

# Horspath CofE Primary School

## Pupil Premium Provision 2018-2019: Outcomes and Impact Evaluation of Pupil Premium Spend

\* Data is suppressed because of the very small numbers of pupils in this group. A full report is available on request.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who are 'Looked after', 'in service' or qualify for and have registered for 'free school meals' any time in the last 6 years. The funding allocation is based directly on the number of pupils eligible in each school. The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between these children and their peers by ensuring that funding reaches the pupils who need it most.

Academic Year	2015-16	2016 – 17	2017 - 2018
No. of eligible pupils	6	6	6
Pupil premium funding received £	8,500	8,500	8,500

Provision for Eligible Pupils 2017 -2018	Cost	
<ul style="list-style-type: none"> <li>○ Boys Reading scheme Booster group intervention with TA</li> <li>○ Additional small group phonics</li> <li>○ Allocated school funds for participation in trips and clubs</li> <li>○ Additional 1:1 reading with TA</li> <li>○ ELSA (Emotional Literacy Support Assistant) training</li> <li>○ ELSA resources</li> <li>○ 1:1 Numeracy tuition</li> <li>○ Lesson Monitoring /Pupil Tracking/Intervention Management</li> <li>○ Early Literacy Support intervention group with TA</li> <li>○ Sandwell Early Numeracy Test Resource. SENT -R</li> <li>○ Additional targeted classroom TA support</li> <li>○ Literacy after school booster sessions</li> <li>○ Growth Mindset Staff training.</li> </ul>	<ul style="list-style-type: none"> <li>£640</li> <li>£980</li> <li>£500</li> <li>£220</li> <li>£788</li> <li>£270</li> <li>£420</li> <li>£2,480</li> <li>£397</li> <li>£175</li> <li>£1150</li> <li>£180</li> <li>£300</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>* of eligible pupils made below expected progress</li> <li>* of eligible pupils made expected progress</li> <li>* of eligible pupils made more than expected progress.</li> <li>* of PP children are now achieving ARE(Age Related Expectations) or above.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>* of eligible pupils made below expected progress</li> <li>* of eligible pupils made expected progress</li> <li>* of eligible pupils made <b>more</b> than expected progress.</li> <li>* of PP children are now achieving ARE(Age Related Expectations) or above.</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>* of eligible pupils made below expected progress</li> <li>* of eligible pupils made expected progress</li> <li>* of eligible pupils made <b>more</b> than expected progress.</li> </ul>
<ul style="list-style-type: none"> <li>● Re allocation of Staff in the mornings to provide Improvement and Reflection Time guided by Tor TA</li> <li>● TA allocations to ensure each class has additional adult</li> </ul>		

Numeracy and Literacy group targeting.

\* of PP children are now achieving ARE(Age Related Expectations) or above.

**Evaluation of provision in relation to impact on pupil outcomes**

Desired outcome	Chosen action / approach	Impact:	Actions:
Improved learning behaviour	Whole staff training on Growth Mindset. Share information about growth mindset.with parents Develop resources and procedures to support independence with disadvantaged pupils' learning Termly contact with parents of disadvantaged pupils to discuss how we can work together to support their children's learning. Emotional Literacy support for specific pupils	<p>Children have a confident understanding of what growth mindset is and how it relates to perseverance and resilience.</p> <p>Children are realising that challenges need to be embraced and help to make them better learners.</p> <p>Children are learning to work in the "purple zone".</p> <p>Mistakes are there to help them learn.</p>	<p>Staff to now focus explicitly on Assessment for Learning (AfL).</p> <p>Children to be encouraged to peer and self-assess.</p> <p>Children to help CT to create success criteria.</p> <p>Clear learning objectives to be used.</p> <p>Mini plenaries to assist AfL.</p> <p>Growth mind-set (GM) books/ PSHE input to be continued.</p> <p>Clearer monitoring of the impact of AfL and GM through lesson observations, book scrutiny and pupil voice as this is a priority of the School Improvement Plan.</p>
To improve rates of progress in maths	<p>First Class at Number</p> <p>Staff training on developing the use of Numicon to ensure a concrete understanding of place value. Model lessons delivered by maths lead. To run a weekly Lunchtime Mathematics club for pupils. Include problem solving extensions as part of marking and feedback. Ensure pupils are given regular time and support to complete their marking and feedback tasks (DIRT).</p>	<p>* below ARE</p> <p>* at ARE</p> <p>* above ARE</p> <p>* made below expected progress.</p> <p>* made expected progress.</p> <p>* made above expected progress.</p>	<p>Continue to tend of track pupils progress – using Sandwell as a baseline and to track progress at the end of each term.</p> <p>Staff using Numicon on a regular basis to support teaching in all areas of maths. Subject leader to monitor the use of Numicon in class. Lesson observations to be carried out,</p> <p>Mathletics club/ time in class to be given.</p> <p>Work on peer and self-assessment in maths to be further developed.</p>

<p>95% or above attendance rates for pupils with PP</p>	<p>* Parents contacted regarding unexplained absence by 10am. * Termly meetings with parents. * Targets set for attendance, monitored monthly * Rewarding good attendance by posting personal letters to pupils. (These included House Reward points) * School funding for after school clubs</p>	<p>* have attendance over school target of 95%</p> <p>* have attendance below 90% though 1 child increased attendance by 2.24% from previous year.</p> <p>* have increased their attendance from the previous year.</p> <p>* pupil's attendance has declined from the previous year (less than 2%).</p> <p>* pupil's attendance has declined from the previous year (between 2% &amp; 5%).</p>	<p>Hard to reach families to be contacted at least twice a term to improve relationships especially for children with new teachers.</p> <p>HT to contact parents regarding attendance half termly (meetings) to highlight the level of attendance and the effect this is having.</p> <p>HT/CT to phone parents of PP children in persistent absentee category every time the child is not at school and if required, ask for a doctor's note to explain illness.</p> <p>Continue to offer after school clubs but to be arranged by the pupils Parent and invoiced to the school office to avoid unnecessary delay.</p> <p>Extended parents meeting time to be made available with the class teacher/ pupil progress leader/SENCo .</p> <p>To start termly / frequent communication via SENCo email to ensure that good relationships continue.</p> <p>Continue to write to individual pupils and reward their improved attendance.</p>
<p>Raised attainment and progress for pupils in writing</p>	<p>Weekly supported DIRT time Reading Eggs 'PP first' Marking and feedback</p> <p>Clicker 7</p> <p>Nessy Phonics</p> <p>After school 1:1 tuition</p>	<p>* below ARE * at ARE * made expected progress. * made above expected progress,</p> <p>Average points progress *</p> <p>All pupils: *</p> <p>*pts progress made following 1:1 tuition.</p>	<p>Focus on AfL – children to do more peer and self- assessment,</p> <p>Time to edit- DIRT time to be given.</p> <p>Mini plenaries to be used. Children to help create the success criteria.</p> <p>Clear learning objectives.</p> <p>Focus upon year 1 Phonics test for next year.</p> <p>1:1 tuition to continue.</p>

<p>Increased Emotional Stability and wellbeing of pupils.</p>	<p>ELSA for 1 PP child</p>	<p>Child much calmer and more focused in class through increased self-esteem.</p> <p>Child's on task percentage increased from 50% to 80%.</p> <p>Child no longer needs to sit on individual table.</p>	<p>Continue to facilitate the availability of ELSA (trusted adult) to child as and when required.</p> <p>Reward concentration and focus in class using the house point system, positive praise and sharing positive behaviour with parents.</p>
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# Horspath CofE Primary School

## Pupil Premium Strategy Statement for 2018/19- *to diminish the difference*

1. Summary information					
School	HORSPATH PRIMARY SCHOOL				
Academic Year	2018/19	Total PP budget	£8900	Date of most recent PP Review	July 18
Total number of pupils	140	Number of pupils eligible for PP	5	Date for review of this strategy	July 19
		Number of pupils eligible for PP+	1	<i>Termly Internal class pupil progress reviews. IEP reviews 3x a yr.</i>	

