

## Pupil premium strategy statement (primary)

At Hamsey Primary School our values are embodied in our motto, “Working together, learning together, aiming high”. This is at the core of our strategy for pupil premium; everyone has a responsibility for every child succeeding in our school.

1. Summary information					
School	Hamsey Primary School				
Academic Year	2018/19	Total PP budget	£24740	Date of most recent PP Review	September 18
Total number of pupils	90	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 19

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	66%	47.5%
% making good progress in reading	80%	59.9%
% making good progress in writing	66%	65.8%
% making good progress in maths	66%	63.3%

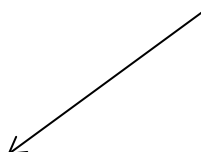
3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attendance
B.	Low basic maths skills
C.	Low basic vocabulary and grammar; communication and language skills are lower for PP than for other pupils. This is a particular issue for children who are PP and have our school in a year other than Reception.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low self-esteem, emotional literacy and resilience
E.	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 7% or below. Overall PP attendance improves from 92% to 96% in line with other pupils. PP attendance increased by 1% in 2017/2018.
<b>B.</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. Writing across the curriculum is confident.
<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	2018/19				
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. Regular celebration of attendance through school newsletter. Termly celebration of all attendance over 96%. Regular attendance checks (93-95% by Class Teacher; 90-93% by SENCO and DHOS; 90% or below by HOS and EHT). Individual calls made to families. Range of strategies used for vulnerable pupils.	Attendance at Hamsey Primary School remains an area of concern and target for SLT. Governors to track attendance termly; this to include attendance of PP pupils.	EHT, Head of School and School Secretary to work closely to prepare monitoring reports for whole school as well as persistent absentees. EHT to ring persistent absentees, HOS to celebrate attendance weekly and fortnightly, Secretary to prepare reports from SIMS. Pupil Governors to be involved in attendance reviews and action planning.	SJ /GR/CY/ HD	End Term 2 2018/2019
Emotional barriers to learning are recognised and reduced leading to these children making at least expected progress across a year	Time for Talk sessions provided by pastoral staff for targeted children with emotional barriers to learning and challenging /complicated home environments.	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; they need opportunities to talk about things.	SESCO and Head of School to coordinate targeted support from Pastoral Team.	SS/CY/GR	January 2019
Total budgeted cost					£4000
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	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/CY/SJ/SENCO/CB to monitor support and progress of PP children termly. CB to provide weekly progress updates and intervention feedback.	GR/CB/ SJ/SS/CY	February 2019
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/CY/SS 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 2019
<b>Total budgeted cost</b>					£10 400 (to include resources)
<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 2019
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.	Writing is a key focus for Hamsey School in 2018/2019. The progress of our PP pupils in writing is significant, especially PP pupils who are not 'Hamsey Ever 6ers' (36% of PP pupils).	GR/CY/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 2019
<b>Total budgeted cost</b>					£10 400 (to include resources)

6. Review of expenditure				
Previous Academic Year		2017/18		
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
Increased attendance for pupils eligible for PP.  Emotional barriers to learning are supported and reduced leading to these children making at least expected progress across a year group.	Weekly celebration and reward systems established. Communicating this to parents was important.  Weekly counselling sessions provided through Fegans for targeted children with emotional barriers to learning.	Attendance of PP pupils increased by 1% overall. Their attendance is still below that of their non-PP peers. 21% of PP pupils were persistent absentees with attendance below 90%.  Awareness of the challenging home situations that some of our pupils face. For these children life can be enormously stressful and counselling provided an opportunity for them to focus on their learning and talk through their concerns.	Attendance will continue to be a key focus for Hamsey Primary School-for PP pupils and non-PP pupils. Communication with parents re the importance of regular attendance will be reviewed; we want to ensure that our 'harder to reach parents' understand our expectations.  This was extremely valuable. It was helpful for pupils, parents and staff. We would like to be able to continue it in 2018/2019 and are investigating ways in which this might be possible.	£5070
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
Pupils eligible for PP make more than expected/rapid progress across each year group in maths.	Weekly 1:1 and small group booster sessions focussed on targeted area of skill development after initial analysis. TA support (PLM).	The most successful schools ensure that pupils catch up with the basics of literacy and numeracy and offer support.	This was a very positive targeted intervention. This approach will be continued during 2018/2019.	
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

Pupils eligible for PP make more than expected / rapid progress across each year group in writing.	Weekly 1:1 and small group booster sessions. Weekly focused TA support on key basic skills in writing.	Targeted children made progress in writing (considering their starting points). However, this initiative needs to continue because success for PP pupils still does not equate with that of their non-PP peers.	Writing is a key focus for Hamsey in 2018/19. We are aware of the issue of children regarding the progress in writing of children who join our school in year groups other than Reception. For our PP pupils this equates to 36%. This intervention/support will be continued in 2018/19.	
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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
Children have a rich range of experiences and learning opportunities.	Supporting PP pupils with residential visits, off-site day visits and Forest School.	We want our pupils to enjoy a diverse range of experiences. All pupils need to engage in a range of curriculum activities that enrich their learning opportunities.	We will continue to monitor access to extra-curricular provision. Pupil feedback re these opportunities was valuable.	

#### 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
Children have a rich range of experiences and learning opportunities.	Supporting PP pupils with clubs, music lessons and Bikeability.	We want our pupils to enjoy a diverse range of experiences. We want to 'upskill' our pupils.	We will continue to monitor access to clubs and learning opportunities offered by external providers.	

### 7. Additional detail

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