



Pupil Premium Strategy Document

1. Summary information					
School	Hill View Primary				
Academic Year	2019-20	Total PP budget £92,400	The total figure for PP for Academic year 19/20 is £92,400	Date of most recent PP Review	September 2019
Total number of pupils	644	Number of pupils eligible for PP	70	Date for next internal review of this strategy	July 2020
Total number of pupils eligible for PP in EYFS			16	Total EYFS PP budget	£21,120

2. Achievement Profile 2018/19		
	<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:	(4) 75%	82%
Year 2 – Phonics Re-check:	(9) 85%	91%
Key Stage 1: Attainment		
% achieving 'expected' in reading	(9) 67%	62%
% achieving 'expected' in writing	(9) 33%	55%
% achieving 'expected' in maths	(9) 56%	62%
% achieving 'expected' in reading, writing and maths	(9) 0%	5%
% achieving 'greater depth' in reading	0%	14%
% achieving 'greater depth' in writing	0%	7%

% achieving 'greater depth' in maths	0%	12%
% achieving 'greater depth' in reading, writing and maths	0%	5%
Key Stage 2: Attainment		
% achieving 'expected' in reading	(16) 81%	62%
% achieving 'expected' in writing	81%	68%
% achieving 'expected' in maths	81%	67%
% achieving in reading, writing and maths	63%	51%
% achieving in SPAG	81%	67%
% achieving 'greater depth' in reading	31%	17%
% achieving 'greater depth' in writing	0%	11%
% achieving 'greater depth' in maths	25%	16%
% achieving 'greater depth' in reading, writing and maths	0%	5%
% achieving 'greater depth' in SPAG	25%	24%
Key Stage 2: Progress		
% making progress in reading	0.5	-0.62
% making progress in writing	-2.7	-0.47
% making progress in maths	1	-0.71

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.	A number of 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.	A number of LAC and PLAC children has increased.	
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 87% of PP children will pass Phonics screening.
B.	Key Stage 1 – - increase the number of PP children meeting national expectations in writing and mathematics	Year 2 to meet national expectations or above for PP.
C.	Key Stage 2 - increase the number of PP children meeting national expectations in Reading and writing.	Year 6 PP children will meet National or above in Reading and writing for PP nationally
D.	Key Stage 2 increase the number of PP children reaching greater depth in Reading and Mathematics	Year 6 PP children to meet greater depth in Reading in line with PP Nationally.
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		19/20			
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 Specific targeting of children to ensure gap is closed and accelerated progress occurs	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 • CB to target individuals 	Assistant Headteacher with strategic lead for phonics	July 2020
Key Stage 1 – increase the number of PP children meeting national expectations in maths	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 focus on planning, organisation of learning, task design, feedback, marking and assessment within all learning Provide feedback that is effective and challenging. White Rose Maths implemented (Sept 2019) Quality standards for White Rose maths implemented sept 2019	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. White Rose has been evidenced to raise attainment levels for all children providing more opportunities for discussion, use of concrete manipulatives and reasoning.	<ul style="list-style-type: none"> • Data analysis three times a year • PUMA assessment at year end • Book scrutinies • Pupil progress meetings with teachers three times a year • Pupil interviews and conferences • Report three times a year to governors • Classroom observations • Maths team ongoing review of White Rose • Maths team to provide CPD/INSET to staff • Maths team to provide workshop for parents • Subject leads - CPD for leadership excellence 	Assistant Headteacher	July 2020
Key Stage 1 – increase the number of PP children meeting national expectations in writing	All KS1 staff to have a heightened awareness of the needs of PP children and to have high expectations for them.	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 three times a year • Book scrutinies • Pupil progress meetings with teachers three times a year • Pupil interviews and conferences 	Assistant Headteacher	July 2020

	<p>Quality first teaching and focus on planning, organisation of learning, task design, feedback, marking and assessment within all learning Provide feedback that is effective and challenging.</p> <p>Visible Learning implementation</p> <p>Revision of IC projects to ensure high quality provision</p> <p>Quality standards for working walls implemented Sept 2019</p> <p>Systematic release for writing leads to ensure standards improve through regular monitoring.</p>	<p>Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback</p> <p>Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.</p>	<ul style="list-style-type: none"> • Report three times a year to governors • Classroom observations • Cross phase moderation • Cross Bournemouth REACH Cluster moderation • Moderation by ASI REACH • KS1 moderator to support assessment and challenge • IC lead to monitor and review provision regularly • INSET for all teachers to review and plan IC • Subject leads - CPD for leadership excellence 		
<p>Key Stage 2 – increase the number of PP children meeting national expectations in Writing at greater depth.</p>	<p>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 focus on planning, organisation of learning, task design, feedback, marking and assessment within all learning Children to be independent in accessing resources to support their learning. Provide feedback that is timely, effective and challenging. Visible learning implementation</p> <p>Quality standards for working walls implemented Sept 2019</p> <p>Systematic release for writing leads to ensure standards</p>	<p>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. Ensure tasks provide stretch and challenge. Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback</p> <p>Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.</p>	<ul style="list-style-type: none"> • Data analysis three times a year • Book scrutinies • Pupil progress meetings with teachers three times a year • Pupil interviews and conferences • Report three times a year to governors • Classroom observations • Writing team to advise and support year groups. • KS2 Moderator to support assessment and challenge. • Cross phase moderation • Cross Bournemouth REACH Cluster moderation • Moderation by ASI REACH • Subject leads CPD - for leadership excellence 	<p>Assistant Headteachers Deputy Headteacher</p>	<p>July 2020</p>

