="list-style-type: none"> Children will show determination and aspiration in achieving their best. When faced with challenges, children will choose strategies to overcome challenges with a 'can do' mind set. 	<ul style="list-style-type: none"> Work production. Use of self-help techniques. Responding to green feedback. Evident in reflection statements and journaling. Physical learning behaviours reflect attitude to learning.
F.	Vocabulary <ul style="list-style-type: none"> Children will have an increased vocabulary. Children will be courageous in their word choices and experiment with new words. To learn more about the etymology of words and the meaning of morphemes in Key Stage Two. 	<ul style="list-style-type: none"> Reading Plus will give a vocabulary score. SATs paper analysis on vocabulary questions.
G.	Attachment <ul style="list-style-type: none"> Children will be able to form relationships with their key workers, whether this be their class teachers, allocated 1:1s or key workers in the Early Years settings. 	<ul style="list-style-type: none"> Interviews with children will demonstrate that they know who they can go to if they need help. Pupils will actively seek support from adults.
H.	Staff Subject Knowledge <ul style="list-style-type: none"> Staff will have at a very good understanding of the features of the National Curriculum in particular the challenging demands of the Mathematics curriculum and an increased understanding of how to make the teaching of reading and writing more meaningful and purposeful for TARE pupils. 	<ul style="list-style-type: none"> Staff will attend Teaching and Learning meetings where subject knowledge will be developed.
External barriers		
I.	Attendance <ul style="list-style-type: none"> Pupils will have at least 95% attendance. 	<ul style="list-style-type: none"> Pupils will have an average attendance of $\geq 95\%$
J.	1:1 Reading <ul style="list-style-type: none"> All PP children will receive 1:1 reading on a regular basis. 	<ul style="list-style-type: none"> All pupils will receive 1:1 reading either at home with a parent or through an intervention in school.

Self-regulation <ul style="list-style-type: none"> Children will show high levels of engagement in learning. Lessons will be specifically designed to teach children self-help strategies. 	<ul style="list-style-type: none"> Lessons will be designed to specifically teach self-regulation. This will be done through planning activities where pupil engagement is HIGH. 	<ul style="list-style-type: none"> The EEF Toolkit defines self-regulation as 'managing one's own motivation towards learning'. The intention will be to give pupils a variety of strategies to help them focus during their learning. The EEF toolkit suggests pupils make an eight month gain with increased self-regulation strategies. 	<ul style="list-style-type: none"> T&L meetings will deliver strategies for self-regulation. Teams will be given time to review their lesson design and identify ways in which they might introduce further strategies for self-regulation. 	Research £100 Training for staff £3000	Lou Trim PP Champion and Mandy Payne SENCO	December 2018
Attachment <ul style="list-style-type: none"> Children will be able to form relationships with their key worker. 	<ul style="list-style-type: none"> Keyworker in place for all PP pupils across the school (teacher and/or other designated adult). 	<ul style="list-style-type: none"> The EEF toolkit identifies 'social and emotional' interventions as being effective in developing pupils' emotional well-being and having at least a four month gain on pupils. 	<ul style="list-style-type: none"> Class teachers will be the allocated keyworker for each PP child, making contact several times a day to engage and provide additional feedback. 	Research & online training £500 Educational Psychologist Support £1500	LT PP champion	December 2018
Other <ul style="list-style-type: none"> 46 PP pupils in September 2018 	<ul style="list-style-type: none"> Each pupil to have an allocated PP entitlement: 			Per FSM pupil per year: Uniform £12 Clubs £80 Breakfast C £108 Trip subsidy (residential) as requested £200 £3000		
PP Champion	<ul style="list-style-type: none"> PP champion to provide: teaching analysis morning Walks reviews 			£6500		
TOTAL COST:				£61870		

iii.	iv. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?

