

1. Summary information					
School	Handcross Primary School				
Academic Year	18-19	Total PP budget	£34,320	Date of most recent PP Review	Jan 18
Total number of pupils	236	Number of pupils eligible for PP	26 (11%)	Date for next internal review of this strategy	Sep 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths KS2	43%	70% (NA), 75% (our school)
% achieving expected standard or above in reading, writing & maths KS1	50%	63% (NA), 55% (our school)
% making expected progress in reading (as measured in the school)	78%	73% (our school)
% making expected progress in writing (as measured in the school)	66%	71% (our school)
% making expected progress in mathematics (as measured in the school)	74%	71% (our school)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment gap between PP children and non PP children: outcomes demonstrate gap in RWM combined skills for disadvantaged children
B.	Social and emotional needs: More children eligible for Pupil Premium require pastoral, behaviour and welfare support, due to significant gaps in their personal development, which means they are not emotionally ready to learn and require significant support in this area
C.	Financial barriers limiting access to extra-curricular activities which impact on self-esteem / enjoyment of school/ development of new skills.
External barriers	
D.	Home circumstances affecting aspirations/ Parental engagement / home learning environment
E.	Poor attendance having a detrimental effect on the academic progress of pupils

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
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A.	Social and emotional needs addressed so that children are able to learn: emotional progress through Thrive assessments leading to improved attainment.	Targeted learning mentor support is in place. Thrive assessments show progress in the emotional wellbeing of PP pupils Behaviour systems in place/ measured/ reduced
B.	Attainment gap between PP children and non PP children: outcomes demonstrate accelerated progress and PP children are in line or exceed non PP.	Accelerated progress evident for PP children in core areas. - Data in line with non PP chn
C.	PP pupils will have the access to enrichment opportunities and develop self-esteem / enjoyment/ new skills/ access to extra-curricular activities.	Percentage of children attending extra-curricular activities/ accessing enrichment activities PP children take part in enrichment workshops to develop talents.
D.	To engage parents in school life parents by providing strategies to support their child's learning/ emotional well-being.	Improved home school partnership/ increased attendance at parents evenings/ workshops / meetings with teachers, increase in homework completed through parents being given tools support learning at home.
E.	PP children's attendance will be in line with non PP children's.	Attendance of PP chn has increased from same point in 2017/18

5. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you 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?
Improve percentage of children who achieve combined ARE Attainment gap between PP and non PP is closing (Reading and Writing).	Accelerated reader implemented to increase quantity and quality of reading time and improve repertoire of books Staff training on teaching English / Maths curriculum	EEF identifies the Accelerated reader as a promising project which has particular benefit to PP children. Wide reading has impact on both reading and on writing due to exposure to richness of vocabulary A co - ordinated, focussed approach to Maths and English teaching will	Improved data outcomes – RWM combined at National Monitoring (incl observations, book scrutiny, pupil premium conferencing) will have focus on differentiation for PP chn and show 'good' in- class provision	Head / DH English/ Maths lead	Termly

	<p>Support from West Sussex to develop English Curriculum, with particular focus on writing</p> <p>Staff training on Maths – including developing use of White Rose resources / reasoning / problem solving, TTRockstars to develop fluency re times tables</p>	<p>enable staff to teach successfully, resources will inspire children and they will make accelerated progress</p>	<p>Track the completion rates of times tables scheme (TT Rockstars)</p>		
<p>Social and emotional needs addressed so that children are able to learn.</p>	<p>Learning Mentor dedicated support: Implement a whole school Thrive approach to supporting children emotionally with specific programmes for individual children</p> <p>Introduce whole school behaviour systems to ensure children understand boundaries as well as achieve success: e.g. CPOMS</p>	<p>Research undertaken by NFER identifies effective behaviour strategies as being one of the most effective ways to support disadvantaged children</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Whole class Thrive assessments conducted and Thrive class action plans devised for circle time/tailored PSHE lessons</p> <p>Whole school Thrive CPD sessions</p> <p>Staff survey shows 100% of staff understand the Behaviour and reward systems used</p> <p>Behaviour audit identifies strong systems in place which are having a positive effect on behaviour</p>	SB	Termly
Total budgeted cost					£16,000
i. 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?

