

# Pupil premium strategy statement (primary)

1. Summary information					
School	Hamsey C Primary School				
Academic Year	2017 18	Total PP budget	£28782	Date of most recent PP Review	December 17
Total number of pupils	94	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 18

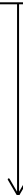
2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving National Standard in reading, writing and maths in all year groups	44%	%
% making good progress in reading	75%	%
% making good progress in writing	56%	%
% making good progress in maths	56%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attendance
B.	Low basic maths skills
C.	Low basic vocabulary and grammar
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Emotional barriers to learning, poor home learning environments.
E.	Attendance

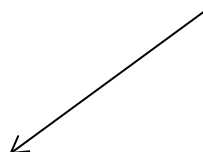
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves from 91% To 96% in line with other pupils.
B.	Pupils eligible for PP make more than expected / rapid progress across each year group in maths.	Pupils eligible for PP make at least expected progress across each year group in maths.

<b>C.</b>	Pupils eligible for PP make more than expected / rapid progress across each year group in writing.	Pupils eligible for PP make at least expected progress across each year group in writing.
<b>D.</b>	Emotional barriers to learning are supported and reduced leading to these children making at least expected progress across a year group.	PP children with emotional barriers to learning feel supported and are able to make similar progress to non PP children.

You may have more than one action/approach for each desired outcome.



Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NfER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.



5. Planned 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	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?
Increased attendance rates for pupils eligible for PP	Weekly celebration of attendance in school. Fortnightly celebration of attendance through school newsletter. Termly celebration of all attendance over 96%. 2 x every term attendance checks on all children under 90% attendance. Individual calls made to families, actions targets set.	Attendance at Hamsey C School is an area of concern and target for SLT. Whole school attendance from Sept –Dec 2017 is	Executive HT, Head of School and newly appointed school secretary to work closely to prepare monitoring reports for whole school as well as persistent absentees. EHT to ring persistent absentees, Head of School to celebrate attendance weekly and fortnightly, Secretary to prepare reports from SIMS.	SJ /GR/ HD	End January 2018
Emotional barriers to learning are supported and reduced leading to these children making at least expected progress across a year group.	Weekly counselling sessions provided through Fegans for targeted children with emotional barriers to learning and challenging /complicated home	Some children come to school with challenging home situations where they are caring for parents /supporting other siblings within the family. For these children it can be a challenge to focus on their learning and need opportunities to talk about things.	SENCO and Head of School to coordinate targeted support from Fegans.	Fegans /JP / GR	March 2018
Total budgeted cost					£6000
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?

Pupils eligible for PP make more than expected / rapid progress across each year group in maths.	Identified PP children with low maths attainment and progress data.  Weekly 1:1 and small group booster sessions focusing on targeted areas of skill development following initial analysis.	The most successful schools ensure that pupils catch up with the basics of literacy and numeracy and offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience. OFSTED Report 2104.	GR /SJ / SENCO / CB to monitor support and progress of PP children termly. CB to provide weekly progress updates and intervention feedback.	GR /CB /SJ /JP	February 2018
Pupils eligible for PP make more than expected / rapid progress across each year group in maths.	Weekly focused TA support focused on key basic skills through Personalised Learning Maths.		GR /SENCO to monitor progress of targeted children termly. Support adjusted dependent on monitoring. GB / DW to complete PLM support for targeted children.	GR/SJ /JP / GB /DW	February 2018
<b>Total budgeted cost</b>					£9000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils eligible for PP make more than expected / rapid progress across each year group in writing.	Identified PP children with low Literacy attainment and progress data.  Weekly 1:1 and small group booster sessions focusing on targeted areas of skill development following initial analysis.	The most successful schools ensure that pupils catch up with the basics of literacy and numeracy and offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience. OFSTED Report 2104.	GR /SJ / SENCO / CB to monitor support and progress of PP children termly. CB to provide weekly progress updates and intervention feedback.	GR /CB/ SJ	February 2018
Pupils eligible for PP make more than expected / rapid progress across each year group in writing.	Weekly focused TA support focused on key basic skills through Personalised Learning to Read.		GR /SENCO to monitor progress of targeted children termly. Support adjusted dependent on monitoring. GB / DW to complete PLM support for targeted children.	GR /CB/ SJ /DW	February 2018
<b>Total budgeted cost</b>					£9000



6. Review of expenditure				
Previous Academic Year		2016 17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils eligible for PP make more than expected / rapid progress across each year group in maths.	Identified PP children with low maths attainment and progress data.  Weekly 1:1 and small group booster sessions focusing on targeted ares of skill development following initial analysis.	Targeted children in Key Stage 2 made good progress in maths. Progress across key stage 2 for targeted children ensured 53% made more than expected progress. 80% made expected progress in maths.	This was a very positive targeted intervention. This approach will be continued during 2017 18. An area identified was poor teacher knowledge and QFT was not at an expected standard at Key Stage 2 in particular.	£5500
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To support basic maths skills and for PP and other targeted children to make similar or more progress than non PP children.	Purchase mathswizz resources /software to support development and consolidation of maths skills.	The resources were purchased and opportunities were organised for children to use the resources. The impact this had on progress was minimal but did support consolidation of skills	The opportunities to use mathswizz did support learning, however the impact was minimal. We will not be continuing this approach.	£850
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
				£1800

Pupils eligible for PP make more than expected / rapid progress across each year group in reading.	TA trained to deliver PLR (Personalised Learning to Read). Targeted children to receive PLR throughout the year.	The TA was trained to deliver the PLR intervention. The PLR intervention has supported accelerated progress with targeted children.	This intervention has had a significant impact on progress in reading for targeted children. This intervention will be continued throughout 2017 18.	
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#### iv. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To support PP vulnerable learners and enable barriers to learning to be overcome.	Learning mentor to support learners identified with emotional barriers to learning.	An appointed learning mentor worked one afternoon a week supporting emotional wellbeing of targeted children. The impact this had on progress and attainment is very hard to measure.	Targeted children did feel supported by learning mentor time. The impact was very hard to measure and the school felt this will not be an approach we will be continuing with.	£2500

#### v. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To update resources for PP and other targeted children to support progress in writing and spelling.	The school invested in computer software and equipment to support children with dyslexia and support for spelling.	The clicker / handwriting computer packages supported targeted children with dyslexia and weak phonic / word recognition knowledge. Now this equipment has been purchased it will become part of supporting all pupils.	The software and equipment purchased will continue to be beneficial to all children within the class. The equipment will continue to be used throughout classes and the school.	£1000

### 7. Additional detail

Other areas Pupil Premium Money supported was:

Help with school dinner money – £200  
 Support with trips / uniform - £150  
 Ed Psych support time - £500  
 Art Therapy - £150  
 Attendance to clubs - £500  
 Music lessons - £500

Total: £2000

Total Spend: £13250

Carry forward: