

## 1:1 conferencing Y1—Y6

Cost: £7,806

Aim: 1:1 sessions and in class support to extend skills in Reading, Writing and Maths.

Outcome: To ensure most disadvantaged pupils will make expected progress with some children making better than expected progress; pupils will have bespoke tri-weekly targets and intervention.

## Attendance

Cost: £386

Aim: Attendance rates for PP children to be in line with national figures.

Outcome: Improved attendance will lead to children making greater progress in ARE and meeting tri-weekly targets.

## 50% contributions to trips

Cost: £300

Aim: To provide disadvantaged pupils with educational experiences outside the classroom to engage them with their learning and add to the rich educational offer.

## Workshops for parents

Cost: £20

Aim: For parents to raise their subject knowledge of the primary curriculum, so they may support their children with English, Maths and Growth mindset.

## After School Clubs

Cost: MB: £585

Aim: To deliver after school clubs which are affordable, sustainable and of high quality.

Outcome: Disadvantaged pupils will have access to high quality after school sports coaching.



## Horton CE VA Primary School

### Pupil Premium Strategy

2018-19

*Vision: Disadvantaged children will acquire the skills and knowledge needed for future success and will flourish in our school community and beyond.*

*Goal: All disadvantaged pupils working in line with national from their starting points.*

## Curriculum Enrichment

Cost: £400

Aim: Use a Growth mindset and mastery approach when teaching.. Progression in curriculum vocabulary .

Outcome: Children use growth mindset strategies in their learning. Children will have self motivation and a willingness to challenge themselves.

Evidence: Planning, displays, attitudes of school community

## Additional TA time YR

Cost: £4750

Aim: 1:1 support and in class support to extend skills in Phonics, Reading, Writing and Maths.

Outcome: To ensure disadvantaged children make expected progress with some children making better than expected

## Closing the gap through 'Quality First Teaching'

Cost: £2427

Aim: Disadvantaged pupils will be making at least expected progress in each class, especially focusing on EY and KS1 phonics and reading and KS2 maths.

Outcome: Planning will ensure misconceptions are addressed and personalised learning is available. Leading to PP children being challenged and reflecting high expectations.

## Specialised intervention

Cost: £3126 (plus TA time) (% of pupil s pp.)

Aim: Small group support to extend skills in Phonics, Reading, Writing ,Maths and also social and emotional well-being.

1. Summary Information					
School	Horton CEVA Primary School				
Academic Year	2018/19	Total PP Budget	£19800	Date of most recent review	September 2018
Total number of pupils	63	Number of pupils eligible for PP	12	Date for next internal review of this strategy	January 2019

2. Current Attainment					
KS2	HOP Pupils Ever 6 FSM (3)			National Benchmark	
	Progress	Achieving Expected	Achieving Higher	Achieving Expected	Achieving Higher
% Achieving ARE in Reading, Writing and Maths		33%	0%	64%	10%
Reading	-3.60	67%	11%	75%	28%
Writing	-2.53	67%	11%	78%	20%
Maths	-7.65	33%	0%	76%	24%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Not all disadvantaged pupils are in line with national in end of key stage assessments from their starting points especially in Maths.
B.	Pupils who are eligible for PP are not always making good progress from their starting points. Due to external factors within the home, some pupils struggle with their emotional and social skills and well-being.
C.	Some disadvantaged pupils have a limited rich vocabulary and general knowledge of a broad curriculum.
<b>External barriers</b>	
D.	Attendance rates for a significant number of pupils eligible for PP are below the national figure for all (especially broken weeks).

#### 4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged pupils to be in line with national for end of key stage assessment, especially in maths and reading.	The attainment of children receiving PP will be in line with national in end of key stage assessments, from their starting points. Children's progress across the key stages will be in line with national.
<b>B.</b>	Disadvantaged pupils to make good progress from their starting points. Pupils with social or emotional vulnerabilities demonstrate greater resilience and well-being.	Children receiving PP will make good progress across the school. Pupils with PP demonstrate improved behaviours for learning as reflected in their focus on their learning, active engagement and appropriate social skills.
<b>C</b>	Disadvantaged pupils use a rich vocabulary and are participating in a variety of curricular activities that enrich and support learning.	Pupils have a clear understanding of topic vocabulary and use it accurately in their discussions and written work. Enrichment activities widen pupils' experiences as evidenced in pupils' knowledge. Disadvantaged pupils are involved in a variety of clubs and extra curricular activities—in and out of school. Pupils reading a wide range of texts.
<b>D.</b>	Increased attendance rates for pupils eligible for PP. Children's learning is unaffected by broken weeks.	Reduce the number of absences and broken weeks among pupils eligible for PP. Overall PP attendance improves to be in line with national.

#### 5. Planned Expenditure

<b>Academic year</b>	2018/19
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##### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date</b>
Pupils to be in line with national for the end of key stage assessment, especially in maths and reading.	Use of White Rose Planning and mastery based curriculum to ensure low attainers develop a broad understanding of ARE. Whole class 5 minute maths sessions focusing on multiplication tables and key skills. Whole class guided reading is introduced across KS2	Mastery learning approaches are effective, leading to an additional five months' progress—EEF research. On average, reading comprehension approaches deliver an additional six months' progress. —EEF	Regular timetabled Staff Meeting sessions focusing on sharing successes and cascading ideas. Maths gaps analysis undertaken using the Summer 2018 assessments. Parent workshops planned for all key stages focusing on areas of weakness. Reading awards revamped and wide range of reading activities introduced. Whole class guided reading timetabled daily.	Maths lead English lead	Jan 2019, July 2019
Disadvantaged pupils use a rich vocabulary and are participating in a variety of extra curricular activities	PP children pre taught topic vocabulary. WOW days are included early in units of work. Guided Reading approach for highlighting unknown vocabulary is introduced and then applied across the curriculum.	The use of purposeful, curriculum-focused, dialogue and interaction leads to approximately five months' additional progress over the course of a year—EEF.	Key vocabulary is pre-taught to PP children during 1:1 sessions. Topic displays have a variety of vocabulary which is implicitly taught and used during sessions. Deputy Head to monitor PP involvement in school clubs and school to offer a range of activities to promote engagement of PP children.	Head, Deputy	Jan 2019, July 2019,
<b>Total budgeted cost</b>					<b>£3712</b>

ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
PP children making accelerated progress. Meeting regular tri-weekly targets in R, W & M	Children in Y2-Y6 will receive 1:1 conferencing weekly—ten minutes from class teacher and 20 minutes from TA. Children in YR-Y1 will receive 20 minutes of dedicated TA time a week to work on individual targets.	EEF research shows that 1:1 tuition has +5 months in impact on children involved. This approach has been used in another local school resulting in improved progress in reading. In 2017-18 personalised support by teaching assistants improved their confidence in class and willingness to challenge themselves in their work resulting in the children engaging with SATs.	HTLA and use of teaching assistants to release class teachers in Y2 & KS2 to support PP children weekly. TA's have timetables for support of children. TAs given time to prepare for 1:1 sessions. Head and Deputy alongside staff, to monitor children's progress with targets every termlet. Pupil voice carried out in Spring to obtain children's views of support and the impact it has on their learning	Head, Deputy	Jan 2019, July 2019,
PP children's basic English and Maths skills will improve to be inline with peers	Identified PP children receiving support with Phonics, Reading, Writing and Maths skills in a small group approach.	Booster support for Y6 children has previously proven successful—EEF research shows +4 months in improvement. RWI groupings and 1:1 tuition has proven successful in boosting children's phonics knowledge—89% passed Phonics Screening Check 2018.—EEF research shows children aged 4-7 years who have phonics intervention can lead to +4 months of improvement.	Review of children's progress is carried out after intervention. High quality support given to Y6 children from Year 6 teacher working with Alliance English Lead. Provision map indicates the support given to PP children. Termly PPM Staff Meetings will ensure the correct children are receiving targeted support and progress and impact is monitored effectively.	Deputy Head SENCo	Jan 2019, July 2019
<b>Total budgeted cost</b>					£12556

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increased attendance rates for PP children, which are in line with national figures	Head will monitor attendance of PP termly, including broken weeks. Meet with parents of PP children who have attendance issues. Use EWO where necessary to improve attendance. Update attendance policy with agreed intervention from Head and clear stages for parental contact. Positive rewards in place for good/outstanding attendance	Attainment for PP children will not improve if they are not actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Disadvantaged pupils need to have good attendance to benefit from the 1:1 conferencing, additional TA time and interventions.	Head to check PP children's attendance termly. Meet with parents where attendance is low or a pattern is noticed. EWO involvement with stages 3 onwards in parental contact Teachers' to indicate to HT if they are worried about a child's attendance or spot a pattern of absence	Head	Termly
Disadvantaged families emotional relationships and well-being is supported. Children who have a happy home life are settled and ready to learn.	Staff offers support for PP children and their families through 1:1 mentoring, sessions with targeted parents, and workshops. Staff support parents in sharing and/or observing 1:1 teacher/TA sessions with pupils in order to support their learning at home. Outside agencies support families and pupils.	On average, Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment—EEF. EEF research indicates that mentoring leads to +1 month improvement for the child.	TAs to have weekly timetable of support for key PP children. Key staff involved in all SAFE and CP meetings and to attend Multi-Agency Cluster meetings. Feedback from workshops for parents. Record of parents who have attended 1:1 session with their child and the targets that children have achieved as a result.	Deputy Head Teachers, all staff	Jan 2019, June 2019
<b>Total budgeted cost</b>					£3532

## 6. Review of expenditure

2017/18 £17160

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned	cost
Improved progress for low attaining children, so all children are at least in line with national from their starting points	1:to:1 support in reading and maths for children off expected attainment. Support within lessons in writing. High quality teaching and support addressing identified gaps in learning	In writing children in receipt of PP funding made better progress than non PP children in core subjects. Children who achieved level 2b+ in writing in Y2 gained expected standard in writing in Y6, however 2c achieved working towards standard. 2 pupils who were at expected standard in maths at KS1 missed expected standard by one mark.	Earlier targeted support for children in receipt of PP to embed key learning . Exposure to testing procedure earlier and focus on robust understanding of multiplication and applying arithmetic across maths topics needed.	£11075

### ii. Targeted support

Desired outcome	Chosen action/approach	Impact	Lessons learned	cost
Social and emotional support results in children feeling calm, secure and have the skills and confidence to learn and flourish socially.	Staff training in CPD to support vulnerable pupils included anger management support, Sand Tray therapy and Lego therapy training. Mental health and resilience training for all parents. Playtime and pastoral support provided. New PSHE curriculum purchased to support social skills, resilience and friendships.	Teaching assistants offered the following support for PP children: mentoring, social skills groups and time to talk. These actions resulted in children having less behaviour issues in class and in the playground. The targeted children had greater focus in class and demonstrated improved behaviours for learning although resilience still low for some children.	Having TAs in classes has meant that PP children are able to have support when issues arise, aiding in quick settling of problems and children being ready to learn/focus in class Support for children has helped improve behaviours but still a need to focus on behaviours for learning including independence, self motivation and self belief.	£3585

### iii. Other approaches

Desired outcome	Chosen action/approach	Impact	Lessons learned	cost
Parents and families supported in their child's learning and well-being so pupils feel calm, secure and have the skills and confidence to learn. Good attendance for all.	Provision of after school clubs and subsidised trips and visitors ensure equality of opportunity. Behaviour support link provides support for families at home. EWO buy back to support attendance .	Subsidised trips and visitors widened pupils' experiences, vocabulary and well-being. Teaching Assistants leading additional after school clubs for children has had a wide take up. All disadvantaged children taking part in at least one club either at school or at home.		£2500