

HAYES MEADOW PRIMARY SCHOOL

Be the Best We Can Be



Pupil Premium Strategy Statement 2017/18

1. Hayes Meadow Primary School – Pupil Premium Strategy Statement

Academic Year	2017- 2018	PP budget	£45,000
Total number of pupils	197	Number of pupils eligible for PP	18

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers	
A.	Low prior attainment for all year groups especially Year 2,4,5.
B.	Attainment in spelling and grammar is a weakness across school.
C.	Although outcomes for PP pupils are improving there is still a difference to the National data.
External barriers	
D.	Attendance rates for PP pupils are improving but are not in line with other pupils at Hayes Meadow

3. Desired Outcomes

Success Criteria

A.	Rapid progress in targeted Year groups (2,4,and 5)and all Year groups in R,W,M	<ul style="list-style-type: none"> • Pupils eligible for PP make good progress across school and reach or exceed the end of year expectations for their Year group in reading, writing and maths. • Pupils eligible for PP make rapid progress due to timely interventions demonstrated through individual performance indicators. • Monitoring through observations, work scrutiny and moderation processes demonstrate pupils are making the expected or better progress and achieving the same or better rates than their peers.
B.	Improve children’s emotional well-being, resilience and independence.	<ul style="list-style-type: none"> • Improved social and emotional well-being for pupils in school resulting in positive earning behaviours. The pupil questionnaire shows a positive response for all pupils. • Improved social skills and communication through targeted intervention by external agencies including speech and language therapists. • Create purposeful, exciting learning opportunities for pupils through the enriched curriculum so that all children have equal access to these opportunities.

		<ul style="list-style-type: none"> Continue to further develop the understanding of the school values to improve resilience and determination and increased independence. Ensure vulnerable pupils access Forest School provision during the Year to improve independence, communication and resilience skills.
C.	Increase attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> Reduce the amount of absence among pupils eligible for PP to at least 96%.

4. Planned Expenditure					
Academic Year		2017-18			
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?	Who is responsible?	When will it be reviewed?
<p>Improve rates of progress so that all pupils eligible for PP are able to achieve or exceed the end of Year expectations for their Year group.</p> <p>Children make accelerated progress to be in line with 'other' pupils nationally and at Hayes Meadow.</p>	<p>Staff meeting/ INSET</p> <p>Curriculum updates/ training providing challenge for all pupils</p> <p>TA CPD</p> <p>Additional teacher/ TA to provide targeted intervention</p> <p>TAs to support English and Maths lessons</p> <p>Additional responsibility for leading PP pilot project in school with the LA.</p>	<p>% of PP pupils achieving end of year expectations in 16/17 increased across school. However this is still not in line with the national data or with other pupils at Hayes Meadow.</p>	<p>Staff meetings/ INSET to deliver training.</p> <p>Increased expectation.</p> <p>Monitoring through observations, work scrutiny, pupil discussion.</p> <p>TA meetings</p> <p>Regular impact/pupil progress meetings with staff</p> <p>Moderation meetings with subject leaders.</p>	<p>Mr T Yates</p> <p>Mrs P Gilbert</p> <p>Mrs S Sivieri</p>	<p>Each half term.</p>
<p>Continuing to provide quality first teaching across school to be consistently good or better.</p>	<p>Staff training.</p> <p>Bespoke consultants support for core subjects.</p> <p>Redesign leadership structure roles and responsibilities.</p> <p>Phonics/ SPAG training.</p> <p>Greater Depth in Reading, writing and maths.</p>	<p>Teaching is further improved across school and Pupils requiring additional intervention are identified quickly. Quality interventions are taught daily. Teaching and learning cycle is embedded.</p>	<p>Staff meetings/ INSET to deliver training.</p> <p>Increased expectation.</p> <p>Monitoring through observations, work scrutiny, pupil discussion, learning conversations.</p> <p>Regular impact/pupil progress meetings with staff.</p>	<p>Headteacher and SLT</p>	<p>Each term or more frequently for targeted year groups.</p>

