



Hordle CE Primary School

Pupil Premium Strategy Statement

Academic Year 2017 – 2018	Total PP Budget £69,960	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 2017	Date for next Strategy Review July 2018
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2. Current Attainment – Summer 2 2017	% of pupils eligible for PP (Hordle)	% of pupils NOT eligible for PP (Hordle)
EYFS		
% of pupils achieving GLD	75% of PP	73% of all pupils
Key Stage One		
% of pupils achieving expected in Reading, Writing and Maths	67%	66%
% of pupils making expected progress in Reading	50%	66%
% of pupils making expected progress in Writing	67%	87%
% of pupils making expected progress in Maths	83%	82%
Average Scaled Score in Reading	96.8	100
Average Scaled Score in Mathematics	102.8	100.8
Key Stage Two		
% of pupils achieving expected in Reading, Writing and Maths	90%	87%
% of pupils making expected progress in Reading	67%	79%
% of pupils making expected progress in Writing	89%	100%
% of pupils making expected progress in Maths	89%	82%
% of pupils achieving GDS in Reading, Writing and Maths	30%	16%
Average Scaled Score in Reading	108.4	108.7

Average Scaled Score in Mathematics	106.8	106.4
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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.	Vocabulary
F.	Attachment
G.	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 † 90 wpm. Pupils at EOKS2 will read at 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 <p>Sight Words</p> <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?
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.
C.	<p>Memory and Processing</p> <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. Lessons will be specifically designed to ensure high levels of engagement. 	<ul style="list-style-type: none"> SSAT Engagement scale and profile.
E.	Vocabulary <ul style="list-style-type: none"> Children will have an increased vocabulary. <ul style="list-style-type: none"> 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.
F.	Attachment <ul style="list-style-type: none"> Children will be able to form relationships with their key worker. 	<ul style="list-style-type: none"> Interviews with children will demonstrate that they know who they can go to if they need help.
G.	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 and SPAG curriculum. 	<ul style="list-style-type: none"> Staff will attend Teaching and Learning meetings where subject knowledge will be developed.
External barriers		
H.	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 $\geq 95\%$
I.	1:1 Reading <ul style="list-style-type: none"> All 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 a key worker approach in school.

3. Planned expenditure

Academic year **2017/18**

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?
<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"> • As a school, we trialled the Reading Plus programme during Spring 2 and Summer 1 2017 with Year 6 pupils and the evidence indicates that in just eight weeks, pupils had read an additional 12, 036 words and achieved at least 80% accuracy in comprehension questions. • In 2016 – 2017, KS1 trialled the use of parents to hear as many children read as possible during guided reading and it has worked very well with children reading more often aloud. 	<ul style="list-style-type: none"> • Subject leaders will deliver staff training on a fortnightly basis. • Subject leaders will monitor termly the planning, teaching and assessment of reading. • Reading Plus leader board will indicate the participation of Year 5 and 6 pupils in the Reading Plus programme. • A member of the KS1 team will be designated the lead for guided reading and this member of staff will have the responsibility of liaising with parents and co-ordinating a timetable of support. • We will monitor on a termly basis, the number of parent volunteers that we have to come in and help children read. 	<p>Amy Cazneaux</p> <p>Key Stage 1 Team Member TBC</p>	<p>December 2017</p>

<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"> • Data analysis shows that we need to continue to work on closing the gap in Mathematics for PP pupils. • Singapore Maths approach is proven to support children in making accelerated progress. 	<ul style="list-style-type: none"> • 2 days of staff INSET training across the year in developing subject knowledge of Maths teaching • Fortnightly staff training with nuggets on the teaching of basic skills • Subject leaders to conduct termly monitoring across the whole school • SLE to deliver support across the whole school. Mastery for Maths course for members of staff from each phase team. 	<p>Sally Hulse Clare Phillips</p>	<p>December 2017</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. 	<ul style="list-style-type: none"> • EEF toolkit shows that meta-cognition can have consistently high levels of impact with pupils making an average of eight months additional progress. 	<ul style="list-style-type: none"> • Training at T&L meetings will include the addition of memory and processing strategies which can be included in learning across the curriculum. • SLT monitoring will look at lesson design for memory and processing strategies. 	<p>Lou Trim PP Champion and Mandy Payne SENCO</p>	<p>December 2017</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. 	<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. 	<p>Lou Trim PP Champion and Mandy Payne SENCO</p>	<p>December 2017</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. 	<ul style="list-style-type: none"> • Research into Sound Training which came highly recommended from winners of PP awards in 2016 shows that children made extremely rapid progress in reading and spelling when learning more about vocabulary and chunks of meaning. 	<ul style="list-style-type: none"> • English team will monitor the teaching of spelling in classrooms. • English team will complete pupil interviews regarding the teaching of spelling strategies. • Staff will continue to develop their professional knowledge and understanding of morphemic principles. 	<p>Amy Cazneaux</p>	<p>December 2017</p>

