

Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Hazelbury Bryan Primary School				
Academic Year	2019/20	Total PP budget	£25, 380	Date of most recent PP Review- internal, with PP governor	April 2019
Total number of pupils	98	Number of pupils eligible for PP	19	Date for next internal review of this strategy	October 2019

Attainment and progress 2018-2019

Early Years Foundation Stage				
1 out of 12 is PP	Reading EXP+ %	Writing EXP+ %	Maths EXP+ %	GLD %
Pupils eligible for PP (school) pupils	100%	100%	100%	100%
Pupils eligible for PP (national)				
Other pupils (school)	85%	77%	92%	77%
Other pupils (national)				
Gap (school)	+15%	+23%	+8%	+23%

Year 1 Phonics	
3 out of 15 are PP	Met Standard %
Pupils eligible for PP (school) pupils	33%
Pupils eligible for FSM (national 2018)	70%
Other pupils (school)	75%
Other pupils (national 2018)	84%
Gap (school)	-42%

Gap (national)	-11%
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End Key Stage 1- No PP children

End Key Stage 2											
	Reading EXS+ %	Reading Scaled Score	Reading Progress	Writing EXS+ %	Writing progress	EGPS EXS+ %	EGPS Scaled Score	Maths EXS+ %	Maths Scaled Score	Maths progress	R,W,M combined %
Pupils eligible for PP (school) 3 pupils	66%	103	-4.1	66%	-1.91	66%	105	100%	105	-2.81	33%
Pupils eligible for PP (national 2018)	64%			67%		67%		64%			51%
Other pupils (school)	83%	105	0.55	100%	2.59	100%	107	83%	104	-0.32	66%
Other pupils (national 2018)	76%			78%		75%		76%			64%
Gap (school)	-17%	-2	-4.65	-33%	-4.5	-33%	-2	17%	-1	-2.49	-33%
Gap (national)	-12%			-11%		-9%		-12%			-15%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Social and emotional intelligence
B.	Poor oral language skills
C.	Poor reading / phonics
D.	Less able to show potential in statutory assessments

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E	Attendance	
F	Lack of routine (sleep, food, homework,)	
G	Lack of experiences outside of school	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's reading improves in line with non-PP children , seen through phonics screening and end of key stage assessments. Also pupil progress meetings will focus on reading achievement	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
B.	Children make expected or better attainment and progress is at least expected in maths and writing.	
C.	Children to have more confidence when speaking to different audiences	Children talk in with greater accuracy to their teachers and their friends in the classroom Children are able to talk about their achievements in assemblies Children take on speaking roles in school productions
	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Attendance officer's involvement will not be needed Attendance for the children is in line with national at 96%

4. Planned expenditure					
Academic year		19/20			
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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time. TAs presence throughout lunchtimes	Julie Sharpe	February 2020
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Achievement Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, 1:1 specialist support). Achievement Assemblies are an opportunity to showcase achievements academic and otherwise, both inside the classroom and outside, allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.	Dates are set for the year ELSA is employed at lunchtime and for 2 afternoons.. Also extra times on that ELSA is available if required TAs in every class to facilitate the learning and support children emotionally where needed TAs are employed every lunchtime as this year they take on the MDA role, working both in the lunch hall and the playground. I will role model in my assemblies but also support staff in inviting people in to speak to the children. I will attend those assemblies in class to show the children how I hold aspirations in high regard.	Julie Sharpe	From September 2019

Children's speaking day to day is clearer, shows an increasing use of wider vocabulary and they are more confident when explain their achievements	Use of PSHE lessons, circle time, rehearsing writing before starting task- Time to talk. Peers as models	As well as circle time allowing a child to share anything on their mind, it also gives them a chance to have speaking modelled to them and rehearse their own language. It also gives them confidence in a small safe setting.	Timetables have PSHE slots, achievement assemblies held weekly enable children to show their increasing confidence	Julie Sharpe	From September 2019
PP children's reading improves in line with non-pp children	Children will receive extra reading sessions with TA or experienced classroom helper.. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school An author will be celebrated and children will be encouraged to read.	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will celebrated in medium term planning.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the Author they are celebrating and learning about.	J Sharpe	From September 2019
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include whole school science, Art/DT days, specialist visits to school and exciting activities throughout the term. Also class trips linked to topic work Outside providers will begin after school clubs that introduce children to different sports	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Special days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning. Learning say Tae kwon do, Street Dance for example, will engage the children.	What we do each term will be shared with parents and be interesting. Special days will be shared with the children and parents as something to look forward to. They will be in the diary and on the website. PP children will have first choice to attend after school clubs	J Sharpe	From September 2019

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?
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Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will ELSA sessions and have nurture time at lunchtime An ELSA is employed 3 lunchtimes a week and for 1 afternoon	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Pupil progress meetings and staff meetings with an agenda item of children causing concern, will mean that children who require this support are identified quickly.	J Sharpe and S Carr	From September 2019
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. New TA employed to support in KS1 Apprentice TA volunteering in KS1.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress and new TA will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	J Sharpe	From September 2019
PP children's reading improves in line with non-PP children	Each class teacher has targeted PP children on lists to ensure PP children receive regular extra reading and quality 1:1 comprehension around the book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with book more appropriate to their interest.	The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked.	J Sharpe	From January 2020

The attendance of PP children improves	The local attendance officer will be involved with families who's attendance falls below 90% The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. Awards are given to children who have 'good' attendance. Breakfast and After school Clubs will be offered to support families and improve attendance	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked. Participation in any attendance panels for PP by ELSA or DSL	J Sharpe	From September 2019
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5 Review of expenditure

Previous Academic Year 18/19 | **Total amount funded was £25.090 - budget finished in deficit - £293.41 at end of March 2019**

i. Quality of teaching for all

Desired outcome	Chosen action/approach	impact:	Lessons learned	Cost
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	<p>ELSA, TA support in class Targeted interventions Payment for after school clubs, residential, school uniform Milk External assessments and specific resources purchased</p>	<ul style="list-style-type: none"> • Improved behaviour throughout the school for those PP children who received ELSA support and also as a knock on affect for all children- evidence – less incidents in behaviour logs • PP children made • • All PP children participated in each activity they wanted to including 2 residential, after school clubs High flyers basketball, multi-sports , dance, Tae kwon do and dogeball • Children all took up uniform offer this included PE tops which meant that they participated and represented the school in sporting events 	<p>That extra emotional support and allowing the children to take part in all the extra-curricular areas that they want to, as well as residential really does lead to an improvement both in behaviour and in achievement.</p>	<p>Approx. £ 19,262.65 - extra staffing</p> <p>£3372 – trips , residential, clubs and music</p> <p>£ 332.25 – uniform</p> <p>£ 467.26 external support</p> <p>£150. 38 – misc included milk, TAF meetings, dyslexia books, play costumes</p>
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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 Approx.
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<p>All children have good lunchtime experience so that they are able to focus on their learning in the afternoons.</p>	<p>ELSA support</p>	<ul style="list-style-type: none"> ● Improved behaviour throughout the school for those PP children who received ELSA support and also as a knock on affect for all children-evidence – less incidents in behaviour logs 	<p>Increase ELSA support for 2018-19</p>	<p>£3043</p>
<p>Attendance improved</p>	<p>High focus in school Involvement of attendance officer Breakfast and after school clubs offered freely</p>	<ul style="list-style-type: none"> ● All PP children has increased attendance from previous year ● Still 4 children who are below 95%, need to be monitored ● 3 of these attenders are not achieving in line with expected in all areas 	<p>Keep up the high profile of 100% attendance throughout the school</p>	<p>£722</p>