



Pupil Premium Strategy Document

1. Summary information					
School	Hill View Primary				
Academic Year	17 -18	Total PP budget - £120,603	The total figure for PP for Academic year 17/18 is £120,432	Date of most recent PP Review	November 2017
Total number of pupils	650	Number of pupils eligible for PP	75	Date for next internal review of this strategy	July 2018
Total number of pupils eligible for PP in EYFS			4	Total EYFS PP budget	

2. Achievement Profile 2016/17		
	<i>Number of pupils eligible for PP at Hill View Primary and results as %</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
Year 1 - Phonics Screening Check:	(5) 80%	86%
Year 2 – Phonics Re-check:	(10) 100%	93%
Key Stage 1: Attainment		
% achieving 'expected' in reading	(10) 70%	79%
% achieving 'expected' in writing	70%	72%
% achieving 'expected' in maths	70%	78%
% achieving 'expected' in reading, writing and maths	70%	78%
% achieving 'greater depth' in reading	30%	28%
% achieving 'greater depth' in writing	10%	18%

% achieving 'greater depth' in maths	10%	23%
% achieving 'greater depth' in reading, writing and maths	10%	13%
Key Stage 2: Attainment		
% achieving 'expected' in reading	(17) 88%	77%
% achieving 'expected' in writing	82%	81%
% achieving 'expected' in maths	71%	80%
% achieving in reading, writing and maths	53%	67%
% achieving in SPAG	77%	81%
% achieving 'greater depth' in reading	6%	29%
% achieving 'greater depth' in writing	24%	21%
% achieving 'greater depth' in maths	12%	27%
% achieving 'greater depth' in reading, writing and maths	0	11%
% achieving 'greater depth' in SPAG	18%	35%
Key Stage 2: Progress		
% making progress in reading	-1	0.3
% making progress in writing	0	0.1
% making progress in maths	-1.9	0.2

3. 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.	Girls lack of confidence in own mathematical ability
B.	Boys lack of engagement in reading for pleasure and lack of fluency
C.	Impact of home life on children which impacts on concentration and learning
D.	Many children have additional SEN needs that impact on attainment

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

E.	Mental Health issues within families requiring: pastoral/Early Help support, monitoring for punctuality and attendance, emotional welfare, readiness for learning and difficulties in supporting the completion of homework and Home Learning homework and Home Learning	
F.	Safeguarding issues within families requiring: pastoral/Early Help/Child Protection support, monitoring for punctuality and attendance, emotional welfare and difficulties in supporting the completion of homework and Home Learning	
G.	Young carers who have difficulty in completing Homework and Home Learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Screening Phonics – increase the number of PP children passing the Y1 Phonics Screening Test	Year 1 86% of PP children will pass Phonics check
B.	Key Stage 1 – - increase the number of PP children meeting national expectations	Year 2 to meet national expectations or above
C.	Key Stage 2 - increase the number of PP children meeting national expectations in Mathematics and SPAG	Year 6 80% of PP children will meet National or above in Mathematics and SPAG
D.	Key Stage 2 increase the number of PP children reaching greater depth in Reading and Mathematics	Year 6 27% of PP children to meet greater depth in Reading and Maths
E.	PP children across the school have good attendance	PP children will achieve 96% attendance
F.	Children are school ready	Children are prepared and engaged in the classroom and able to access quality first teaching at the expected level

5. Planned expenditure					
Academic year	17/18				
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?
Increase the number of PP children passing the Y1 Phonics Screening Test	RWI – stage not age groups On-going formative assessments to move children through the stages	Staff strong phonic knowledge, high quality of teaching and on-going formative assessment by RWI lead and Assistant Headteacher has proven strategy. Data analysis at the end of Year 1 & 2 show strategy to be effective.	<ul style="list-style-type: none"> • Timetabled phonics across EYFS and Yr. 1 • Regular monitoring of quality of teaching by AH • Regular assessment and analysis of data by dedicated RWI assessor. • Renewal of RWI home readers • Ensure all new KS1 staff and SLT are trained 	Assistant Headteacher with strategic lead for phonics	July 2018
Key Stage 1 – increase the number of PP children meeting national expectations	All KS1 staff to have a heightened awareness of the needs of PP children and to have high expectations for them. Quality first teaching and targeted support to give greater ownership and independence in their learning Provide feedback that is effective and challenging.	The EEF emphasises that teachers are best qualified to support lower attaining children. However, we have selected some TAs for this role based on their skills sets, knowledge of the children and ability to build relationships.	<ul style="list-style-type: none"> • Data analysis six times a year • Book scrutinies • Pupil progress meetings with teachers six times a year • Pupil interviews and conferences • Report three times a year to governors • Classroom observations 	Assistant Headteachers	July 2018
Key Stage 2 – increase the number of PP children meeting national expectations in Mathematics and SPAG	All Year 6 staff to have a heightened awareness of the needs of PP children and to have high expectations for them. Quality first teaching and targeted support to give greater ownership and independence in their learning. Children to be independent in accessing	The EEF emphasises that teachers are best qualified to support lower attaining children. However, we have selected a TA for this role based on their skills sets, knowledge of the children and ability to build relationships. The EEF research encourages the use of manipulatives to support the teaching and learning of mathematics. Cuisenaire rods and Dienes blocks. Ensure tasks provide stretch and challenge.	<ul style="list-style-type: none"> • Data analysis six times a year • Book scrutinies • Pupil progress meetings with teachers six times a year • Pupil interviews and conferences • Report three times a year to governors • Classroom observations • Visible Learning research 	Assistant Headteachers Deputy Headteacher Headteacher	July 2018

	concrete mathematical resources to support their learning. Provide feedback that is timely, effective and challenging.	Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback (Years 5 & 6)	<ul style="list-style-type: none"> Teaching and learning communities to share good practise Strategic mathematical learning team to advise and support year groups. 		
Key Stage 2 increase the number of PP children reaching greater depth in Reading and Mathematics	Using Reading Reconsidered teaching strategy to enhance and challenge vocabulary, comprehension, inference and deduction of high quality texts. Using Bob Cox's "Opening Doors" to enhance the children's understanding of and use of texts to improve reading and writing. To increase children's independence and make them accountable for their own learning. Use of daily reasoning activities through White Rose	Reading Reconsidered developed by Doug Lemov in American Chartered Schools which showed high impact on equivalent PP children. "Opening Doors" developed by Bob Cox has supported schools' on their journey to outstanding, linked to differentiation for gifted and talented education across the UK and in Europe.	<ul style="list-style-type: none"> Training for all teachers in Reading Reconsidered and Opening Doors Modelling, team-teaching and mentoring alongside all teachers Purchasing of whole class high-quality texts Monitoring planning of lessons to identify challenge through questioning to show provision of all PP children. Analysis of data of HPA PP children in Reading and Mathematics 	Assistant Headteachers Opening Doors champions	July 2018
Total budgeted cost					£40,643.00
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?
Increase the number of PP children passing the Yr.1 Phonics Screening Test	RWI intervention groups	Staff strong phonic knowledge, high quality of teaching and on-going formative assessment by RWI lead and Assistant Headteacher has proven strategy. Data analysis at the end of Year 1 & 2 show strategy to be effective.	<ul style="list-style-type: none"> Timetabled phonics across EYFS and Yr. 1 Regular monitoring of quality of teaching by AH Regular assessment and analysis of data by dedicated RWI assessor. 	Assistant Headteacher with strategic lead for phonics	July 2018