Rapid closing of attainment gap between PP and non PP in Maths and English	Purchase Lexia and Dynamo intervention programme, train key staff on interventions for closing the gap train staff to deliver the programmes effectively to enable children to catch up Individual reading for PP children	Intervention programmes have a proven track record of gap analysis to ensure accelerated progress through targeted support Teacher or TA provision of intensive support to target specific needs is shown to have a positive impact on progress.	Chn to make desired progress within the Lexia and Dynamo individual progress tracker that translates into an enhanced proportion of chn achieve ARE ILP targets achieved/ PPPP targets achieved Progress and attainment tracking data Work scrutiny	DH Individual teachers	Termly
Total budgeted cost					£15,000, incl TA costs
ii. 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 develop self-esteem / enjoyment/ new skills/ aspirations/ access to extra-curricular activities.	Financial support to attend clubs/ trips Pupil conferencing to discuss what will help PP children learn Targeted workshops to enable PP children to succeed and achieve their goals	Green Paper on emotional well-being and impact on ability to learn EEF data	Monitoring of Pupil well-being through PP conferencing/ Survey/ Thrive data/ one page profiles Improved access to/ attendance at clubs/ targeted workshops	DH PE lead	Termly
To provide parents with opportunities and strategies to support their child's learning/ emotional well-being.	Parent workshops for reading, maths etc. (accessed by all parents but PP parents targeted specifically) Home school communication	Across 50 studies, parental involvement was positively associated with achievement. Socialization had the strongest positive association with achievement. (Dr Hil 2017)	Monitoring of contact of PP parents with school staff and attendance at school events such as parents evening. Monitoring of TT Rockstars/ spellodrome/ Lexia/ dynamo data	Teachers DH LM	Termly

	Solihull Parenting course Online homework support: targeted				
To improve attendance for PP children.	Breakfast Club offer for PP pupils with attendance issues to ensure they are at school on time and ready to learn Office/ LM to target and address attendance issues quickly	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Office staff to have responsibility for monitoring PP attendance and liaising with PP lead/ produce reports showing improvement in attendance PP lead, office staff, LM, head etc. will collaborate to ensure PP attendance issues tackled / provision and school processes work smoothly together. PP attendance is at least in line with school non PP attendance	Office staff (MV) LM DH	Daily attendance monitoring to tackle current concerns Monthly reports

Total budgeted cost £3500 (Slight overspend)

6. Review of expenditure

Previous Academic Year

2017-18

i. Quality of teaching for all

Action	Intended outcome	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						
TA and Teacher led interventions and in-class support for identified pupil premium children.	To improve key maths and literacy skills of pupil premium so they achieve age related national expectations and / or make good or better progress	<p><u>Maths Attainment</u></p> <p>The table below shows any change in the number of children attaining expected standards and greater depth standard in Maths from June 17 to June 18:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>EXS (number of children)</th> <th>GDS (number of children)</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td></td> <td></td> </tr> </tbody> </table>		EXS (number of children)	GDS (number of children)	Year 1			Although some impact was seen across the school, research into more effective ways of improving progress needs to be done to ensure that all PP children are closing the gap.	£18,224
	EXS (number of children)	GDS (number of children)								
Year 1										

	from their starting point.	<table border="1"> <tr> <td>Year 2</td> <td>+1</td> <td>+1</td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td>+2</td> <td></td> </tr> <tr> <td>Year 5</td> <td>-1</td> <td></td> </tr> <tr> <td>Year 6</td> <td>+3</td> <td></td> </tr> <tr> <td>Whole school PP</td> <td>+5</td> <td>+1</td> </tr> </table>	Year 2	+1	+1	Year 3			Year 4	+2		Year 5	-1		Year 6	+3		Whole school PP	+5	+1		
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<p>Apart from in Year 5, the number of PP children attaining these standards remained the same or increased during the year.</p> <p><u>Maths Progress</u></p> <p>74% of PP children made 6+ steps of progress in Maths. This is compared to 71% of Non PP children making the same amount of progress.</p> <p><u>Writing Attainment</u></p> <p>The table below shows any change in the number of children attaining expected standards and greater depth standard in Writing from June 17 to June 18:</p> <table border="1"> <thead> <tr> <th></th> <th>EXS (number of children)</th> <th>GDS (number of children)</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td>+1</td> <td>+2</td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> </tr> </tbody> </table>		EXS (number of children)	GDS (number of children)	Year 1			Year 2	+1	+2	Year 3												
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ii. Targeted support

Action	Intended outcome	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
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Learning Mentor Support	Learning mentor sessions will offer pupil premium children the chance to remove any emotional barriers to their learning. Learning mentor will also work with pupil premium parents to ensure a consistent approach.	9 PP children benefited from Learning Mentor support in order to break down emotional barriers to learning.	Currently, the school does not have a system to track progress of emotional development. Next year, the THRIVE programme will be looked into in order to review progress systematically.	£2000
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iii. Other approaches

Action	Intended outcome	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
Financial support for accessing out of school clubs and running extra-curricular clubs to enrich provision for pupil premium children.	Pupil premium children have the opportunity to participate fully in extra-curricular activities.	Funded trips enabled PP children to take part in enriching opportunities.	This provision could be extended further in 2018-19 to enable children to attend a wider range of extra-curricular clubs.	£3000