

Hartshorne CE Primary School Pupil premium strategy statement



1. Summary information					
School	Hartshorne CE Primary School				
Academic Year	2016/2017	Total PP budget	£60,720	Date of most recent PP Review	N/A
Total number of pupils	104	Number of pupils eligible for PP	37	Date for next internal review of this strategy	January 2017

2. Current attainment		
	<i>Pupils eligible for PP (7)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	14%	57%
% making progress in reading	6%	7%
% making progress in writing	7%	7%
% making progress in maths	7%	7%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low levels of entry of PP pupils particularly in communication, literacy, language and social and emotional development
B.	Mobility of pupils with PP into the school with additional needs
C.	Large majority of PP children are on SEN register, have Multi Agency Team involvement and are mobile
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance for PP children
E.	Some home learning environments lack support for pupils to develop their language and social skills

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language skills for pupils eligible for PP <ul style="list-style-type: none"> HLTA in KS1 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system) HLTA in KS2 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system) TA to provide Talk Boost interventions in KS1 and LKS2 (Talk Boost has a starting point assessment and an end point assessment that is numerical to show progress) 	PP children to be at expected standard in speaking and listening by the end of each year and to apply their vocabulary into their writing to ensure PP with no SEN are at the expected standard in reading, writing and maths

<p>B.</p>	<p>Improve social and emotional skills for pupils eligible for PP</p> <ul style="list-style-type: none"> • TA employed to provide nurture and positive play and ensure every vulnerable child engages in school life (Boxhall profile used pre and post to measure as well as the Leuven Involvement Scale pre and post) • Growth Mindset approach developed in school measured via staff questionnaire pre and post for the academic year 	<p>PP children including those with SEN and MAT involvement engage in school life and develop social and emotional skills appropriate for their age in order to being to access the curriculum</p> <p>PP children will feel more positive at making mistakes as the school will promote it is ok to make mistakes and that we learn from them Workshop for UKS2 to develop a growth mindset and team building skills that include resilience when mistakes are made</p>
<p>C.</p>	<p>Increase the number of PP children achieving the expected standard in RWM at the end of the academic year</p> <ul style="list-style-type: none"> • Use starting points from iTrack and use half termly pupil progress meetings to measure the progress. Lesson observations will also form part of the measurement as teaching that is Good or better is only acceptable 	<p>Children at the expected standard in reading, writing and maths is in line with or above national floor standards at 65% except for those children with SEN that would not allow this</p>

5. Planned expenditure

Academic year

2016-2017

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?
Improve language skills for all pupils	<p>HLTA in KS1 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>HLTA in KS2 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>TA to provide Talk Boost interventions in KS1 and LKS2 (Talk Boost has a starting point assessment and an end point assessment that is numerical to show progress)</p>	<p>“Maximising the Impact of TAs” suggests when used effectively to support teaching and learning pupils gain greater progress and better outcomes. This also links with The Sutton Trust and Education Endowment Foundation (EEF) that TAs and HLTAs should be used to support learners who they are trained to support. If the teacher gives QfT to the children who need it more e.g. SEN and lower achievers from their initial starting points</p> <p>Talk Boost is a targeted and evidence-based intervention, which supports language-delayed children aged 4-7, to make significant progress with their communication skills. It is part of a wider programme A Chance to Talk (ACTT) designed to improve primary school pupils’ speech, language and communication. ACTT does this through whole school approaches, targeted interventions and specialist support across Waves 1, 2 and 3.</p>	<p>SENCo support with interventions Full staff training in staff meetings for TAs and teachers Achievement team meetings for TAs to discuss best practice Timetables for interventions based on pupil progress meetings and followed up each half term by SLT</p> <p>Teaching staff will identify relevant children for the intervention project. These will be children with language delay. This will be defined using inclusion criteria that describes children who have immature language for their age, for example, poor vocabulary, immature sentences or insufficient language for learning, play or socialising. This will be timetabled by a trained TA. The 10-week intervention programme has been developed to include:</p> <ul style="list-style-type: none"> • 30 sessions of activities; around 4 activities in each session • Picture materials and games developed to support the sessions • Some simple follow up activities for the whole class (including materials to support) 	<p>Assistant Head and SENCo</p> <p>English Leader</p> <p>Headteacher</p> <p>Trained TA</p>	<p>Half termly October 2016 December 2016 February 2017 March 2017 May 2017 July 2017</p> <p>After the 10-week programme (March 2017). This will be repeated for another group of identified children that have been a cause for concern in the meantime</p>

			<ul style="list-style-type: none"> • Some simple follow up activities for parents/carers • Monitoring and evaluation documentation 		
Total budgeted cost					26,857
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	When will you review implementation?

