Pupil premium report for Hanslope Primary School

Pupil premium spending 2018-19

| summary information | | | |
| --- | --- | --- | --- |
| Date of most recent pupil premium review: | September 2019 | Date of next pupil premium review: | July 2020 |
| Total number of pupils: | 236 | LAC pupil premium | £1220 |
| Number of pupils eligible for pupil premium: | 18 | Service children pupil premium | £300 |
| Number of LAC pupils eligible for pupil premium | 2 | General pupil premium | £19,800 |
| Number of service children | 1 | **Total pupil premium budget:** | **£22,300** |

| strategy statement |
| --- |
| All staff and governors are committed to meeting the individual needs of disadvantaged children at Hanslope School whether they are pastoral, social or academic and as such are working together to close the gap between more vulnerable pupils and their peers. In this school funding is used to employ an experienced teacher to work individually with disadvantaged pupils in order to help them reach their full potential by removing barriers to learning, addressing misconceptions and providing pastoral support tailored to need. Funding is also used to ensure that disadvantaged pupils are able to access and engage fully with our curriculum and with wider school life. |

Assessment information

| eyfs | | | |
| --- | --- | --- | --- |
| Outcomes 2018-19 | Pupils eligible for pupil premium (PP) | Pupils not eligible for PP | |
|  | 3.6% (2) | School Average | National average (2019) |
| Good level of development (GLD; % expected) | 50% | 68% | 72% |
| Literacy Goals (Exp+) | 50% | 68% | 73% |
| Maths Goals (Exp+) | 50% | 71% | 79% |

| year 1 phonics screening check |  |  |
| --- | --- | --- |
| Pupils eligible for PP | Pupils not eligible for PP | National average |
| 0% (1) | 75% | 82% (2019) |

| end of Ks1 | | | |
| --- | --- | --- | --- |
| 2018-2019 outcomes | Pupils eligible for PP | Pupils not eligible for PP | |
|  | 0 | School average | National average |
| % achieving expected standard or above in reading, writing and maths | NA | 81% | 65% |
| % making expected progress in reading | NA | 100% | 75% |
| % making expected progress in writing | NA | 80% | 69% |
| % making expected progress in maths | NA | 90% | 76% |

| end of Ks2 | | | |
| --- | --- | --- | --- |
| 2019 outcomes | Pupils eligible for PP | Pupils not eligible for PP | |
|  | 7 (16%) | School average | National average |
| % achieving expected standard or above in reading, writing and maths | 71% | 72% | 65% |
| % making expected progress in reading | 71% | 88% | 73% |
| % making expected progress in writing | 86% | 86% | 78% |
| % making expected progress in maths | 86% | 84% | 79% |

**How we identify and address barriers to learning faced by individual pupils:**

Barriers to learning are identified through everyday teaching practice and discussed in detail for each Pupil Premium entitled child during regular Pupil Progress Meetings following assessments in reading, writing and mathematics.  These checks are led by senior leaders, including the Headteacher, Deputy Headteacher and key stage leaders, and are attended by every class teacher.

* Pupil Progress Meetings ensure that:
  + progress and attainment of each pupil is discussed in detail;
  + barriers to learning are identified and recorded;
  + impact of current interventions is evaluated and strategies/provision re-considered and altered as required;
  + appropriate targeted interventions and support are instigated (*see below*)

**Summary of the main barriers to educational achievement faced by eligible pupils at the school:**

* Identified Special Educational Needs
* Speech and Language & social communication difficulties
* Social, emotional and mental health difficulties
* Broken family structures
* Social Services involvement
* Low attendance

**How pupil premium funding is spent to address identified barriers and the reasons for the approaches**

|  |  |
| --- | --- |
| **How Pupil Premium funding is spent** | **Reasons for approaches** |
| Pupils receive support within school and develop personal skills to overcome personal barriers.  Pupils will become aware of how to keep themselves mentally healthy. | Pupils will be able to discuss how to keep themselves mentally healthy as well as physically healthy.  Staff have attended training on identifying and supporting mental health issues. |
| A qualified teacher / teaching assistants deliver targeted interventions focused on raising standards in reading, writing and maths for lower attaining children and on ensuring that higher attaining pupils are always challenged in order that they fulfil their true potential. | Increase attainment in reading, writing and mathematics, plus development of language, communication and social skills.  The gap between each individual and their peers will be narrowed. |
| Monitoring of school attendance. | Increase attendance of identified pupils to enable greater access to learning. |
| Support through SALT intervention (TA led). | Improve speaking, listening and communication skills which impact directly on learning in reading and writing. |
| Support for individuals through specialist teacher / counsellor  visits. | This will give strategies for parents / carers and teachers to support, socially and emotionally as well as academically, enabling progress to be made in reading, writing and mathematics. |
| Subsidy of school visits including both residential and day visits. | Identified children will be able to participate fully in the activities supplied which enhance the curriculum and provide opportunities for learning.  Taking part in a residential will impact on confidence and self-esteem. |
| Funded places in extracurricular clubs / music lessons. | Children are given opportunities to participate in clubs which will enable them to widen their skill set as well as increase their confidence and self-esteem. |
| Homework Clubs (lunchtime). | Children in upper KS2 are given opportunity to access support with their homework; this will impact on self-esteem a well as attainment and allow teachers to address misconceptions and narrow the gaps. |

Planned expenditure for academic year 2019 - 20

|  |  |  |  |
| --- | --- | --- | --- |
| Action | What’s the evidence and rationale for this choice? | Monitoring and evaluation | When will you review this? |
| Experienced teacher employed to teach disadvantaged children across the school 1:1 to address personal targets in order to close the gaps, accelerate progress and to deliver pastoral support. | Previous end of key stage data in combination with in school data has shown an impact from 1:1 or small group tuition for disadvantaged children. Class teachers work closely with PP teacher to identify targets. | Each child’s progress and attainment will be discussed in termly Pupil Progress meetings.  Baseline and ongoing teacher assessment.  DH and HT will review assessment data termly.  Governors will review data for disadvantaged pupils termly. | At the end of each term. |
| Pastoral support for pupils to develop personal skills and keep themselves mentally healthy.  Trained counsellor to deliver 1:1 sessions with identified pupils.  TA to run nurture group for identified pupils. | Pupils will become more resilient and develop increased self-esteem when given opportunity to discuss concerns / worries and taught strategies which will become life skills.  Pupils with specific needs will develop socially and emotionally. | The pupil premium teacher will keep detailed records of intervention which will be shared with class teachers.  TAs running nature groups will speak with class teachers and keep notes of sessions.  Teachers will monitor the impact of counselling on individuals both inside and outside of school. Decisions on how long to continue with the therapy will be made on an individual basis. | Ongoing |
| Funding used to enable pupils to participate in extracurricular activities including music lessons, clubs. | Pupils will be able to develop skills in extracurricular areas where they may have talent but which they would otherwise be unable to access.  Pupils will develop in confidence and self-esteem | The Pupil Premium Leader will retain records to show who has had extracurricular input. They will liaise with teachers to ensure impact.  Class teachers will also give feedback on how these sessions have impacted on the pupils wellbeing and mental health / academically.  Pupil voice will be used to assess the impact on individuals. | Termly |
| Funding of places for residential / day visits (amount to be decided according to circumstances but generally 50% of total cost) | Pupils will be able to participate fully with educational experiences which lead to development of life skills such as team work, resilience etc.  Participation in visits will enable pupils to engage fully with the whole curriculum and may spark their interest in the wider curriculum or a particular subject area.  Self-esteem and wellbeing will rise as pupils will be learning outside of the classroom along with their peers. | Records of day visits / residential visits which have been funded will be kept.  Pupil voice will be used to assess impact on mental health, wellbeing, confidence and self-esteem.  Teachers will give feedback on the impact.  Class work carried out post visit will evidence academic achievement / engagement as a result of the visit.  Parental feedback. | Termly |

