

Pupil premium Impact Statement

Summary information					
School	South Hiendley Primary School				
Academic Year	2017-18	Total PP budget	£86.460	Date of most recent PP Review	22.1.18
Total number of pupils	192	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Spring 2019

Current Attainment – End of Summer 2018					
	Pupils Eligible for PP (School)	Pupils not Eligible for PP (School)	Within School Gap	Differences from 2017 outcomes	National All Others 2017
EYFS GLD	50%	77%	27%	The in-school gap has closed by 14%.	ALL OTHERS 71% GAP TO NATIONAL ALL OTHERS 21%
Year 1 Phonics	89%	89%	0%	The in-school gap has closed by 19% diminishing the difference between disadvantaged and all others.	ALL OTHERS 84% ABOVE NATIONAL ALL OTHERS BY 5%
Key Stage 1 Reading	Exp: 64% GD: 18%	Exp: 75% GD: 31%	Exp: 11% GD: 13%	EXP The in-school gap has closed by 4%. GD The in-school gap has closed by 2%.	Exp: ALL OTHERS 79% GAP TO NATIONAL ALL OTHERS 12% GD: ALL OTHERS 28% GAP TO NATIONAL ALL OTHERS 10%
Key Stage 1 Writing	Exp: 64% GD: 9%	Exp: 69% GD: 25%	Exp: 5% GD: 16%	EXP: The in-school gap closed by 13%. GD: The in-school gap has widened by 1%.	Exp: ALL OTHERS 72% GAP TO NATIONAL ALL OTHERS 8% GD: ALL OTHERS 18% GAP TO NATIONAL ALL OTHERS 9%
Key Stage 1 Maths	Exp: 64% GD: 27%	Exp: 81% GD: 25%	Exp: 18% GD: -2%	EXP: The in-school gap has widened by 11% GD: The in-school gap has closed by diminishing the difference between disadvantaged and all others.	Exp: ALL OTHERS 79% GAP TO NATIONAL ALL OTHERS 15% GD: ALL OTHERS 23% ABOVE NATIONAL ALL OTHERS BY 4%
Key Stage 1 Combined (RWM)	Exp: 64% GD: 9%	Exp: 69% GD: 19%	Exp: 5% GD: 10%	EXP The in-school gap has closed significantly by 24%.	n/a

				GD The in-school gap has closed by 11%.	
Key Stage 2 Reading	Exp: 100% GD:40%	Exp: 58% GD: 23%	Exp: - 42% GD: - 17%	EXP: The in-school gap closed because a higher percentage of PP achieved EXP than All Others therefore diminishing the difference between disadvantaged and all others. GD: The in-school gap closed because a higher percentage of PP achieved GD than All Others therefore diminishing the difference between disadvantaged and all others.	Exp: ALL OTHERS 77% ABOVE NATIONAL BY 23% GD: ALL OTHERS 29% ABOVE NATIONAL BY 11%
Key Stage 2 Writing	Exp:100% GD:20%	Exp: 81% GD:31%	Exp: -19% GD: 11%	EXP: The in-school gap closed because a higher percentage of PP achieved EXP than All Others therefore diminishing the difference between disadvantaged and all others. GD: The in-school gap closed by 4%.	Exp: ALL OTHERS 81% ABOVE NATIONAL BY 19% GD: ALL OTHERS 21% GAP TO NATIONAL ALL OTHERS 7%
Key Stage 2 Maths	Exp: 60% GD: 20%	Exp: 65% GD: 23%	Exp:5% GD: 3%	Exp: The in-school gap closed by 4%. GD: The in-school gap has closed significantly by 20%.	Exp: ALL OTHERS 80% GAP TO NATIONAL ALL OTHERS 20% GD: ALL OTHERS 27% GAP TO NATIONAL ALL OTHERS 7%
Key Stage 2 Combined (RWM)	Exp:60% GD: 20%	Exp: 50% GD:15%	Exp: -10% GD: - 5%	Exp: The in-school gap closed because a higher percentage of PP achieved EXP than All Others therefore diminishing the difference between disadvantaged and all others. GD: The in-school gap closed because a higher percentage of PP achieved GD than All Others therefore diminishing the difference between disadvantaged and all others.	Exp: ALL OTHERS 67% GAP TO NATIONAL ALL OTHERS 17% GD: ALL OTHERS 9% ABOVE NATIONAL ALL OTHERS BY 11%

Barriers to future attainment		
In-school barriers		
A.	Speaking and Listening – 52%	
B.	Literacy skills – 55%	
C.	Maths skills – 52%	
D.	PSED / Self-belief / Attitude to Learning – 55%	
E.	Parental involvement / Home-life – 55%	
External barriers		
F.	Absences – 12% / Exclusions – 0%	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for relevant PP children	<p>PP children’s speaking and listening skills will improve in order to accelerate progress and increase attainment in Communication & Language, Phonics, Reading and Writing scores across the school.</p> <p>Barriers to learning involving speech will be reduced for disadvantaged pupils who have speech difficulties.</p>
B.	Improve children’s Literacy Skills in order to improve progress and increase attainment in Phonics, GPS, Reading and Writing scores across the school.	<p>Year 1 disadvantaged pupils to pass the Phonic Screening Check.</p> <p>Year 2 disadvantaged pupils to pass the Phonic Screening re-check.</p> <p>Disadvantaged KS2 pupils to become more confident with their understanding and application of phonics.</p> <p>The gap for end of statutory assessments for Reception, Y2 and Y6 disadvantaged pupils and national other are reduced.</p>
C.	Improve children’s Maths Skills in order to improve progress and increase attainment in Maths scores across the school.	The gap for end of statutory assessments for Reception, Y2 and Y6 disadvantaged pupils and national other are reduced.
D.	Improve children’s Personal, Social and Emotional development in order to reduce barriers to learning, allowing them to reach their full potential.	Disadvantaged pupils to be equipped to cope with challenging situations both at school and home, and in and out of class.

		<p>Disadvantaged pupils to have positive self-esteem and increased motivation and in-turn a good attitude towards their learning.</p> <p>Disadvantaged pupils to increase their life experiences and interest through lunch time sports club, after-school clubs and school visits.</p>
E.	Raise the profile of the Learning Mentor's role in school to support vulnerable families, allowing parents to effectively support their children.	<p>Parents of disadvantaged pupils will feel more confident in supporting their child's learning.</p> <p>Disadvantaged pupils will have positive self-esteem and increased motivation and in-turn a good attitude towards their learning.</p> <p>Disadvantaged children to learn about healthy lifestyles and good behaviour choices.</p>
F.	Diminish the difference between the attendance of Pupil Premium children and national other.	Disadvantaged pupils attend school every day, on time, except when they are ill.

Review of Expenditure					
Academic year		2017-18			
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 / Success Criteria	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Total Cost	To be continued next year? Y/N
Improved attainment at ARE and GD for Pupil Premium children	<p>Greater Depth and Mastery Inset day (Chris Quigley)</p> <p>Reviewed assessment, marking and feedback procedures</p> <p>Purchase Rising Stars Assessments and tracking system In-house training for Support Staff (re additional support)</p> <p>Support staff were deployed based on the Class Pupil Premium Profiles</p>	<p>EY GLD: in-school gap closing.</p> <p>Y1 Phonics: above National All Other diminishing the difference.</p> <p>KS1: R and W in-school gap closed, M above National All Other for GD. RWM in school gap closed significantly.</p> <p>KS2: R diminished the difference, above National All Other for ARE and GD. W diminished the difference above National All Other for ARE, in-school gap closed for GD. M in-school gap closed significantly. RWM diminished the difference in-school gap, above National All Others for GD.</p>	<p>Monitoring cycle needs to be more robust.</p> <p>Systems to ensure more accurate assessments are needed such as Target Tracker, PIRA and PUMA.</p> <p>Support-staff by Craig Batley training to continue.</p>	£44,700	<p>N</p> <p>N (part of continued School Improvement)</p> <p>N</p> <p>Y</p>
Total budgeted cost				£44,700	

ii. Targeted support					
Desired outcome / Success Criteria	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Total Cost	To be continued next year? Y/N
<p>To raise children's self-esteem and improve their Personal, Social and Emotional development in order to reduce barriers to learning, allowing them to reach their full potential.</p> <p>To promote parental engagement and support vulnerable families in order to reduce barriers to learning, allowing their children to reach their full potential.</p>	<p>To part-fund a full time Learning Mentor to:</p> <p>A) Support the Disadvantaged pupils individually, in groups and in class.</p> <p>B) Support and engage the harder to reach parents (Weekly Stay and Play sessions, Early Years support/cover, formal and informal parental support)</p>	<p>All PP children usually well behaved, no major behaviour incidents recorded on CPOMS.</p> <p>Interventions led by the Learning Mentor had a positive impact on children's behaviour, PSED and well-being. (Lego Therapy, Drawing & Talking Therapy, Mindfulness and 1:1 support).</p> <p>Attendance of PP families to Stay & Play. Positive impact of CAFS.</p>		£22,150	<p>Y (increase to fully funded LM)</p> <p>Y</p> <p>Y</p>
<p>To have a more efficient safeguarding recording system for our most vulnerable pupils.</p>	<p>CPOMS Subscription</p>	<p>Praised by MASH and CP for Safeguarding records on CPOMS.</p>			<p>Y</p>

