

Houghton Regis Primary School Pupil Premium Strategy Document 2017-18

Summary Information 2017-18					
School	Houghton Regis Primary				
Academic Year	2017/18	Total PP budget	£65,580	Date of most recent PP review	June 2017
Total number of pupils	306	No. of pupils eligible for PP	42 (14%)	Date for next internal review of this strategy	July 2018
Contextual Information					
<p>The school's actions since the new Leadership Team have been in post have begun to see some evidence of the gap narrowing between pupil premium children and their peers. Of the 42 children eligible for PPG, 1 has an Educational Health & Care Plan and a further 11 have additional Special Educational Needs or Disability (SEND), therefore 29% of our PPG children have a high level of individual needs.</p> <p>There are 2 Looked After Children and 3 Service Children amongst our children eligible for Pupil Premium.</p>					

Attainment and Progress: Summer 2017			
<u>EYFS</u> – 61% of children achieved a Good Level of Development		<u>KS1</u>	
Subject	GLD	Subject	Working at (Expected)
Reading & Writing	64%	Phonics	64%
Number	70%	Reading	74%
Shape, Space and Measure	73%	Writing	72%
		Maths	84%
			16%
<u>KS2</u>			
Subject	Working at (Expected)	Working above (Greater Depth)	
Reading	78%	19%	
Writing	65%	0%	
Grammar, Punctuation & Spelling	68%	0%	
Maths	51%	3%	
Barriers to future attainment (for pupils eligible for Pupil Premium funding)			

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
1	Oral and language skills in Early Years Foundation Stage and Key Stage 1 are lower for pupils eligible for PP than for other pupils. This slows progress in Reading, Writing and Maths.
2	Some pupils who are eligible for PP and are not identified as having SEND are making less progress than other pupils.
3	Social and emotional support is needed for some children who are eligible for PP to ensure any emotional difficulties are not affecting their academic progress.
External barriers (issues which also require action outside school, such as low attendance rates)	
4	Attendance rates and welfare for pupils eligible for PP needs to be monitored and problems addressed as these have an impact on their learning.
5	Many people who are eligible for PP read less at home and have lower attainment in Reading and Writing
6	Some families are unable to support homework
7	Some families are unable to fund enrichment activities, which will expose children to wider contexts and experiences

Outcomes		
	Desired outcomes and how they will be measured	Success criteria
1	Improve oral language skills for pupils eligible for PP in the Early Years Foundation Stage, measured through the EYFS Learning Goals and in Key Stage 1 measured using the national curriculum, SATs and the Year 1 Phonic assessment.	Pupils eligible for PP in Reception and Key Stage 1 make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations in the Year 1 Phonic Screening Check and the end of Key Stage expectations.
2	Higher rates of progress for pupils eligible for PP who are not identified as having a SEND.	Pupils eligible for PP who are not identified as having SEND are making as much progress as their peers.
3	Emotional issues for children eligible for PP will be reduced through tailored provision and measured through support groups	Emotional issues for these pupils will be addressed and they will be making progress both socially and emotionally. Quicker referrals made to outside agencies to support emotional or behavioural difficulties where necessary.
4	Increased attendance and welfare for pupils eligible for PP Use of Parent Support Worker and Attendance Champion – offer support where needed e.g. with transporting children to school; providing school uniform, issuing trigger letters following the attendance policy	Reduced absences amongst PP children in order to improve overall attendance to 97%. Evidenced in attendance data and registers.
5	Increased progress in reading for children eligible for PP who are not heard read at home. This will be measured through the children’s progress through the book bands and through teacher assessment.	Children who are eligible for PP and are not heard read at home will be heard more frequently in school on a 1:1 basis. They will also be heard during group reading too.
6	Increase in the completion of homework tasks. This will be measured through the class teacher monitoring of homework.	Children who are eligible for PP will engage with all homework tasks evidenced by displays, books and homework sharing sessions.
7	Children eligible for PPG will have equal access to enrichment activities, evidenced by registers of involvement.	All families eligible for PP will be offered support for enrichment activities.

Planned Expenditure 2017-18

*The planned expenditure is divided into 3 sections – Quality of teaching for all; Targeted support; Other approaches.
This will demonstrate how pupil premium is being used to improve classroom pedagogy, provide targeted support and whole school strategies.*

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	Review Date
Improved language and phonic development in EYFS and KS1	<p>Oral language interventions, such as targeted reading, extending spoken vocabulary, questioning to develop comprehension</p> <p>Staff training of children’s phonic development</p> <p>Use of ICT programmes</p>	<p>We want to ensure that spoken language and verbal interaction is supported at an early age in order to help children progress in all areas of their learning throughout the school. The Education Endowment Foundation (EEF) suggests that Oral language interventions have a high impact, resulting in children making approximately five months’ additional progress over the course of a year.</p> <p>Staff will have the opportunity to observe phonics sessions to help support children’s phonic acquisition higher up in the school. It has been shown that small group interventions led by highly qualified staff have been shown to be the most effective as discussed in the EEF Toolkit.</p> <p>We would like children to remain focused and stay engaged through interactive resources. The use of ICT will keep them motivated.</p>	<p>Feedback from teachers through Intervention Feedback forms. Discussions during pupil progress meetings.</p> <p>Observations across EYFS and KS1.</p> <p>Monitor the use of interactive programmes available in the classroom.</p>	EYFS Achievement Leader/SENDSCO	March 2018

Improved progress for pupils eligible for PP but who are not identified as having SEND	Staff training/CPD on providing mastery/challenge for all pupils. Maths/Writing Workshops for higher ability	We want to ensure that PP pupils can achieve greater depth, as well as simply reaching the 'expected' standard. Ensuring staff are highly trained in their roles of helping pupil to accelerate in their learning is crucial.	Select training/courses that will benefit the staff. Use INSET days/staff meetings to deliver training. Children will thrive on challenge and make good progress, evident from assessments made on Classroom Monitor.	SLT	July 2018
Total Budgeted Cost					£1,485
Targeted support					
Improved progress for pupils eligible for PP but who are not identified as SEND	Small group interventions in Maths and English with experienced members of staff, in addition to standard lessons. Use of ICT equipment to aid learning	Extra support will be provided to raise attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed on the EEF Toolkit and John Hattie's Visible Learning. Online interaction will increase pupil engagement	Cover Supervisors/TAs to track and target children for interventions tailored specifically to their needs using Switch On for Reading and Writing. Impact monitored by Maths and English Subject Leaders. Evaluations through Intervention Forms. Implementation and regular use of Classroom Monitor in order to track and identify children who require targeted support	Deputy Head/Achievement Leaders/Class Teachers	July 2018
Emotional issues for children eligible for PP will be reduced	Identify pupils who need emotional support and provide opportunities to take part in personalised interventions. Focus on positive behaviours that are recognised by all staff members.	We want to support the pupils' social emotional needs alongside their learning needs. NFER suggests that in order to support children's learning, emotional support needs to be provided to address any underlying issues. According to the EEF Toolkit, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in the children's emotional development translate into improved attainment by Class Teachers.	Parent Support Worker/SENDCO/Teachers	January 2018

	Family Support worker to support our most vulnerable children with advice and support for families and ongoing support for our children. Provide 1:1 support	in school, and attainment itself (four months' additional progress on average).			
Improved attendance and welfare	Parent Support Worker and Attendance Champion will monitor pupils and absences.	Previous attendance figures have been below national standards. Improved pupil attendance and welfare will lead to increased attainment and progress. NFER briefing for school leaders identifies addressing attendance as a key step.	Monitor absences and focus on persistent absentees. Refuse holiday requests during term time. Remind parents to read the Attendance policy available on the school website Provide necessities for families where required	Headteacher Parent Support Worker Attendance Champion	March 2018
Increased progress in reading for children eligible for PP who are not heard read at home.	Daily guided reading sessions will be held allowing children to read and discuss a range of texts. Teachers and support staff will hear the children read and discuss the books, supporting the children's oral development.	Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. According to the EEF Toolkit, successful reading comprehension approaches using carefully selected activities for pupils according to their reading capabilities help to support the children's understanding and improve their comprehension skills.	Teachers will update assessment records on Classroom Monitor from the progress seen during guided group sessions/daily readers. Ongoing assessment of the children's needs will be undertaken to ensure the most effective targeted support.	Deputy Headteacher/English Curriculum Leader	July 2018
Increase in the completion of homework for children who are eligible for PP	Opportunities to work with the class teacher/TA for extra support with homework will be provided.	NFER recognises that the most effective schools at supporting their disadvantaged children and helping them to succeed are those schools who take responsibility for helping all pupils succeed. They identify barriers and put into place support that will help the pupil in their next steps for	Ongoing assessment of the children's needs will be undertaken to ensure the most effective targeted support. Children's homework is completed and they are making better progress.	SLT/Class Teachers	March 2018

