



Pupil Premium Strategy Document review 19/20

1. Summary information					
School	Hill View Primary				
Academic Year	2019-2020	Total PP budget £119023.75 Pupil Premium Plus - £1300	The total figure for PP for Academic year 19/20 is	Date of most recent PP Review	September 2019
Total number of pupils	612	Number of pupils eligible for PP	69	Date for next internal review of this strategy	July 2020
Total number of pupils eligible for PP in EYFS			11	Total EYFS PP budget	£14,180

Review			
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	How will you ensure it is implemented well?	Review
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	<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 	69% year 1 pp children projected to pass their phonics screening. 71% disadvantaged children nationally in 2019.

		<ul style="list-style-type: none"> • Ensure all new KS1 staff and SLT are trained • CB to target individuals 	
Key Stage 1 – increase the number of PP children meeting national expectations in maths	<p>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</p>	<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 	<p>% achieving 'expected +' in maths (10) 64% % achieving 'greater depth' in maths (10) 18%</p> <p>Implemented but stalled due to covid 19</p>
Key Stage 1 – increase the number of PP children meeting national expectations in writing	<p>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.</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>	<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 • 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>% achieving 'expected +' in writing (10) 55% % achieving 'greater depth' in writing (10) 18%</p> <p>Implemented but stalled due to covid 19</p>
Key Stage 2 – increase the number of PP children meeting national expectations in	<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,</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 	<p>% achieving 'greater depth' in writing 5%</p> <p>Implemented but stalled due to covid 19</p>

<p>Writing at greater depth.</p>	<p>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 improve through regular monitoring.</p> <p>Revision of IC projects to ensure high quality provision</p>	<ul style="list-style-type: none"> • 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>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>	<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>50% at expected 5% at greater depth</p> <p>Implemented but stalled due to covid 19</p>	
			Total budgeted cost	£33 855
ii. Targeted support				

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Review
Increase the number of PP children passing the Yr.1 Phonics Screening Test	RWI intervention groups Targeted individual support - CB	<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 • RWI assessor. 	As above A new RWI lead will be appointed and RWI blended training for all staff will be provided.
Key Stage 2 – increase the number of PP children meeting national expectations in Writing at greater depth.	Additional teacher 0.4 F/T equivalent for targeted groups Fluid groupings Talk partners Think, pair, share DHT for targeted teaching Free Writes	<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 	As above
Key Stage 2 increase the number of PP children reaching greater depth combined	Targeted groups Additional teacher 0.4 F/T equivalent to share good practise - Year 6 Autumn and Spring term, Yr5 summer term Fluid groupings AHT for targeted teaching in maths DHT targeted groups - writing	<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 	As above
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	<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. 	Good progress was being made up to the Spring term.
Total budgeted cost			£31 147
iii. Other approaches			
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Review
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	<ul style="list-style-type: none"> • Attendance data monitoring and team meetings, including ESW, six times per year 	Mostly good attendance by PP children. Targeted support was given to individual families through working with them and outside agencies EWO, EH, SW

	<p>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</p>	<ul style="list-style-type: none"> • 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 	
<p>Children are school ready to learn</p>	<p>School Counsellor – working 1:1 with the most vulnerable children in the school 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>	<ul style="list-style-type: none"> • Half-termly monitoring with Pastoral worker, ELSA, SENDCo, School Counsellor and Assistant Headteacher to discuss vulnerable children and strategies to help • 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 	<p>Targeted support was given when needed, with the emphasis on early intervention and support. Collaboration to support families with the support of Early Help.</p> <p>Changes in staff and the appointment of learning mentors enable more day to day check ins and support in the classrooms.</p>
			<p>Total budgeted cost £49 626</p>