<p>Improve children's Literacy Skills in order to improve progress and increase attainment in Phonics, GPS, Reading and Writing scores across the school.</p>	<p>Employ an additional teacher (ST) for one day per week to support the teaching of phonics in Key Stage 1 and 2, with a focus on Pupil Premium Pupils.</p>	<p>Y1 Phonics: above National All Other diminishing the difference. KS1: R and W in-school gap closed. RWM in school gap closed significantly. KS2: R diminished the difference, above National All Other for ARE and GD. W diminished the difference above National All Other for ARE, in-school gap closed for GD. RWM diminished the difference in-school gap, above National All Others for GD.</p>	<p>MAT advised that this did not continue due to KS1 staff being upskilled.</p>		<p>Y</p>
<p>To enable early identification and support of pupils with Speech and Language difficulties</p>	<p>To fund a Speech and Language Therapist to work with pupils one day per fortnight</p> <p>Nursery Nurses to be involved in SALT sessions in order to deliver support in class</p>	<p>EY GLD: in-school gap closing. EXC Speaking above National All Others.</p>			<p>Y</p>

<p>To support SEN and lower ability PP children.</p> <p>To invest in 'Talking Partners' intervention.</p>	<p>Invest in new interventions to support the PP SEN and lower ability pupils.</p>	<p>EY GLD: in-school gap closing. Y1 Phonics: above National All Other diminishing the difference. KS1: R and W in-school gap closed, M above National All Other for GD. RWM in school gap closed significantly. KS2: R diminished the difference, above National All Other for ARE and GD. W diminished the difference above National All Other for ARE, in-school gap closed for GD. M in-school gap closed significantly. RWM diminished the difference in-school gap, above National All Others for GD.</p>			<p>Y (to fund other interventions)</p>
<p>To support SEN PP children.</p>	<p>Purchase the Education Psychology Service SLA</p>	<p>30% OF Pupil Premium children are SEN.</p>			<p>N</p>
Total budgeted cost					<p>£22,150</p>
<p>iii. Other approaches</p>					
<p>Desired outcome / Success Criteria</p>	<p>Chosen action/approach</p>	<p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned</p>	<p>Total Cost</p>	<p>To be continued next year? Y/N</p>
<p>To engage the disadvantaged children in a range of spelling, reading and phonic activities to support their learning.</p>	<p>Invest in additional Reading materials in EYFS, KS1 and KS2.</p> <p>Invest in Spellodrome Subscription</p>	<p>EY GLD: in-school gap closing. Y1 Phonics: above National All Other diminishing the difference. KS1: R and W in-school gap closed, M above National All Other for GD. RWM in school gap closed significantly. KS2: R diminished the difference, above National All Other for ARE and GD. W diminished the difference</p>	<p>Stream-line PP Funding to ensure impact.</p>	<p>£19,000</p>	<p>Y (Guided Reading)</p>

		above National All Other for ARE, in-school gap closed for GD. M in-school gap closed significantly. RWM diminished the difference in-school gap, above National All Others for GD.			
To engage and motivate the disadvantaged children in a range of maths activities to support their learning at both home and school including ICT.	Invest in Mathletics Subscription and Maths Factor Purchase additional tablets plus charging trolley for use in KS2 classrooms.	EY GLD: in-school gap closing. KS1: M above National All Other for GD. RWM in school gap closed significantly. KS2: M in-school gap closed significantly. RWM diminished the difference in-school gap, above National All Others for GD.			Y (Mathletics) N
To support the development of resilience in Pupil Premium children enabling them to cope with life's challenges. To enable disadvantaged children to learn about healthy lifestyles and good behaviour choices.	Pupils to access a range of activities including subsidised School Visits and After-School Clubs, subsidised / funded Breakfast Club and access to Lunch Time Sports Activities. Fund a Lunch Time Sports Coach Children to take-part in Outdoor Learning sessions to promote the development of co-operation, self-esteem and problem solving.	It was identified that 55% of Pupil Premium children have a barrier to their learning involving PSED, Self-Belief and Attitude to Learning It was identified that 55% of Pupil Premium children have a barrier to their learning involving lack of parental involving and challenging home-life CP – 2 families (4 PP pupils) CIN – 2 families (4 PP pupils)	Lunch Time Sports Coach – effective member of staff allocated to school left. Replacements not as effective and reduced impact.		Y N Y

	Employ a TA to support Outdoor Learning Sessions.				Y
Total budgeted cost					£19,000