Attendance of pupils will be at least 95%.	<ul style="list-style-type: none"> • Positive praise for good attendance. • Class celebration for class attendance. • Introduction of attendance colours. • Close monitoring of pupils with previous PA. • Meetings with parents for children who fall below 92%. 	<ul style="list-style-type: none"> • Pupils who attend school regularly make better progress. 	<ul style="list-style-type: none"> • Monitor attendance with Team Office on a regular basis. • Conduct half-termly assessment meetings. • Meet with parents who have children at risk of falling below 95% attendance or those with persistent absence. 	Meetings Attendance Champion Data Analysis Parent meetings £1500	FKA/LT	December 2018
1:1 Reading	<ul style="list-style-type: none"> • Parent workshops on the importance of reading. • Relentless messages to parents about the importance of reading. • Weekly praise and celebration of participation in the reading challenge. • How many whole books have you read this year? 	<ul style="list-style-type: none"> • National Curriculum • Book Trust 	<ul style="list-style-type: none"> • English team to make reading a priority. • Offer parent workshops every term. • Include e-access to top tips for parents on supporting children with reading. • Include motivational quotes in the newsletter to encourage parents to read. 	Parent workshops £500	AC/LT	December 2018
TOTAL COST				£2000		

5. Review of expenditure

Previous Academic Year

2017 – 2018 £69,960

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost																								
<p>Reading</p> <ul style="list-style-type: none"> • Pupils will make at least expected progress in Reading. • KS1 pupils will read at 90 wpm. • Pupils at EOKS2 will read at 130 wpm. • KS1 pupils will leave Year 2 able to read the first 300 sight words. <p>Access to more quality first teaching through reading.</p>	<ul style="list-style-type: none"> • KS1 to read every day in guided reading with an adult. • Read to a Grandhordle. • Pupils will use the Reading Plus programme to increase WPM score in years 5 and 6. • Pupils in KS1 to practise sight words on daily basis. • Parent workshops to raise the importance of reading on a daily basis. • 	<ul style="list-style-type: none"> • Pupils will make at least expected progress in Reading. • KS1 pupils will read at 90 WPM. • EOKS2 pupils will read fluently (at least at 130 wpm). 	<ul style="list-style-type: none"> • PP pupils continue to remain a priority on the daily readers list; • We need to look into progress of reading for PP pupils in the lower juniors; • We need to identify PP pupils who have the potential to achieve GDS and try to support them in making accelerated progress. <table border="1"> <thead> <tr> <th rowspan="2">Reading Results 2018</th> <th colspan="2">ARE</th> <th colspan="2">GDS</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>End of Year 2</td> <td>66.7 %</td> <td>79.5 %</td> <td>0%</td> <td>25.6 %</td> </tr> <tr> <td>End of Year 4</td> <td>40%</td> <td>73%</td> <td>0%</td> <td>24.4 %</td> </tr> <tr> <td>End of Year 6</td> <td>88.8 %</td> <td>93.3 %</td> <td>44.4 %</td> <td>49%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • We need to invest in additional reading resources for end of year assessments. 	Reading Results 2018	ARE		GDS		PP	Non-PP	PP	Non-PP	End of Year 2	66.7 %	79.5 %	0%	25.6 %	End of Year 4	40%	73%	0%	24.4 %	End of Year 6	88.8 %	93.3 %	44.4 %	49%	<p>1:2:1 interventions £3000</p> <p>Reading Plus £1000</p> <p>TA CPD Twilight £300</p> <p>Staff training in Reading £3000</p> <p>Additional reading resources for PP pupils £1000</p> <p>Blended Reading for Mastery CPD £2000</p> <p>£10,300</p>
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<p>Maths</p> <ul style="list-style-type: none"> • Pupils will make at least expected progress in Mathematics. 	<ul style="list-style-type: none"> • Focus on teaching the basic skills on a daily basis. • Singapore Maths approach. • Concrete, pictorial and abstract approaches • Core competencies • Mastery techniques • Bar model • Differentiated instruction • Journaling and assessment • Problem solving • Use of manipulatives 	<ul style="list-style-type: none"> • All pupils will make at least expected progress. • At least 10% of each class will make better than expected progress. 	<table border="1" data-bbox="1200 97 1738 416"> <thead> <tr> <th rowspan="2">Maths Results 2018</th> <th colspan="2">ARE</th> <th colspan="2">GDS</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>End of Year 2</td> <td>66.7%</td> <td>76.9%</td> <td>16.7%</td> <td>25.6%</td> </tr> <tr> <td>End of Year 4</td> <td>60%</td> <td>64.5%</td> <td>0%</td> <td>22.2%</td> </tr> <tr> <td>End of Year 6</td> <td>88.9%</td> <td>86.7%</td> <td>11.1%</td> <td>37.8%</td> </tr> </tbody> </table>	Maths Results 2018	ARE		GDS		PP	Non-PP	PP	Non-PP	End of Year 2	66.7%	76.9%	16.7%	25.6%	End of Year 4	60%	64.5%	0%	22.2%	End of Year 6	88.9%	86.7%	11.1%	37.8%	<p>Singapore INSET training £3000 Additional Maths CPD for phase team planner £2000 Moderation with local primaries £150 TA CPD twilight £500 Staff training in Maths £1500</p> <p>Additional resources for Maths for PP pupils £19,300</p>
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<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost £7150</p>																								
<p>Memory and Processing</p> <ul style="list-style-type: none"> • Children will show progress against specific benchmarks. 	<ul style="list-style-type: none"> • Specific interventions on memory and processing. • Daily introduction of memory and processing skills being taught across the curriculum. 	<p>Pupils with processing issues will show evidence of impact from the assessments on their WAVE 3 interventions.</p>	<p>The Wave 3 interventions have shown... We need to ensure information about the progress made in Wave 3 interventions is promptly communicated with class teachers and where applicable, children who no longer require the intervention are removed from the programme.</p>	<p>COST of Wave 3 interventions. Memory: £3200 Processing: £6480</p>																								

