



Pupil Premium 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.

Summary information			
School	Hateley Heath Primary School		
Academic Year	2018 – 2019	Total PPG received 2017-18	£227,340
Total number of pupils	479	Number of pupils eligible for PP	113
Amount of PPG received per pupil	£1,320	Total amount of PPG spent	£227,340
Total amount of PPG remaining	£0		
Objectives			
To raise standards in the core subjects for all disadvantaged pupils.			
To provide support systems that are robust and intervention programs for disadvantaged pupils to help improve their access to the curriculum and their life opportunities.			
To help low-income families gain access to additional funding to support their access to out of hours and off-site activities to help raise self-esteem and broaden their experiences.			
To help narrow the gap in attainment between pupil premium pupils and non-pupil premium pupils.			
To raise attainment and progress in Reading and Writing for both girls and boys.			
To help raise self-esteem and support pupils prepare for their learning, effective pastoral support is given to disaffected and disadvantaged pupils.			

Previous performance of disadvantaged pupils:17-18

Subject	National Average for all pupils % achieving ARE	School Average for all pupils % achieving ARE	School PPG % achieving ARE	Progress measures of PPG compared to NA for all pupils (0)
Reading	75%	57%	52%	-2.71
Writing	78%	50%	44%	-1.58
Maths	76%	57%	48%	-3.27

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

1. Desired outcomes

Desired outcomes and how they will be measured

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|----|---|---|
| A. | To improve social and emotional development | Success criteria |
| | | <ul style="list-style-type: none"> o Pupils learn to show respect for others |

		<ul style="list-style-type: none"> • 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 i supports children to consolidate learning.

Planned expenditure

Academic year **2018-2019**

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?
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.	March 2019
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	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.	March 2019

To improve 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.	March 2019
To improve 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.	March 2019

Total budgeted cost
See PP spending grid below

iv. 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?
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	March 2019

<p>To improve how parents support their children at home</p>	<p>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 school and there are 2 proactive parent governors.</p>	<p>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.</p>	<p>Pupil voice and parent questionnaires. Data reports for progress and outcomes – PP groups are tracked separately.</p>	<p>SLT- HT and DHT, home/school liaison lead Parent governors</p>	<p>March 2019</p>
<p>Total budgeted cost</p>					
<p>See PP spending grid below</p>					