	Parent workshops to engage parents in their children's learning and support for homework	learning. They also seek strategies that are best suited to addressing the child's individual needs, rather than just fitting pupils into their existing support strategies. Our staff will be working with our pupils who need the most support and providing strategies to help them achieve.			
Total Budgeted Cost					£43,353
Other approaches					
Improved progress for Pupils eligible for PP but who are not identified as SEND	Subsidised trips, clubs, school dinners, uniform Cover Supervisor to lead Gardening project Y6 Class Teacher to lead Enterprise project with Year 6 children	According to the EEF Toolkit, adventure learning interventions appear to improve academic outcomes as non-cognitive skills such as perseverance and resilience are developed through adventure learning and these skills have a knock-on impact on academic outcomes, therefore providing enrichment activities to enhance children's learning and experiences will also benefit their academic progress.	Ensuring all children have access to a wider curriculum and are not restricted due to financial constraints. Reduced rates for trips will be offered to pupils eligible for Pupil Premium funding Registers of children's attendance on trips etc recorded and kept.	Cover Supervisor Class Teachers School Business Manager	March 2018
Total Budgeted Cost					£22,537

Review of Expenditure 2016-17

Activity	Barriers addressed	Cost	Impact and Review
Introduction of new assessment system	Teacher Assessments to monitor progress	£1,995	Introduced in April 2017. Staff refresher training in Sept 2017. Staff now have greater confidence in their abilities to assess pupils' attainment and track progress. They are able to identify gaps and use this information to inform planning and deliver lessons. This now needs to be used more explicitly for delivery of interventions with Pupil Premium Pupils to close the gap.
Programmes/Interventions tailored for Reading, Writing and Maths	Teacher Assessments to monitor progress Skills in core subjects Limited reading opportunities		Weekly assessments allow teachers to identify where extra support is required. These can be planned and delivered on a weekly basis. Switch On interventions were effective when consistently used. Cover Supervisors to roll out Switch On to TAs as an extra intervention for PPG children to support Reading and Writing.
Development of behaviour system	Behaviour for Learning	£1,100	When in use for rewards as well as sanctions, this has been an effective resource. The system will be adapted to be more visual for children, so they can fully understand how to work towards achieving/earning back rewards for their behaviour. Re-introduced for new staff in Sept 2017.
Employment of staff – Attendance Champion and Parent Support Worker Cover Supervisors 1:1 support	Low attendance rates for PPG children Teacher Assessments to monitor progress Skills in core subjects Limited reading opportunities	£55,922	Improvements in attendance. Attendance issues amongst some families are still being addressed and monitored but close tracking of absences are enabling the school to work towards meeting the whole school target. Interventions have been effective when time has been allocated for these to be carried out. Switch On to be rolled out to TAs to enable regularity and consistency. Strategies to support children with additional needs have created a positive outcome and some progress is evident.
Subsidised trips	Extra-curricular activities Skills in core subjects	£1,182	All children given the opportunity to take part in a range of practical activities to broaden their knowledge and understanding. Introduction of 'forest schools' will allow more opportunities on site.
Purchase of ICT equipment		£9,401	Interactive lessons/interventions to meet the differing needs of children. Extend to incorporating ICT skills in core subjects.
Total Cost		£69,600	

