

Pupil premium strategy statement

1. Summary information						
School		Hassell Primary School				
Academic Year	18-19	Total PP budget	£81,520		Date of most recent PP Review	October 2018
Total number of pupils	297	Number of pupils eligible for PP	34		Date for next internal review of this strategy	April 2019
2. 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.		Historically, pupils eligible for PP have struggled with inference in relation to reading. This is due to a lack of cultural experiences and limited (or no) access to quality reading materials outside of school. This also means they have a more limited vocabulary when compared to other children in our school.				
B.		Related to the barrier above, our PP children have a limited experience of learning outside of normal lessons (for example, visiting the library, going to a museum or art gallery). This means that our PP children find it harder to relate to the wider curriculum and write with confidence.				
C.		Pupils eligible for PP have had results in maths which demonstrate a downward trend due to the increase in reasoning and problem solving which depends upon their reading and ability to decipher the information required. This means that our PP funded children find it harder to access some of the maths curriculum content without additional reading support.				
D.		Due to the home experience of some of our PP children, they present with attachment issues. This means that they are more likely to display challenging behaviour and or emotional issues which impacts negatively on achievement in lessons and attendance at school.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
E.		Parents of PP children in our school are less likely to attend workshops, parents evenings or other family learning opportunities. This is for a range of reasons including shift patterns, transport issues, child care and a lack of confidence in engaging with the school.				
3. Desired outcomes						
	<i>Desired outcomes and how they will be measured</i>					<i>Success criteria</i>
A.	Children will experience a wide range of quality texts. They will be supported in lessons to develop their reading skills. Adults will specifically teach vocabulary. This will be monitored by lesson observations, planning scrutiny, book reviews and pupil voice.					Percentage of PP children reaching ARE or above in reading: Year 1- Year 2 – Year 3 – Year 4 – Year 5 –

		Year 6 – 74%
B.	Every child in receipt of additional funding will experience enhanced learning opportunities in line with their peers and school will fund this provision for trips and activities above and beyond the classroom curriculum. Most of these will be directly linked to topic or texts currently being taught. Children will be able to write with greater confidence, use a wider vocabulary and draw on a range of experiences to inform their work.	Percentage of PP children reaching ARE or above in writing: Year 1 – Year 2 – Year 3 – Year 4 – Year 5 – Year 6 –
C.	Additional teaching time will be available for pupils eligible for additional funding to access teacher led sessions which pre teach key mathematical concepts before lessons in order to make better progress during lessons. This will include additional activities which utilise reading comprehension skills to decode the information required for problem solving activities. They will also have daily practise with 'fluent in 5' mental maths questions and 'rapid reasoning' to practise their skills.	Percentage of PP children reaching ARE or above in maths: Year 1 – Year 2 – Year 3- Year 4 - Year 5- Year 6-
D.	The attendance of PP children will be at least in line with others in school (which will be in line with national or above). Children will have a wider range of strategies to help manage their emotional needs and prevent them missing lessons or misbehaving. The children will be more able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities. Attendance and behaviour will be monitored on a daily basis.	Attendance target for PP children: 96% or above. Behaviour data will continue to show an improving picture for PP children.
E.	At any school event for parents, there is at least proportional representation of PP parents. Parents report that they are more willing to attend workshops and other learning opportunities. Monitored by scrutiny of attendance at events and parent voice survey.	At least 33% of parents attending any whole school event are from PP families. Attendance at PP-focused workshops improves.

4. 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?

A & B	Ensure that reading books selected for 'whole class' reading are exciting and engaging for children. Link these with writing opportunities and the wider curriculum wherever possible.	<p>Last year at Hassell when writing opportunities were linked to topic days' and / or curriculum theme days and visits children were able to write with more confidence.</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake". We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	Internal and external monitoring of quality of teaching in writing and moderation of writing produced. Monitoring class medium-term plans to check there are clear links.	KB and SLT	During phase meetings Half termly Pupil progress meetings
A & B	Teachers will specifically teach new and unfamiliar vocabulary and ensure that PP children learn their age-appropriate spellings through new approaches.	EEF - For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.	Lesson observations. Scrutiny of books.	KB and SLT	Half termly lesson observations and book trawls.

A,B&C	Teachers will be trained in a growth mindset approach. This will ensure they adopt this approach in the classroom.	EEF - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	QA of the training delivered. Lesson observations and feedback to staff as required. Pupil voice.	KB and SLT	Following the training and on a half termly basis after that.
A, B & C	Teachers will provide feedback to pupils through marking and intervention during the lesson to ensure progress is made and misconceptions are addressed immediately.	EEF – Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. On average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.	Lesson observations. Scrutiny of books. Ongoing training for staff on a needs basis (identified from observations and books)	SLT	Half termly pupil progress meetings.
Total budgeted cost					
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?
A	Daily reading for PP children by class teacher or TA. Or with buddy readers for younger children.	children make accelerated progress and reach ARE. EEF - Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.	Monitoring of reading journals. Observations of sessions and checking of half termly data	All staff	During weekly monitoring cycle in each phase.

B	precision spellings to support those struggling to spell age appropriate words.	Send support and Ed psych recommends this approach.	QA of the training delivered. Monitoring of the precision spelling sessions.	KB	Following training and then half termly from that point forwards.
A & C	Maths pre teaching groups will meet 2-3 times weekly to help pupils be better prepared for new concepts in lessons.	Recommended by SEND support team from entrust	Pupil voice. Attendance of SLT at pre teaching sessions	KB and SLT	Termly.
B, C & D	Opportunities within the school to support PP children (and their parents) in completing homework projects.	Previous monitoring has shown that PP children are less likely to complete their homework projects. By providing the materials and time this should address the problem. Starting in reception and nursery to set routines and strategies with parents as their children join the school.	Check that the sessions are timetabled in. Invitations sent out to targeted families to attend along with their child.	KB, NL, EE	Half termly check of attendance at these sessions. Half termly monitoring of PACT completion.
D & E	School to undertake Wellbeing project with Leeds Beckett university	Pupil wellbeing has become and increasing problem in school	Link Governor allocated to support project and review termly.	RB	.
D & E	Headteacher, will complete a range of training with Deputy Head and EYFS SENCO on accessing appropriate support to help address emotional and behavioural issues. This will be via Early Help, CAMHS and LST as well as Dove Service and support services such as NSPCC and Arch.	EEF - Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	Attendance of children (and parents) at appropriate sessions. Monitoring of PP plan (shows PP access to different services when required)	KB, RB, NL and EE	As appropriate depending on support required.
Total budgeted cost					

iii. Other approaches

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?
A, B, C D & E	All PP children will experience learning opportunities outside of the classroom as part of their Hassell Curriculum. The cost of activities and visits will be paid for by school in order to ensure pupil participation.	EEF – all children deserve a well-rounded culturally rich education. Pupil voice from last year indicated that they valued these experiences and it supported their learning.	SLT will monitor the medium term plans to ensure 'wow' days are linked to the wider curriculum.	HT and SLT	Half termly pupil progress meetings.
Total budgeted cost					