	<p>improve through regular monitoring.</p> <p>Revision of IC projects to ensure high quality provision</p>				
<p>Key Stage 2 increase the number of PP children reaching combined at greater depth.</p>	<p>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. Implementation of White Rose Maths approach</p> <p>Quality standards for working walls implemented Sept 2019</p> <p>Systematic release for writing leads to ensure standards improve through regular monitoring.</p> <p>Revision of IC projects to ensure high quality provision</p>	<p>Reading Reconsidered developed by Doug Lemov in American Chartered Schools which showed high impact on equivalent PP children.</p> <p>"Opening Doors" developed by Bob Cox has supported schools' on their journey to outstanding, White Rose approach enables children to gain depth of understanding and make connections across a wide variety of concepts</p> <p>Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.</p>	<ul style="list-style-type: none"> • Embed and ensure new staff are trained in Reading Reconsidered, Opening Doors and White Rose strategies. • 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. • Subject leads CPD - for leadership • Purchasing of Maths resources 	<p>Assistant Headteachers Opening Doors champions</p>	<p>July 2020</p>
Total budgeted cost					<p>£33 855</p>
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?
<p>Increase the number of PP children passing the Yr.1 Phonics Screening Test</p>	<p>RWI intervention groups Targeted individual support - CB</p>	<p>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.</p>	<ul style="list-style-type: none"> • Timetabled phonics across EYFS and Yr. 1 • Regular monitoring of quality of teaching by AHT • Regular assessment and analysis of data by dedicated 	<p>SLT member Responsible for strategic lead for PP and/or phonics</p>	<p>July 2020</p>

			<ul style="list-style-type: none"> • RWI assessor. 		
Key Stage 2 – increase the number of PP children meeting national expectations in Writing at greater depth.	<p>Additional teacher 0.4 F/T equivalent for targeted groups</p> <p>Fluid groupings</p> <p>Talk partners</p> <p>Think, pair, share</p> <p>DHT for targeted teaching</p> <p>Free Writes</p>	<p>The EEF recommends that collaborative learning with a range of abilities through structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>The EEF also has found that approaches which promote talk and interaction between learners tend to result in the best educational gains.</p> <p>Using free-writes children can showcase their understanding of the writing process, rather than worrying about content.</p>	<ul style="list-style-type: none"> • Timetabled writing intervention across Yr6 • Regular coaching by DHT • Regular assessment and analysis of data of class teachers and writing leaders three times a year • Governor/Year Group Learning Walks six times a year • Termly Pupil Progress meetings 	SLT member with strategic lead for English and/or with strategic lead for PP Writing leaders	July 2020
Key Stage 2 increase the number of PP children reaching greater depth combined	<p>Targeted groups</p> <p>Additional teacher 0.4 F/T equivalent to share good practise - Year 6 Autumn and Spring term, Yr5 summer term</p> <p>Fluid groupings</p> <p>AHT for targeted teaching in maths</p> <p>DHT targeted groups - writing</p>	<p>Specific teaching to boost confidence in test situation and understanding</p> <p>Reading Reconsidered (Doug Lemov) to encourage high quality texts, increase stamina and questions that challenge children's thinking.</p> <p>White Rose has been evidenced to raise attainment levels for all children providing more opportunities for discussion, use of concrete manipulatives and reasoning.</p> <p>EEF evidence shows that small group tuition is effective and that studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' is effective in securing progress.</p>	<ul style="list-style-type: none"> • Targeted groups within class • Additional adult • Half-termly reviews • Regular coaching by AHT & DHT • Regular assessment and analysis of data by class teachers and maths and english leaders in line with policy • Half termly learning walks by leads 	SLT member with strategic lead for English, maths and/or with strategic lead for PP Writing leaders Reading & Library leaders Maths leaders	July 2020

Key Stage 2 increase the number of PP children making expected progress in writing from KS1	Identify specific children Targeted teaching to close gap Pre-teaching of vocabulary Fluid grouping Daily SPaG discrete teaching	The EEF emphasises that teachers are best qualified to support lower attaining children. Ensure tasks provide stretch and challenge. Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback increases children's understanding of concepts. Evidence that the use of educational visits also has a positive outcome in writing is harnessed by our use of hooks and outcomes within our integrated curriculum. Children are pre-taught vocabulary before a project begins enabling greater confidence and understanding from the outset of the project. Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.	<ul style="list-style-type: none"> English team, PP Lead and Year group leaders will monitor data and consider ways forward at each data drop. Moderation within school and across REACH South schools for writing Pupil progress reviews A range of monitoring activities led by SLT and subject leads. 	SLT member with strategic lead for English and/or with strategic lead for PP Writing leaders	July 2020
Total budgeted cost					£31 147
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 and/or lateness. ESW to implement and monitor attendance contracts Use of Early Help/NIF assessments Use of Arbor and My Concern 	Headteacher	July 2020
Children are school ready to learn	School Counsellor – working 1:1 with the most vulnerable children in the school	Government advice "Counselling In Schools", states that good mental and emotional wellbeing is an integral part of children and	<ul style="list-style-type: none"> Half-termly monitoring with Pastoral worker, ELSA, 	SLT	July 2020

	<p>Pastoral Support Worker providing help and advice for parents on a range of issues. Early Help & Needs Identification for families who require the support of a multi-agency approach. ELSA support 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 All Lunchtime Supervisors to use positive play and positive behaviour management</p>	<p>young people’s holistic development. When this development is inhibited, counselling can be an effective 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. The State of Learning Disabilities: Facts, Trends and Emerging Issues. 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>	<p>SENDCo, School Counsellor and Assistant Headteacher to discuss vulnerable children and strategies to help</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 • Teacher, SENDCo, 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 with actions • All Lunchtime Supervisors to train in positive play and positive behaviour management • Purchase resources for use at playtimes. • Trauma training delivered by SENDCo for all adults. • Recruitment of Learning mentor/Senior Lunchtime Supervisor 		
Total budgeted cost					£49 626