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| **1.** **Summary information:** | | | | | |
| **School** | Hedworthfield Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £136,500  EYFS: | **Date of most recent PP Review** | 2015 |
| **Total number of pupils (Sept 18)** | 213 | **Number of pupils eligible for PP (Sept 17)** | 89 | **Date for next internal review of this strategy** | February 2019 |

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| **1.** **Review of expenditure:** | | | | |
| **Academic Year: 2018-19** | | | | |
| **i.** **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **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** |
| **Improve attainment at the end of KS2 for disadvantaged pupils in reading to 75%**  **Improve the % of disadvantaged boys reaching ARE by 15%.** | Reduction of class size in upper KS2 through employment of an additional teacher TLR  £45,493 | The reduction in class size undoubtedly has an impact on the attainment of all children. Teaching and learning was observed to be outstanding with the time spent with a class teacher significantly increased for those targeted children. Attainment of boys without EHCP was good. KS2 reading, without ARB, was 80% at ARE. This was a significant close in the gap. | Although a significant expenditure of pupil premium the additional teacher provided a significant impact on the attainment of all pupils and especially those who were disadvantaged. | £34,749 |
| Targeted teaching to close gaps for individuals in reading.  £20,371 (non teaching DHT ⅓ of time table intervention teaching.. Timetables teaching and quality teaching first | Gap in year 3/4 data for higher standard reading is positive with 29% of all PP students being HS. Reading gap has improved for girls to 67% but PP boys remains low and the gap is significant. This is due to the number of PP boys who are also SEND (without ARB)  Individuals for readings were targeted to close the gap. Reading interventions were completed and the progress tracked. In addition to DHT’s identified readers, senior leaders also took responsibility for reading intervention. | Unforeseen changes to the timetable for the DHR had some impact on the frequency of interventions. To overcome this in the future tighter time table arrangements need to be in place. | £0 |
| Reduction of cost for enhancement visits to set the scene for learning. | Reducing the cost of educational visits in school to allow greater opportunities to engage learners.  £5000 | Engagement in learning was high as evidenced in our LA external review. All pupils attended all educational visits. All disadvantaged pupils in year 6 attended the residential trip to Thurston at a reduced cost. | Continue to provide this opportunity for children and ensure a wider curriculum is experienced.  Learning on and from a field trip is no longer seen as simply an extension or improvement of classroom teaching, but as a valuable supplement and addition to classroom instruction, as well as an excellent way to prepare students for future learning ([Hofstein & Rosenfeld, 1996](https://www.tandfonline.com/doi/full/10.1080/10645570802355562) | £0 |
| To reduce the impact of low speech and language skills in EYFS and KS1 through ICAN interventions | Across the federation a joint project to undertake the ICan Accreditation for Ican school, implement systems and processes and develop a network of training opportunities. This is sustainable and will continue to impact from previous years spend.  Inhouse training  Linked to SEND funding. | I CAN delivered to pupils. Those who accessed the sessions were able to make better progress than peers.  This is further supported through the intervention programme delivered by a speech and language therapist. | Continue ICAN> CS 1 month salary. Reduce to £2000 | £5000 |
| **ii.** **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **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** |
| **Improve attainment at the end of KS2 for disadvantaged pupils in reading to 75%** | 1:1 tuition for target individuals (4 in 2018-19 cohort reading/ 6 in maths Yr6  £5000  DHT target y3/4-6 in maths / 7 in reading | 91.8 achieved. Two disadvantaged pupils joined in year 6 who did not reach ARE.  Year 3 and 4 interventions were delivered within personalised learning. High level focus was given to reducing gaps within reading and maths. Gap in reading continues to be evident however maths gap was reduced to -6% | 1:1 tuition is very successful and is a strategy which allowed some children to make the expected progress but not all. Greater care is required to ensure the focus of the tuition. is suitable to move children's learning on. | £5000 |
| Improve attainment in reading across school so disadvantaged pupils particularly disadvantaged boys attain in line with non disadvantaged pupils. | Targeted individual reading programmes focusing on teaching comprehension.  £44,194 (RK, AH, AA, CM) FT TA in years 4, 5 and 6 peer to peer reader in breakfast club and story time.  Non- pupil premium funded. timetabled | Targeted interventions were successful for the majority of children although the programme was not demonstrating success in the first half of the year. Adaptations made by the literacy lead and further training for staff ensured successful outcomes for 87% of target pupils.  Peer to peer reading was a success with children reporting enjoying sessions in reading. | Continue approach with targeted changes. |  |
| KS1 and y3 Daily phonics intervention for targeted pupils  £3000 | Intervention was successful for year 1 pupil although significant SEND needs in cohort (2 diagnosed and 5 under assessment with CYPS) has resulted in a lower pass rate than usual. Year 3 personalised learning includes a phonics focus for those pupils who are still requiring support in this area. | Continue with support. |  |
| **EYFS PP**  To close the disadvantaged gap in communication, language and learning by the end of reception | Speech and language therapist (not linked to language unit) provides targeted support to pupils with a priority on disadvantaged pupils. 1 day per week.  £3160 | 9 pupils seen who were disadvantaged. 6 made significant progress. 3 referred for ASD assessment with some progress.. | This is an effective use of money as it supports the identification of SEND for pupils and provides access to appropriate services. It also supports the clastersacher in meeting children's needs further. | £3000 |
| **Improve attainment at the end of KS2 for disadvantaged pupils in reading to 75%** | 1:1 tuition for target individuals (4 in 2018-19 cohort reading/ 6 in maths Yr6  £5000 | 9 targeted. 7/9 passed ARE in both reading and maths (i child difference) Combined 6/9 | Successful strategy which made the difference to pupils who undertook. Increase this strategy with the loss of an additional teacher in 5/6  Budget £6000 | £3000 |
| **iii.** **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **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** |
| Improve attendance so disadvantaged attendance is in line with non disadvantaged and above 95% | Inclusion manager per week will monitor attendance, send out reminder letters, liaise with the LA attendance team for fines and enforcement.  Call and collect service.  £12,584 | Disadvantaged attendance was 95.67% this is an improvement on the previous year. Without medical appointments this increases further and reflects the additional needs of the disadvantaged pupils across school.  The profile of attendance has significantly improved over the year. This strategy was revised with children now gaining recognition for each half term of 100% attendance. This means children are more motivated to improve attendance even if they have missed soek time early on in the year. | We will continue with the approach of targeting attendance for disadvantaged pupils. The improvement over the terms is evidence and will filter through longer term.  The revised strategy will continue in September. | £12,584 |
| Reward pupils for 100% attendance and most improved attendance .  £10 vouchers for 100% attendance and most improved attendance  £600 | £600  Increased to £2000 |
| Use of external agencies to support persistent absenteeism.  Outreach support.  Attendance at review meetings.  £250 | 19 fines issued. No budget was allocated for this service but is charged at £60 per hour. It was very beneficial to school and supported with a persistent absenteeism to provide home tution. | Continue the support.  1 pupil who was targeted by school and authority was fined £600 in total however this had a significant impact on attendance form february half term onwards and the child was then targeted with 1:1 tuition, boosters and HQTF and reached combined ARE form a prediction of not reaching ARE. | As and when need to budget £300 next year |
| Personal budget allocation | This section is used to ensure individuals have equal and fair access. This fund is flexible  £2000 | Personal budget has been spent on:  Clothes.  Trips  Transport costs  Support to flee DV. | Continue to provide an emergency fund which has been beneficial to children and families at times of great need. |  |