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. 	<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"> Keyworkers will be timetabled to work with allocated pupils over the course of the week. There will be daily dialogue between the keyworkers and the PP champion. 	LT PP champion	December 2017
Staff Subject Knowledge 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.	<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. 	<ul style="list-style-type: none"> Education Development Trust (Effective Teaching) and research into effective teaching shows a 50 percentile difference between three years of teaching by an effective teacher vs ineffective. 	<ul style="list-style-type: none"> Lesson observations T&L meetings Phase leaders checking subject knowledge and understanding through IRIS and discussion of lesson planning 	FKA LT Phase leaders	December 2017

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	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. 	FKA/LT	December 2017

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. 	AC/LT	December 2017
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4. Review of expenditure

Previous Academic Year	2016 - 2017			
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

<p>1) Pupil Premium Champion – closing the gap in attainment and attendance.</p>	<p>Employment of a Pupil Premium champion who will support staff in developing awareness of their PP children; monitoring academic performance and attendance and communicating findings to all staff and governors, putting into place plans of action where required. The gap between Pupil Premium Pupils and ll children for 2015 – 2016 was (0.77).</p>	<p>It has been important to have the voice of PP in all meetings from: senior leadership meetings to Pupil Performance Target meetings. The coaching sessions have proved vital in supporting staff with ideas to improve outcomes for PP.</p> <p>End of Key Stage One results show attainment of PP pupils is below attainment of all pupils:</p> <table border="1" data-bbox="808 248 1361 359"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading All</th> <th>Writing PP</th> <th>Writing All</th> <th>Maths PP</th> <th>Maths All</th> </tr> </thead> <tbody> <tr> <td>Yr 2 2017</td> <td>50%</td> <td>68%</td> <td>50%</td> <td>71%</td> <td>67%</td> <td>77%</td> </tr> </tbody> </table> <p>End of Key Stage Two results show: attainment of PP pupils is at least in line with attainment of all pupils and above in Writing and Maths.</p> <table border="1" data-bbox="808 517 1361 627"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading All</th> <th>Writing PP</th> <th>Writing All</th> <th>Maths PP</th> <th>Maths All</th> </tr> </thead> <tbody> <tr> <td>Yr 6 2017</td> <td>90% GDS 30%</td> <td>94% GDS 38%</td> <td>100% GDS 30%</td> <td>98% GDS 31%</td> <td>100% GDS 40%</td> <td>96% GDS 24%</td> </tr> </tbody> </table>		Reading PP	Reading All	Writing PP	Writing All	Maths PP	Maths All	Yr 2 2017	50%	68%	50%	71%	67%	77%		Reading PP	Reading All	Writing PP	Writing All	Maths PP	Maths All	Yr 6 2017	90% GDS 30%	94% GDS 38%	100% GDS 30%	98% GDS 31%	100% GDS 40%	96% GDS 24%	<ul style="list-style-type: none"> Continue to closely monitor the progress of reading, writing and maths for PP pupils from HEN. Continue with coaching sessions for class teachers to provide a personalised package of support for PP pupils. Explore the possibility of key workers for some PP pupils. 	<p>Time for the PP Champion to:</p> <ul style="list-style-type: none"> Complete data analysis Conduct research Carry out coaching sessions Form relationships with PP pupils Conduct case studies
	Reading PP	Reading All	Writing PP	Writing All	Maths PP	Maths All																										
Yr 2 2017	50%	68%	50%	71%	67%	77%																										
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Yr 6 2017	90% GDS 30%	94% GDS 38%	100% GDS 30%	98% GDS 31%	100% GDS 40%	96% GDS 24%																										
<p>2) To improve the attendance of PP pupils over the year.</p>	<ul style="list-style-type: none"> Attendance Champions to monitor attendance half termly. Meet with families where attendance falls below the power line and/or where families are at risk of being persistent absentees. 	<p>Average Attendance for PP pupils in 2016 – 2017 = 94.4% Average Attendance for PP pupils – persistent absentee = 95.4%</p>	<ul style="list-style-type: none"> Continue to meet with vulnerable families on a regular basis to discuss attendance. Consider Early Help referrals for families for whom attendance is a persistent issue. Attendance awards and attendance colours have proved to be a motivating factor for many. 	<p>Time for meetings with staff and parents.</p>																												
<p>3) For children to make at least expected progress in Reading.</p>	<ul style="list-style-type: none"> PP pupils to read with a Grandhordle. PP pupils to receive dynamic interventions. PP pupils to be targeted within lessons as part of a quality first teaching approach. 	<p>50% of Year 2 PP pupils made expected progress in Reading between EYFS and Year 2. There were 6 PP pupils and 3 of these did not make expected progress. The 3 who have not made expected progress are all boys and we have a heavy package of support for next year.</p> <p>67% of Year 6 PP pupils made expected progress in Reading between KS1 and KS2. We had 1 PP pupil with no KS1 data. Therefore, there were 3 out of 9 pupils who did not make expected progress. Of these 3 pupils, one is having their test paper remarked and we believe they WILL achieve ARE and expected progress.. The other two pupils (both girls) were Level 3 and KS1 and did not convert to GDS. One was subject to our FLSA package</p>	<p>We need to have a system in place to ensure that these children are quickly identified and supported. All PP pupils next year will receive a package for reading if they need it to ensure they are heard read every day.</p>	<p>We are timetabling TAs to ensure they get the chance to meet with their child each day.</p>																												