Review of expenditure from previous academic year (2017-18)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| previous academic year | | | | |
| Total amount: £22,300 | | | | |
|  | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| Reading intervention with canine therapy dog and deputy head teacher. | Increased self-esteem and enjoyment of reading.  Improved decoding skills impacting on fluency of reading. | All pupils made good progress with decoding and fluency.  Children noted higher levels of enjoyment when reading.  Parental comments about improved wellbeing and engagement with reading | This intervention had a positive impact for all and will be run in a similar manner in the new academic year.  Some pupils make more progress with 1:1 sessions, while others prefer small groups. Sessions to be organized according to individual need and desire. | £631 |
| Homework clubs (upper KS2) | All pupils are able to complete their homework in order to consolidate learning inside the classroom. | Where children attended the club there was a positive impact on learning. | Not all children were willing to attend homework club. Targeted children will be encouraged to attend extracurricular clubs including library and times table rockstar club to increase participation. | Free |
| Funding to enable identified pupils participate fully in residential visits. | To enable pupils to participate in a residential visit to develop independence skills, team working skills, engage in learning and have the opportunity to spend time with their peers away from home. | Some pupils were given whole or half funding to participate in a visit to France. The pupils returned enthused and having had the opportunity to learn French abroad with their peers. Self-esteem was impacted.  Some pupils were given whole or part funding to attend a residential visit to the Frontier Centre. They benefitted greatly from the teamwork and resilience building activities. Teachers and pupils commented on the impact on their self-confidence. | The school feels that enabling identified individuals to participate in residential visits impacts greatly on their well-being, self-esteem and confidence. Decisions about funding will continue to be made on an individual basis by the HT or SLT. | £1977.50 |
| Funding to enable identified pupils participate fully in school visits. | To enable pupils to participate in learning outside of the classroom to engage and motivate them. | Pupils were given whole or part funding for 1 or 2 visits. | The school feels that enabling identified individuals to participate in learning outside the classroom impacts greatly on their well-being, self-esteem and confidence as well as engaging and enthusing them about learning. Decisions about funding will continue to be made on an individual basis by the HT or SLT | £177 |
| Individual music lessons | To encourage pupils to develop their talents and give them opportunities to do so. | Individual cello lessons. | The school wishes more children to benefit from having music lessons if they show an aptitude or talent. Parents have received letters encouraging identified children o participate in the lessons. | £237.46 |
| Coding club | To encourage pupils to develop their coding skills if they have an aptitude for IT. | Some pupils received a funded place for a term. Pupil voice noted enjoyment. | The club is not running this term. School are looking into other ways for pupil premium children to access IT / coding clubs to develop their skills and interest. | £150 |
| Talking about secondary school | To prepare pupils for transition to KS3. | Pupils were supported and ready for secondary school. | The school arranged additional transition visits for identified pupils and will do this again in 2020.  Hand-over of key information could be improved and teachers will ensure that this is completed before the end of summer term 2020. | £27 |
| Targeted support | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| Disadvantaged pupils in KS2 to receive 1:1 personalised intervention with a specialist teacher to narrow gaps / provide challenge. | Pupils to be supported on a personalised basis.  The school recognises that a happy child will learn well and identifies that some pupils need support to ensure that their wellbeing and mental health needs are addressed.  Address attendance issues through pastoral support.  1:1 support to narrow gaps identified by teachers and pupils.  All disadvantaged pupils to make 6 steps progress ( as measured using Target Tracker).  Pupils to be challenged and extended where possible.  Year 6 pupils to achieve at least the expected outcomes for the end of KS2. | All pupils given pastoral support as appropriate to their need.  Individual gaps were diminished in reading, writing and maths for all pupils as evidenced by pupil records.  The majority of pupils made at least 6 steps progress in reading (84%), writing (77%) and maths.(77%).  The majority of year 6 pupils attained at least the expected levels for reading, writing and maths (see above data). | A new personalised pupil plan will be used in the academic year 2019-20 to ensure that class teachers are clearly informed about progress and the impact of each session. | £11315.52 |
| Speech and language intervention – TA trained by the SALT team delivering intervention. | Named individual received daily SALT support and additional phonics. | Speech and language have improved. | SALT interventions to continue in year 2 for identified pupil. | £656.98 |
| Targeted interventions | Daily phonics, handwriting and reading interventions for an identified pupil.  Daily maths intervention to diminish gaps. | The pupil was working towards passing the phonic screen but made good progress throughout the year. Intervention has had an impact on reading with pupil making expected progress. Progress in writing was just below the expected. | Pupil will need to retake the phonic screen check in 2020.  Continued support will be required to accelerate progress in reading, writing and maths to diminish gaps. | £2627  £656.93 |
| Targeted interventions to support in class learning in Foundation and KS1. | Daily phonics  1 pupil received 30minutes 1:1 intervention daily.  Daily number interventions  1 pupil received 15 minutes of number interventions daily. | Pupil made rapid progress in reading and writing.  Pupil made rapid progress in reading and writing. | The interventions were personalized for the individual and had a positive impact on progress and behavior for learning.  Interventions will be planned on an individual basis and reviewed regularly for impact. | £2512.28  £464 |
| Talking intervention for EYFS pupils (2x 20 minutes / week) | 20 minutes of talking intervention for 2 pupils twice weekly | Both pupils made progress with language and communication. | See above | £837.33 |
| Other approaches | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| Cool Milk | To enable pupils to have fresh milk daily. | 2 pupils in the school had milk. | Letter sent to all pupil premium children to encourage them to have milk in the next academic year. | £30 |