2. Current attainment		
	<i>Pupils eligible for PP (6) All Year Groups 2018</i>	<i>National Key Stage 2 2018</i>
% achieving ARE or above in all reading, writing & maths in 2017/18	*%	64%
% achieving the expected standard in reading	*%	75%
% achieving the expected standard in writing	*%	78%
% achieving the expected standard in maths	*%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	SEN Some of our PP pupils have complex learning needs which directly impact their ability to retain their learning. Difficulty with receptive language affects ability to follow the increasing language demands of the classroom.
<b>B.</b>	Learning behaviour QCA baselines for these pupils highlighted that their learning behaviour scored lower than their emotional and conduct behaviour. We have found the low self-esteem and fixed mindset of these pupils can be adverse to their progress and acceptance of support.
<b>C.</b>	Lower attainment / starting points in reading, writing and maths – requiring additional support to access the curriculum.
External barriers	
<b>D.</b>	Low attendance- some of our eligible pupils have an attendance of 90% or less. Continuity of learning and support is greatly affected resulting in further knowledge gaps and increased anxiety. National Foundation for Educational Research (NfER) identifies addressing attendance as a key step to improving attainment for children.

<b>E.</b>	Home learning support - non completion or support with homework tasks, reading/ spellings and social interaction with peers all impact the pupils' progress. Attendance at parents evening varies.
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<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<b>95% or above attendance rates for pupils with PP</b>	<p><b>Dec 2018:</b> *% have attendance of over 95% for the term</p> <p><b>March 2018:</b> *% have attendance of over 95% for the year to date</p> <p><b>July 2019:</b> *% have attendance of over 95% for the year</p>
	<b>Improved relationship between home and school for PP families</b>	<p>Attendance at initial meetings Sept 2018  Agreed home and school support with parents.  Homework completed Dec: 6/12 completed at home  Reading diaries completed Dec: 3/5 a week at home  To review targets Dec 2018 based on termly meeting with parents.  80-100% of homework set is completed by most pupils at home. * pupils homework is kept at school and completed with the teacher.  * pupils are being read with at least 3 x per week at home. Additional 1:1 provision has supplemented so that * children are heard being read with 4 to 5x a week.  <i>(Homework and reading not completed at home will be completed in school with support)</i></p>
<b>B.</b>	To improve the progress through the phonics curriculum so that by the end of year 1 the number of pupils passing the phonics screening is above the national average. To improve the progress through the phonics curriculum so that by the end of year 1 the number of pupils passing the phonics screening is above the national average.	<p>School target: 84% pass rate in year 1  No PP children in Year 1  Year 2 resit target: *children to pass  * PP child in year 2 for resit to pass</p>

<p><b>C.</b></p>	<p>To maintain and build upon current high outcomes for pupils by ensuring consistently good or better teaching underpinned by the effective use of AFL strategies in order that learning is appropriately challenging and pupil engagement is fully developed.</p>	<p>PP children</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>* to be ARE or above</li> <li>* to make expected progress or more</li> <li>* to make above expected progress</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>* to be ARE or above</li> <li>* to make expected progress or more</li> <li>* to make above expected progress</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>* to be ARE or above</li> <li>* to make expected progress or more</li> <li>* to make above expected progress</li> </ul>
<p><b>D.</b></p>	<p>To develop the skills and knowledge of the senior leaders to ensure the effectiveness of leadership and management in the school.</p>	<p>PP children</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>* to be ARE or above</li> <li>* to make expected progress or more</li> <li>* to make above expected progress</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>* to be ARE or above</li> <li>* to make expected progress or more</li> <li>* to make above expected progress</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>* to be ARE or above</li> <li>* to make expected progress or more</li> </ul>

		* to make above expected progress
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<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2018 / 2019</b>



The two 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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To improve the progress through the phonics curriculum so that by the end of year 1 the number of pupils passing the phonics screening is above the national average.</p>	<p>Whole staff training in spelling and phonics.                      Use of Nessy program in KS1 .                      Interventions to be used for those children who need extra support.                      TA's to support class teacher in delivering effective phonics sessions.                      Small group sessions                      Develop resources and procedures to support independence with disadvantaged pupils' learning                      Invite parents of disadvantaged pupils into school to discuss how we can work together to</p>	<p>Regular ongoing assessments in phonics.                      The Phonics screening test 2019 pass rate 84% - 16/19</p>	<p>Core objective of the School Improvement Plan monitored by SLT and governors.</p>	<p>KW</p>	<p>Core objective of the School Improvement Plan monitored by SLT and governors with termly targets set.</p>