4) For children to make at least expected progress in Mathematics.	<ul style="list-style-type: none"> Daily peel away and cut away groups to systematically target those in need of making expected progress. 	83% of PP pupils made expected progress in Maths between EYFS and Year 2. 1 child out of 6 did not make expected progress. 89% of PP pupils made expected progress in Maths between Year 2 and Year 6. 1 child out of 9 did not make expected progress. This child was subject to our ELSA package.	To rigorously monitor the progress of those children awarded a Level 3 in KS1 who are at risk of not converting to GDS at the end of KS2 and implement interventions early.	PP champion to identify pupils and arrange interventions.
5) For children with social and emotional needs to receive the support they require.	<ul style="list-style-type: none"> ELSA – Emotional programme of support Nurture package – Counselling when required Light touch – Daily catch up with key worker Jigsaw – parent support 	The SENCO managed the deployment of ELSA, and light touch nurture packages to those vulnerable pupils who were identified both by the class teacher and in consultation with parents. Of the three PP pupils who received ESMH support, 100% made ARE and 33% made GDS in all subjects in Year 6. Of the six PP pupils in Year 2, five have received ESMH. 60% of the ESMH group achieved ARE in all subjects.	<ul style="list-style-type: none"> Light touch has worked extremely well for our PP pupils for three reasons. Firstly, it builds a relationship should there come a time when a child ever needs additional support. Secondly, it helps children to regulate their emotions in preparation to return to the classroom. Finally, it also supports parents with regular feedback when necessary so that there is a strong home – school link. ELSA has provided a more robust and targeted package aimed at: bereavement, anxiety, anger management, self-regulation and self-esteem. The jigsaw package helps to build a bridge between home and school so that, if necessary, a child can be supported with home and school together. 	ELSA worker Light touch worker
6) To develop talk in the Early Years.				
7) For TAs to support teachers in children making at least expected progress in Reading and Mathematics.	<ul style="list-style-type: none"> Training at QFT level including assessment, priority approach for vulnerables with feedback, etc. Dynamic interventions – peel aways, cut aways, pre-teach, post-teaching catch up. All of these TA interventions were designed for children to keep up and catch up. 	End of Key Stage 1 End of Key Stage 2 87% of all children made expected progress in Reading, Writing and Maths combined. 90% of PP pupils made at least expected progress in all subjects.	<ul style="list-style-type: none"> Twilight for staff training has been incredibly successful, meaning much greater opportunities for all TAs to attend staff training and to have their training tailored to the Excellence Plan and the requirement of the TA's job role profile. TAs are now playing an active role in peel aways and cut aways within the classroom, increasing the partnership approach of the TA and teacher role and the inclusion of all children on a personalised curriculum. 	Training costs are minimal as most has been in house training with some external providers. T&L meetings to continue to train staff in successful managing peel aways and cut aways.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this)	Cost
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		pupils not eligible for PP, if appropriate.	approach)	
1) To develop parental engagement.	<ul style="list-style-type: none"> • Jigsaw • Meet the teacher meetings • Transition partnership programme with parents • Parent Forum meetings • Parent questionnaires and surveys • Access to parent support worker – Donna Lenton • Parent Workshops 	<p>Figures indicate a greater involvement in parental engagement.</p> <p>19 families have accessed the Jigsaw programme this year.</p>	<ul style="list-style-type: none"> • Parents have given positive feedback about the Jigsaw package. • Parents have been highly complimentary of the transition package. • Parent Forum sessions will be scheduled at different times to try and ensure more parents can come. 	SENCO to manage this package of care.
2) To increase the participation of pupils in art and sports.	HSA team have very closely monitored the participation of PP pupils in sports and clubs this year.	<p>Participation of PP pupils in extra-curricular activities:</p> <p>ART – 32.65% of PP SPORT – 87.76% of PP MUSIC – 12.24% of PP</p>	<ul style="list-style-type: none"> • Continue to offer incentives to encourage PP pupils to attend extra-curricular clubs. • The introduction of colours has encouraged pupils to participate in more sports. • A greater number of PP pupils than ever are now representing the school in tournaments. • The HAS champion has really focussed on engaging PP pupils. 	Time for the HSA and clubs leader.
3) To ensure PP pupils complete their home learning.	Class teachers have monitored the participation of PP pupils in completing homework.	<p>More PP pupils are now completing homework and choosing to attend homework club.</p> <p>35% of pupils attending homework club in Summer 2017 were PP.</p>	<ul style="list-style-type: none"> • PP Champion to liaise more closely with class teachers on participation of PP pupils in home learning. • Class teachers to advertise homework club to PP pupils at learning reviews. 	

1. Additional detail

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