Key Stage 2 – increase the number of PP children meeting national expectations in Mathematics and SPAG	Additional teacher 0.1 F/T equivalent to share good practise Coaching PP children across KS2 specific to Maths Fluid groupings	Staff research in the school has shown that coaching teachers using the GROW model has impacted positively on improving the quality of teaching and learning. This method has been used as part of the 21C Legacy with pupils and has shown to impact on children's performance.	<ul style="list-style-type: none"> • Timetabled maths intervention across Yr6 • Regular coaching by AH & DH • Regular assessment and analysis of data of class teachers and mathematics leaders six times a year • Governor/Year Group Learning Walks six times a year 	Assistant Headteacher with strategic lead for Mathematics and PP Maths leaders	July 2018
Key Stage 2 increase the number of PP children reaching greater depth in Reading and Mathematics	Targeted groups Years 5 & 6		<ul style="list-style-type: none"> • Targeted groups within class • Additional adult 		
Total budgeted cost					20 215.50
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?
PP children across the school have good attendance	Attendance team use a range of strategies to ensure attendance is at least at expected, including letters, meetings with parents whose children are near to or are PA, as well as application process for unauthorised absence. Drop-in and more formal support is available to parents if needed through Pastoral Worker Use "Wakey, Wakey" Club and After School club to support parents in their child-care/work commitments	DfE Nov 2016 Guidance for attendance states that "The government expects: • Schools and local authorities to: • Promote good attendance and reduce absence, including persistent absence; • Ensure every pupil has access to full-time education to which they are entitled; and, • act early to address patterns of absence. • Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly. • All pupils to be punctual to their lessons".	<ul style="list-style-type: none"> • Attendance data monitoring and team meetings, including ESW, six times per year • Meetings with and letters to parents whose children are PA/on borderline of PA • ESW to implement and monitor attendance contracts • Use of Early Help/NIF assessments • Use of Integris and My Concern 	Headteacher	July 2018
Children are school ready to learn	School Counsellor – working 1:1 with the most vulnerable children in the school Pastoral Support Worker providing help and advice	Government advice "Counselling In Schools", states that good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective	<ul style="list-style-type: none"> • Half-termly monitoring with Pastoral worker, ELSA, SENCo, School Counsellor and Assistant Headteacher to discuss vulnerable children and strategies to help 	Assistant Headteachers	

	<p>for parents on a range of issues. Early Help & Needs Identification for families who require the support of a multi-agency approach. ELSA support Specific strategies and provision for special educational needs, including specialist teacher to support staff teaching children with specific learning difficulties, visual processing difficulties and memory difficulties All staff aware of the importance of attachment needs, ensuring that they use strategies in class to support children. Individualised programmes/personalised learning and timetables to support children academically and emotionally Computer Club for anxious children. All staff have heightened awareness of how to recognise and act on Neglect. Wakey, Wakey Club to provide safe space for children before school where they can access shelter, food, drink and activities. After School Club Playground buddies Peer mediators</p>	<p>and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.</p> <p>Louise Bomber advocates that it is important to remember that behaviour is a means of communication. Consequently, it is essential for staff to try and understand what the child is attempting to tell us through their behaviour, rather than making judgements about it. Attachment styles a child forms in infancy has wide implications in all areas of their life and describes children’s pattern of relating to the important people in their lives. To ensure readiness for learning, we must meet these needs.</p> <p>Cortiella, Candace and Horowitz, Sheldon H. <i>The State of Learning Disabilities: Facts, Trends and Emerging Issues</i>. New York: National Centre for Learning Disabilities, 2014 state that “learning disabilities are both real and permanent” therefore early acknowledgement and intervention (through quality first teaching and specific) and on-going assessment ensure that children do not “suffer from low self-esteem, set low expectations for themselves, struggle with underachievement and underemployment, have few friends and, with greater frequency than their non-LD peers, appear to end up in trouble with the law”.</p>	<ul style="list-style-type: none"> • Counselling available for identified parents • TAF/multi-agency/SEN/parent meetings to assess, address and monitor needs of children and their families • School Counsellor to produce termly reports on children she is supporting • Boxall reviews for children having ELSA – staff monitoring children and meeting with parents • Teacher, SENCo, TAs, Assistant and Deputy Headteachers monitoring impact of interventions being used both inside and outside the classroom and acting on information. • All staff trained to use My Concern. • Pastoral Support and DSL weekly safeguarding monitoring. • Half-termly monitoring of behaviour charts 		
Total budgeted cost					£59,775