<p>Improve language skills for pupils eligible for PP</p>	<p>HLTA in KS1 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>HLTA in KS2 for English and maths interventions focusing on PP pupils (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>TA to provide Talk Boost interventions in KS1 and LKS2 (Talk Boost has a starting point assessment and an end point assessment that is numerical to show progress) Focus on PP children first</p>	<p>“Maximising the Impact of TAs” suggests when used effectively to support teaching and learning pupils gain greater progress and better outcomes. This also links with The Sutton Trust and Education Endowment Foundation (EEF) that TAs and HLTAs should be used to support learners who they are trained to support. If the teacher gives QfT to the children who need it more e.g. SEN and lower achievers from their initial starting points. This also includes children eligible for PP. The TA and HLTA to support higher achievers so the teacher can focus on PP children. This is also a Derbyshire approved intervention</p> <p>Talk Boost is a targeted and evidence-based intervention, which supports language-delayed children aged 4-7, to make significant progress with their communication skills. It is part of a wider programme A Chance to Talk (ACTT) designed to improve primary school pupils’ speech, language and communication. ACTT does this through whole school approaches, targeted interventions and specialist support across Waves 1, 2 and 3.</p>	<p>SENCo support with interventions Full staff training in staff meetings for TAs and teachers Achievement team meetings for TAs to discuss best practice for PP children Timetables for interventions based on pupil progress meetings and followed up each half term by SLT</p> <p>Teaching staff will identify relevant children for the intervention project focusing initially on PP children. These will be children with language delay. This will be defined using inclusion criteria that describes children who have immature language for their age, for example, poor vocabulary, immature sentences or insufficient language for learning, play or socialising. This will be timetabled by a trained TA. The 10-week intervention programme has been developed to include:</p> <ul style="list-style-type: none"> • 30 sessions of activities; around 4 activities in each session • Picture materials and games developed to support the sessions • Some simple follow up activities for the whole class (including materials to support) • Some simple follow up activities for parents/carers 	<p>Assistant Head and SENCo</p> <p>English Leader</p> <p>Headteacher</p> <p>Trained TA</p>	<p>Half termly October 2016 December 2016 February 2017 March 2017 May 2017 July 2017</p> <p>After the 10-week programme (March 2017). This will be repeated for another group of identified children that have been a cause for concern in the meantime</p>
Total budgeted cost					26,857
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?	Staff lead	When will you review implementation?
Improve social and emotional skills for pupils eligible for PP	TA employed to provide nurture and positive play and ensure every vulnerable	The Positive Play support programme can help children feel special, help them to express and communicate their feelings, feel good about themselves, raise their self-	Two members of staff to be trained by the positive play team from Derbyshire.	HLTA TA	Half termly December 2016 February 2017

	<p>child engages in school life (Boxall profile used pre and post to measure as well as the Leuven Involvement Scale pre and post)</p>	<p>esteem, and improve their social skills in a reliable, safe and supportive environment. Positive Play aims to:</p> <ul style="list-style-type: none"> • allow young people a space to express and communicate feelings and difficulties in their lives, through a variety of media in constructive rather than aggressive ways and in a safe non-threatening environment • help young people feel good about themselves, and raise self-esteem by providing activities that look at their strengths and by valuing what they do and making it special • provide a non-authoritarian, supportive, reliable, safe, unconditional relationship within the school and other settings • provide some of the early experiences that might (may) have been missed but which are necessary for formal education and social interaction • help young people acquire the complex range of life skills needed to achieve their full potential. <p>The programme has been evaluated by Sheffield Hallam University and found to be an effective early intervention tool in supporting children, raising their self-esteem, enabling them to access the curriculum, and so achieve their potential. Ofsted defined the Positive Play support programme as 'An early intervention tool, reducing disaffection and encouraging inclusive education'.</p> <p>The pioneering programme is so successful it has been shared with schools in Norfolk, Swansea, Melton Mowbray, Rotherham and Doncaster.</p>	<p>Timetables to be created for positive play activities by two TAs that have been trained. Children identified by class teachers and TAs based on their academic achievement as well as their emotional and social well being</p> <p>Monitoring the outcomes from each session by looking at the planning</p>		<p>March 2017 May 2017 July 2017</p>
<p>Growth Mindset approach developed in school measured via staff questionnaire pre and post for the academic year</p>	<p>Growth Mindset attitude modelled by all staff. Becomes part of the ethos of the school that it is ok to make mistakes and learn from them</p>	<p>Growth Mindset is the idea Professor Carol Dweck, the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Dweck has conducted a lifetime's research into mindsets and established an opposition between a fixed mindset (the belief that intelligence is fixed) and a growth mindset (the belief that intelligence can grow). The differences Dweck establishes are well illustrated in this helpful infographic by Nigel Holmes. https://chrishildrew.wordpress.com/2014/03/21/becoming-a-growth-mindset-school/</p>	<p>Signs and symbols of a positive attitude The use of the word "yet" for children and parents Golden assembly, although based on a Christian value theme to include the positivity and effort children have shown in their learning.</p>	<p>Headteacher Assistant Headteacher</p>	<p>Half termly in books and questionnaires for children</p>
Total budgeted cost					9954

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk