



Pupil premium strategy statement



Objectives of Pupil Premium Spending

The Government believes that Pupil Premium 'is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most'. It is also used to support children who have been adopted, who are 'looked-after' or who have a parent in the armed forces.

At Hateley Heath Primary we use this funding to support spending which benefits eligible children within their cohorts, rather than creating individual budgets for each child. This spending significantly enhances our capacity to support children with barriers to their learning.

1. Summary information

School	Hateley Heath Primary School		Date of most recent PP Review	March 2018
Academic Year	2017-2018	Total PP budget	Date for next internal review of this strategy	September 2018
Total number of pupils	475	Number of pupils eligible for PP	£236,700	
		128 PP pupils (27%) including 3 LAC pupils (0.6%)		
Progress and attainment for PP pupils 128 pupils (27%)	Year 6 progress measures PP	End of KS2 PP	End of KS1 PP	End of KS1 All
% achieving in reading, writing and maths		40%	30%	58%
Reading	-2.71	52%	42%	68%
Writing	-1.58	44%	37%	63%
Maths	-3.27	48%	37%	68%

Whole School Pupil Premium: 128 PP pupils (27%)							Maths All	
Points progress Sept. 2017-July 2018 (Expected progress- 3 points per year)							Maths PP	3.4
Attendance figures for PP- end of year 2018							Writing All	3.1
							Writing PP	3.0
							Reading All	3.5
							Reading PP	3.2

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, emotional and mental health development (SEMH)
B.	Underdeveloped language skills
C.	Basic skills in RWM
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low attendance and persistent absence
E.	Low socio economic back grounds- home learning environments
3. Desired outcomes	
Desired outcomes and how they will be measured	
A.	To improve social and emotional development Success criteria <ul style="list-style-type: none"> Pupils learn to show respect for others Pupils share and work together more effectively Pupils become more emotionally resilient and can begin to understand and talk about their emotions Pupils are more engaged in their learning.
B.	To improve oral language skills <ul style="list-style-type: none"> Pupils learn to communicate more effectively with peers and adults Vocabulary is developed from an early age Listening skills are developed from an early age.
C.	To improve attendance for PP pupils <ul style="list-style-type: none"> Overall attendance continues to improve Persistent absence is reduced Pupils arrive to school on time.
D.	To improve how parents support their children at home <ul style="list-style-type: none"> Parents become more confident in how to support their children at home Parents have the skills to support their children more effectively Homework is an enjoyable activity for parents and children and it

4. Planned expenditure					
Academic year	2017-2018				
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	Final Review
To improve oral language skills	Whole school planning for English- includes vocab. section with focus on speaking and listening.	Whole school approach to planning to ensure that oracy skills and new vocabulary are developed as priority. This will also have an impact on reading and writing outcomes. Linked to OFSTED action within report from June 2017.	Monitoring of planning, lesson observations, learning walks, work scrutinies, pupil voice and data.	English leaders, SENDCo, WELLCOM lead.	July 2018
To improve marking and feedback for all pupils	Marking and feedback policy to be reviewed to ensure high quality feedback for all pupils. Pupils are provided with more opportunities to self/peer assess within lessons.	High quality feedback is reported by the DFE to enhance learning at a more rapid pace.	Monitoring of planning, lesson observations, learning walks, work scrutinies, pupil voice and data.	SLT- HT, DHT and AHT.	July 2018
To develop speaking and listening skills across the curriculum	Specific speech and language support for pupils who have scored low on the WELLCOM screening test (1:1 and small group sessions)	The DFE reports that high quality early intervention for pupils who have speech and language difficulties will improve early language skills.	Monitoring of planning, observations of S & L activities and data.	WELLCOM lead within school.	July 2018
Total budgeted cost					
See PP spending grid below					
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	Final Review
To improve social and emotional development	Small group activities with learning Mentor (KS2)	DFE reports that working in small groups to develop social and emotional skills will support pupil's engagement in learning.	Observations of sessions and Boxall profile evidence (measurable assessments)	Learning mentor	July 2018

To improve social and emotional development	Nurture groups with KS1 & Early Years pupils.	DFE reports that working in small groups to develop social and emotional skills will support pupil's engagement in learning.	Observations of sessions and Boxall profile evidence (measurable assessments)	Nurture lead	July 2018
Total budgeted cost					See PP spending grid below
iii. 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	Final Review
To improve oral language skills	Small group and 1:1 language support. Early intervention starting with the youngest pupils in school.	This is a higher impact strategy recommended by the DFE. Through Early intervention we ensure that we close the gap for pupil premium pupils. A WELLCOM trained TA implements 1:1 and small group programmes in school in liaison with the LA Speech and Language service. Parental involvement in this process is vital and school/home liaison happens on a regular basis.	Data shows that the gap is closing for PP pupils and ARE is rising year on year. Pupils are more confident in their oral language and members of staff are trained in other methods of communication for pupils with additional needs. Parents are more able to support their children at home and school helps them to do this effectively.	WELLCOM lead.	July 2018
Total budgeted cost					See PP spending grid below
iv. 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	Final Review
To improve basic skills in RWM	TAs (Level 3) to work with PP pupils within class to further support their learning in RWM.	Pupils have daily support within lessons to accelerate their learning. Any misconceptions are addressed readily and adult models learning effectively.	Observations, progress reports, book scrutinies, assessment data and pupil voice.	Teaching assistants working specifically with PP pupils.	July 2018
To improve basic skills in RWM	TAs (Level 3) to implement specific interventions to support the learning of RWM (basic skills).	Any gaps in learning are taught to small groups and this helps to close the gap and ultimately raise attainment for PP pupils.	Observations, progress reports, book scrutinies, assessment data and pupil voice.	Teaching assistants working specifically with PP pupils.	July 2018
Total budgeted cost					See PP spending grid below

v. 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	Final Review
To improve attendance for PP pupils	Attendance officer supports individual families to improve attendance for their children. Home visits to families where non-attendance/low attendance is recorded. Liaison with LA on a regular basis. Parent workshops on safeguarding and attendance. School does not permit term time holidays to take place and this is promoted in every newsletter and on the school website. Initiatives to encourage better attendance- prizes for 100% attendance and monthly slogans to encourage pupils to come to school. Lates are recorded every morning and there is a breakfast club facility in the school.	Research shows that good attendance supports pupils in their learning. If pupils arrive to school on time and ready to learn they will make progress and this will improve outcomes.	Attendance data is provided by the attendance officer and this is analysed weekly/half termly to inform next steps. LA provides attendance reports for the school and they support us in tackling and reducing persist absences. Pupil voice and parent questionnaires. Data reports for progress and outcomes – PP groups are tracked separately.	Safeguarding and attendance lead	July 2018
To improve how parents support their children at home	School website is updated regularly. Twitter feed and dojo information is updated regularly. Parent workshops are implemented regularly and these focus on learning with their children, safeguarding and behaviour. Parent meetings take place every term and a written report is provided for parents twice per academic year. There is a PTA within the	Research shows that pupils who receive support at home from parents have a greater potential to achieve well. If parents and the school work together, it helps to support pupils in all aspects of school life and this increases their life chances.	Pupil voice and parent questionnaires. Data reports for progress and outcomes – PP groups are tracked separately.	SLT- HT and DHT, home/school liaison lead Parent governors	July 2018