<p>To maintain and build upon current high outcomes for pupils by ensuring consistently good or better teaching underpinned by the effective use of AFL strategies in order that learning is appropriately challenging and pupil engagement is fully developed</p>	<p>Open questions to develop children's understanding</p> <p>Reduced teacher led learning</p> <p>Pupils responding to marking and feedback</p> <p>Pupils developing their own success criteria</p> <p>Effective use of talk partners , self and peer assessment</p> <p>Training delivered by RLT consultant to support teachers.</p>	<p>Peer review carried out by Tracy Smith and Lucy Young: Creating opportunities for ongoing and meaningful dialogue between teachers and pupils using AfL strategies.</p> <p>Enabling pupils to be more active participants in their own learning, reducing passivity in the learning process.</p> <p>Ensuring consistency and further development in both written and verbal feedback so that next steps in learning can be addressed in meaningful ways.</p>	<p>Core objective of the School Improvement Plan monitored by SLT and governors.</p>	<p>MB</p>	<p>Core objective of the School Improvement Plan monitored by SLT and governors with termly targets set.</p>
<p><b>To develop the skills and knowledge of Senior Leaders to ensure the effectiveness of leadership and management in the school</b></p>	<p>SENCo –to be supported by OXSIT team .</p> <p>SENCo starting the NASENCO diploma in Sept 18- until Jan 2020.HT: Tobe supported by</p>	<p>A new SLT from September comprising of :</p> <p>MB: New Acting Head- Sept 18</p> <p>JZ:New SENCo in Sept 18</p> <p>JM: New KS2 leader in Sept 18</p> <p>KW: KS1 leader- has been in post since Easter 17.</p>	<p>Core objective of the School Improvement Plan monitored by SLT and governors.</p>	<p>MB</p>	<p>Core objective of the School Improvement Plan monitored by SLT and governors with termly targets set.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£5,300</b></p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>95% or above attendance rates for pupils with PP</b>	Parents contacted regarding unexplained absence by 10am. Termly meetings with parents. Targets set for attendance, monitored monthly Rewarding good attendance with a personal letter School funding for after school clubs	National Foundation for Educational Research (NfER) identifies addressing attendance as a key step to improving attainment for children. Evidence from internal tracking shows that good attendance matches periods of good progress. Pupils demonstrate increased confidence following periods of good attendance. Consistent absences result in gaps within learning which greatly impact progression.	Monitoring by Headteacher and Pupil Progress Lead Feedback from parents Monitor attendance at after school clubs	MB	January following termly review of attendance. April following termly review of attendance. July following termly annual review of attendance with parents.
<b>Raised attainment for pupils in writing and reading</b>	Clicker 7 Nessy Phonics Reading Eggs Language for Thinking PP for marking AfL work- peer and self-assessment/ Use of pupil led success criteria and mini plenaries	We know that one of the barriers for less able writers is in structuring their writing and selecting vocabulary. The school purchased licences for Clicker 7 in July 2016 and trained staff in how to use the program to support writers in the classroom. Nessy has been used successfully in the school for many years to support pupils with decoding and forming words concentrating on phonic and spelling patterns. Language for Thinking was recommended to us by the Language and Communication Support Service and is designed to develop verbal reasoning skills and pragmatic language which leads to developed comprehension of text. This is the first year we have used this resource. Training for all staff being given with regards to successful AfL strategies in all year groups	Pupil progress tracking through School Pupil On line Tracker. Objective tracking shows acquisition of writing and language skills. IEP targets and reviews for those pupils with SEN. Intervention tracking as part of the Provision Map. Staff training	MB Senco	At start and end of intervention. December tracking data and work scrutiny to be used to evaluate success of interventions. April tracking data and work scrutiny to be used to evaluate success of interventions. April tracking data and work scrutiny to be used to evaluate success of interventions.

<b>Improved progress in maths</b>	Mathletics First Class @ number	<p>Mathletics is proven to significantly improve levels of attainment and progress (independently validated by the University of Oxford). This program has been used in the school for several years and has promoted engagement, confidence and motivation in maths. It also has an effect in encouraging a "Growth Mindset" in maths.</p> <p>By running a Mathletics workshop we aim to build parental confidence and engagement in supporting their children in maths.</p> <p>1<sup>st</sup> Class at Number was introduced a 2 years ago and aims to improve pupils' skills with number and calculation, mathematical understanding and reasoning skills..</p> <p>Frequent absences from school have led to gaps in some of our PP pupils' learning which we aim to address by implementing these programs.</p> <p>Use of AfL strategies- peer and self assessment .</p>	<p>Pupil progress tracking through School Pupil On line Tracker.</p> <p>Objective tracking will evidence improved maths skills.</p> <p>IEP targets and reviews for those pupils with SEN.</p> <p>Intervention tracking as part of the Provision Map.</p> <p>Half termly class participation reports provided to class teachers.</p> <p>Timetabled use of Mathletics in class for PP pupils during the week.</p>	SENco	<p>At start and end of intervention with Sandwell Early Numeracy assessment. December tracking data and Mathletics participation / achievement reports used to evaluate progress.</p> <p>April tracking data and Mathletics participation / achievement reports used to evaluate progress.</p> <p>June tracking data and Mathletics participation / achievement reports used to evaluate progress.</p>
<b>Attitudes to learning</b>	ELSA After school club provision Growth mindset training/	<p>ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework. (also see advised strategy from Sutton Trust in table below – social and emotional Learning)</p> <p>Providing equality of opportunity for pupils to take part out of school sports and arts. Increasing confidence, social skills and enjoyment.</p> <p>Further work to be done to promote a growth mindset in children as opposed to a fixed mindset.</p>	<p>ELSA targets at the start and end of the intervention.</p> <p>QCA Baselines assessment tracking.</p> <p>Classroom behaviour tracking</p>	MB	<p>At the start and end of intervention with class teacher, Pupil Progress Leader and Parent.</p> <p>Baseline QCA reviews in September, January and June.</p> <p>Termly meetings with parents.</p>
<b>Total budgeted cost</b>					<b>£3,600</b>
<b>Total budgeted cost</b>					<b>£8,900</b>

The following approaches have been identified by Sutton Trust as some of the best ways to help children make good progress using the Pupil Premium. We aim to embrace these strategies through our intervention choices and classroom practices.

<p><b>Effective feedback on learning</b></p> <p><i>Potential +9 months</i></p>	<p>Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It aims to produce improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity or about the student's management of their learning or self-regulation. This feedback can be verbal or written. It can come from a teacher, someone taking a teaching role, or from peers. We praise for effort as well as what they do well.</p>
<p><b>Meta-cognition and self-regulation / MINDSET</b></p> <p><i>Potential +8 months</i></p>	<p>'learning to learn' approaches aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is to give pupils a repertoire of strategies to choose from during learning activities to support progression and achievement. Children are encouraged to review their work and get into the habit of editing and amending to ensure improvement in all areas of the curriculum. Our purple pens of power have developed a sense of excitement when it comes to improving their initial ideas. Recently working with Carol Dweck's theory of mindsets has helped address the children's responses to feedback and their focus on choosing appropriate challenges to progress their attainment.</p>
<p><b>Peer tutoring / collaborative Learning</b></p> <p><i>Potential +6 months</i></p>	<p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with support. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Together Everyone Achieves More (TEAM)</p>
<p><b>Reading Comprehension Phonics/ Oral Language</b></p> <p><i>Potential +5 months</i></p>	<p>Reading comprehension approaches to improve reading focus on learners' understanding of the text. Teaching a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, identifying key points, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. Oral language approaches include: Targeted reading aloud and discussing books with young children. Explicitly extending pupils' spoken vocabulary. The use of structured questioning to develop reading comprehension</p>
<p><b>Social and Emotional Learning</b></p> <p><i>Potential +5 months</i></p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers or teachers. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. At Horspath we have invested in our own ELSA (Emotional Literacy Support Assistant) who can plan and deliver support programmes to groups or individuals under the supervision of the Educational Psychology Service.</p>