Total budgeted cost £15,000

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?	Who is responsible?	When will it be reviewed?
<p>Pupils to make accelerated progress in reading, writing and maths – at least 80% of pupils to achieve age related expectations and 20% to exceed expectations by July 2018.</p> <p>Teachers are expected to identify pupils requiring support quickly and ensure they are taught the understanding, skills and knowledge required to achieve the expected standard.</p>	<p>Intervention programs delivered daily in small group and 1:1 sessions.</p> <p>Pre teaching sessions for targeted pupils at the start of each day with the classteacher. (parents on board)</p> <p>TAs and Teachers delivering intervention programs from EYs to Year 6.</p> <p>Specific resources to be purchased to support interventions.</p>	<p>Some pupils require specific intervention strategies to ensure they make progress in line with others nationally. Some pupils who are eligible for PP do not achieve the expected standard at the end of the Year. Some pupils are capable of exceeding the end of year expecations.</p>	<p>Organise timetables to maximise time in school and use TAs and teachers to deliver intervention programs.</p> <p>Monitor effectiveness through observation, work scrutiny and scrutiny of intervention records.</p> <p>Additional timetabling to enable teachers to target misconceptions immediately with pupils or provide additional challenge.</p> <p>Pupil progress meetings with teachers and DHT.</p>	<p>P. Gilbert T. Yates S.Sivieri</p>	<p>Each Half Term</p>
<p>Pupils to make accelerated progress and achieve at least age related expectations.</p>	<p>Small group tutoring sessions in the mornings with additional teacher support.</p>	<p>Ensure standards for pupils eligible for PP are in line with others nationally.</p>	<p>Monitor and liaise with the teacher delivering.</p>	<p>Headteacher</p>	<p>Each half term</p>
<p>Pupil's attainment in Reading, writing and communication to improve.</p>	<p>Small group and 1:1 speech, language and communication sessions from an external practitioner in EYFS to ensure pupils start Reception and Year</p>	<p>Ensure pupils are able to communicate effectively and for this to have a positive impact on reading and writing standards.</p>	<p>Monitoring and discussions with practitioner. Monitor records and standards at pupil progress.</p>	<p>Headteacher</p>	<p>Each half term.</p>

	One at the ready for the curriculum.				
Total budgeted cost					15,000

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?	Who is responsible?	When will it be reviewed?
Increased attendance rates for pupils eligible for PP.	Funding for vulnerable pupils to attend breakfast club and other out of school hours activities.	Pupils have structured opportunities to develop social and communication skills, arrive at school on time and therefore has a positive impact on standards of work and learner behaviours and attitudes.	Targeted support for identified families. Keep records of attendance at clubs to ensure all pupils are able to access.	S. Clarke B. Pinnock	Each half term.
Improve pupil's emotional well-being, resilience and independence.	School visit/ residential part funded. Speech and language project with Nursery pupils and therapist. Funding resources needed. External therapist to work with groups of pupils on social skills. Whole school focus on values – weekly assemblies. Non –contact time for SENCo to liaise with outside agencies on individual cases. Deputy Head to lead Forest School Provision.	Improved social and emotional well-being for pupils in school – resulting in a positive impact being ready to learn.	Monitor pupil well-being and behaviour and also monitor whether improvement translates into achievement.	B.Pinnock N.Morgan S.Sivieri	Each half term
Improve pupil's emotional well-being and ability to socialise with their peers.	Support at lunch and breaktimes for individual and groups of pupils.	Improved social and emotional well-being for pupils in school – resulting in	Monitor pupil well-being and behaviour and also monitor whether improvement	B.Pinnock	

	<p>Training for lunchtime leaders.</p> <p>Training for midday supervisors.</p> <p>New equipment purchased for pupils to develop these skills outdoor.</p>	<p>a positive impact being ready to learn.</p> <p>Some pupils are further empowered to be able to lead sessions.</p>	<p>translates into achievement.</p>		
				Total budgeted cost	15,000