<p>Self-regulation</p> <ul style="list-style-type: none"> • Children will show high levels of engagement in learning. • Lessons will be specifically designed to ensure high levels of engagement. 	<ul style="list-style-type: none"> • Lessons will be designed to specifically teach self-regulation. This will be done through planning activities where pupil engagement is HIGH. 	<p>Pupils would show greater self-regulation and self-management strategies. This would consequently impact on pupil outcomes through work productivity.</p>	<p>We introduced the Learning Pit at the beginning of the year. We now need to revisit the learning pit, conduct further research into self-regulation strategies, using the SLT as a driving force to deliver CPD nuggets in teaching and learning meetings.</p> <p>We should continue to explore self-regulation in coaching sessions. The vast majority of pupils exhibited excellent self-regulation strategies during our learning walks.</p>	<p>Learning PIT initiative at the start of the year – 3 days of curriculum time dedicated to researching famous people who demonstrate these skills.</p> <p>Research and training £1000</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Children will have an increased vocabulary. • To learn more about the etymology of words and the meaning of morphemes in Key Stage Two. 	<ul style="list-style-type: none"> • The teaching of spelling will include a focus on looking at the etymology of words. • Teaching of spelling in Key Stage 2 will include a range of approaches including looking at morphemic principles and the meaning of 'chunks' of words. • Speech and Language therapy for PP pupils 	<ul style="list-style-type: none"> • When both speaking and communicating in writing, children will demonstrate a broader vocabulary. 	<p>This needs to be managed more centrally and therefore we need to find a way to introduce either a word of the day or a word of the week possibly through some 'Learning Council' members.</p> <p>Also, we need to look again at the use of oral storytelling to broaden vocabulary. Specifically, we need to look at progression.</p>	<p>Staff training £1000</p> <p>Speech and Language Interventions for PP pupils £5735</p>

<p>Attachment</p> <ul style="list-style-type: none"> Children will be able to form relationships with their key worker. 	<ul style="list-style-type: none"> Keyworker in place for all PP pupils across the school. 	<ul style="list-style-type: none"> Relationships will PP pupils will be greater improved with staff getting to know more details about children's individual circumstances, preferences, hobbies etc and self-perception. As a result of improved relationships, praise and task design can be tailored to meet the needs of individuals, thus increasing engagement in learning and attainment. 	<p>We trialled the keyworker approach in the Upper Juniors and unfortunately it did not work when the keyworkers were TAs. This was due to the nature of TAs working so flexibly across year groups that it would have meant TAs leaving lessons to go and check in on their allocated pupils. Instead, we have left this with class teachers and have used the PP coaching sessions to ensure that PP pupils make at least expected progress.</p>	<p>Staff professional CPD £2000</p> <p>Additional parenting workshops aimed at PP</p> <p>ELSA dedicated to nurture and support of PP pupils £19,800 and additional nurture for PP needs £9,000</p>
<p>Staff Subject Knowledge</p> <p>Staff will have a very good understanding of the features of the National Curriculum in particular the challenging demands of the Mathematics and SPAG curriculum.</p>	<ul style="list-style-type: none"> T&L meetings to develop teacher's subject knowledge. Phase leaders to ensure subject knowledge within their own teams is supported and developed. 			<p>Staff CPD £2000</p>

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								
<p>Attendance of pupils will be at least 95%.</p>	<ul style="list-style-type: none"> Positive praise for good attendance. Class celebration for class attendance. Introduction of attendance colours. Close monitoring of pupils with previous PA. Meetings with parents for children who fall below 92%. 	<p>Attendance data stands at:</p> <table border="1" data-bbox="904 1139 1151 1278"> <thead> <tr> <th>Attendance</th> <th>PP V Non PP GAP</th> </tr> </thead> <tbody> <tr> <td>1718</td> <td>-1.49</td> </tr> <tr> <td>1617</td> <td>-2.16</td> </tr> <tr> <td>1516</td> <td>-2.2</td> </tr> </tbody> </table>	Attendance	PP V Non PP GAP	1718	-1.49	1617	-2.16	1516	-2.2	<p>We shall continue with attendance meetings this year., looking at specific families and individuals and calling meetings to discuss 1:1 cases.</p> <p>We have had success with families this year through the use of parent support from TAs with ELSA responsibilities. This has helped parents to improve punctuality.</p>	<p>Cost of ELSA & Parental Support Meetings</p> <p>£1000 £1000</p>
Attendance	PP V Non PP GAP											
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1:1 Reading	<ul style="list-style-type: none"> • Parent workshops on the importance of reading. • Relentless messages to parents about the importance of reading. • Weekly praise and celebration of participation in the reading challenge. • How many whole books have you read this year? 	<p>Pupils achieved well in reading by the end of Key Stage 2:</p> <table border="1" data-bbox="904 178 1182 509"> <tr> <td>Year 2</td> <td>PP</td> <td>Non PP</td> </tr> <tr> <td>Reading ARE+</td> <td>67%</td> <td>79%</td> </tr> <tr> <td>Reading GDS</td> <td>0%</td> <td>25%</td> </tr> <tr> <td>Year 6</td> <td>PP</td> <td>Non PP</td> </tr> <tr> <td>Reading ARE+</td> <td>89%</td> <td>93%</td> </tr> <tr> <td>Reading GDS</td> <td>44%</td> <td>49%</td> </tr> </table>	Year 2	PP	Non PP	Reading ARE+	67%	79%	Reading GDS	0%	25%	Year 6	PP	Non PP	Reading ARE+	89%	93%	Reading GDS	44%	49%	<p>In Autumn 2016, we had 50 parent volunteers coming in to school on a weekly basis. This year, we have struggled to recruit parents. We shall try again next year by looking at when we timetable reading so we can have as many volunteers engaged in reading as possible?</p>	<p>Release time to run workshops: £500</p>
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				£70165																		

1. Additional detail

