

Pupil premium strategy statement

| 1. Summary information | | | | | |
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| School | Hexthorpe Primary | | | | |
| Academic Year | 2017-18 | Total PP budget | £281,160 | Date of most recent PP Review | 12 th January 2017 |
| Total number of pupils | 506 | Number of pupils eligible for PP | 210 | Date for next internal review of this strategy | September 2018 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP</i> |
| % achieving expected standard in reading, writing and maths | 16% | 50% |
| % achieving expected standard in reading | 16% | 62% |
| % achieving expected standard in writing | 42% | 77% |
| % achieving expected standard in maths | 32% | 58% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Some pupils have Social and Emotional Mental Health Needs - Low self-esteem and self-confidence is an issue for many pupils and can impact on academic progress |
| B. | Behaviour issues linked to attachment for a small group of pupils |
| C. | Low ability and poor communication difficulties on entry; pupils with limited language, poor speaking and listening skills as well as pupils with low attainment on entry |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence. |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | For children to undertake activities to raise their self-esteem and self-confidence. | Access to enrichment activities/ residential visits to increase confidence, self-esteem and communication / interaction. Impact measured through improved outcomes in Thrive |
| B. | For children's behaviour not to have a detrimental effect on their academic progress through support from mentoring and additional adult support. | Fewer behaviour incidents recorded for these pupils on the school system. |
| C. | For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills –increasing their access to all learning | Improved outcomes in literacy. |

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| D. | For engagement in learning to increase | Impact measured through improved attendance and outcomes in Thrive Profiling |
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| 5. Planned expenditure | | | | | |
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| Academic year | | 2017-2018 | | | |
| 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? |
| For children to undertake activities to raise their self-esteem and self-confidence. For children's behaviour not to have a detrimental effect on their academic progress. | Increase number of lunchtime support staff & provision/ activities for pupils £8600 | Pupil voice questionnaires stated that children wanted more interesting things to do at break times. The last Pupil Voice questionnaire evidenced that pupils felt safe in school. Lunchtime staff are to interact with pupils on activities. | Tracking of the outcomes of pupils accessing sessions – this will be analysed through: <ul style="list-style-type: none"> Decreased behaviour incidents recorded through CPOMs Positive response from pupil voice questionnaires | KG | September 2018 |
| For children with communication difficulties and low literacy attainment on entry to be able to develop quickly in their literacy skills enabling access to the wider curriculum. | Talk for Writing £5000 Shared Reading £22000 ELKLAN Speech and Language approach £1000 Read Write Inc £1000 Widgit Communicate in Print £1000 | The 'Talk for Writing', Elklan and 'Read, Write Inc' were in place in the previous year. In 2016/17, writing attainment improved at KS1 and writing progress improved at KS2. Shared reading approach has been introduced – this approach has been found to make a positive impact on reading http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1292&context=reading_horizons Widgit Communicate in Print - Symbols are images which are used to support text, making the meaning clearer and easier to understand. They provide a visual representation of a concept. Symbol Sets often follow a schematic structure, or set of design 'rules', that help the reader independently grow their own vocabulary. https://www.widgit.com/symbols/index.htm | Data analysis to ensure improved outcomes in assessment for literacy. | CJ | September 2018 |

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| <p>For engagement in learning to increase (through participation in additional enrichment activities)</p> | <p>After School Clubs (Sports provision –gymnastics and Street Dance – ActivePro Creative Dance Academy £870 Dodgeball – Excite £1200</p> <p>Breakfast Club / After school club (Year 6) £10000</p> <p>Subsidised residential visits £4500</p> <p>Enhanced provision in Music, Computing and MFL (Teach 24) £36000</p> <p>Peripatetic music £7450</p> | <p>Improved attendance for children in receipt of the pupil premium (from 91.4% to 92.6%) last year.</p> <p>The Benefit of Sport is outlined at; https://www.sportengland.org/research/benefits-of-sport/</p> <p>The internal music specialist is a qualified teacher and is quality assured in line with teacher standards. The external music specialist is quality assured by Doncaster Music Services.</p> <p>Sally Goddard Blythe, a consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology supports the link between singing and developments in language skills in her book, <i>The Genius of Natural Childhood</i>.</p> | <p>Data analysis to ensure the improved attendance data and improved outcomes in learning.</p> | <p>CJ</p> | <p>September 2018</p> |
| <p>For children to undertake activities to raise their self-esteem and self-confidence.</p> <p>For engagement in learning to increase through increased quality of teaching and learning</p> | <p>IRIS system to improve quality of teaching and learning. £2500</p> <p>Precision Teaching £1000</p> | <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning will impact on the outcomes of disadvantaged pupils.</p> <p>http://onlinelibrary.wiley.com/doi/10.1002/bin.1418/abstract Research shows that Precision Teaching demonstrates an impact on reading fluency.</p> | <p>Tracking through monitoring to ensure the improved profile of teaching and learning.</p> <p>Data analysis to demonstrate improved outcomes.</p> | <p>NPW</p> | <p>September 2018</p> |
| Total budgeted cost | | | | | <p>£102,120</p> |
| <p>ii. Targeted support</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |

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| For children with communication difficulties and low literacy attainment on entry to be able to develop quickly in their literacy skills enabling access to the wider curriculum. | Read Write Inc Intervention £10000 Bespoke 1:1 Reading £22000 Small Group work in Reading (addressing barriers to learning) £5000 | In 2016/17, reading and writing attainment improved at KS1 and writing progress improved at KS2. The teacher delivering the reading session is a qualified teacher and is quality assured in line with teacher standards. | Data analysis to ensure improved outcomes in assessment for literacy. | CJ | September 2018 |
| For children to undertake activities to raise their self-esteem and self-confidence. For children's behaviour not to have a detrimental effect on their academic progress. | 1:1 and group mentoring using the Thrive approach, Roots of Empathy £10000 Pastoral Team £71000 | The Thrive approach has been researched and evidenced to make a positive impact. For more information see; https://www.thriveapproach.com/ Roots of Empathy is an evidence-based classroom program that has shown significant effect in reducing levels of aggression and bullying among school children while raising social/emotional competence and increasing empathy. See http://www.rootsofempathy.org/ The Thrive approach demonstrated an improvement in class wider outcomes last year. | The delivery of these sessions will be quality assured. Tracking of the outcomes of pupils accessing sessions – this will be analysed through: <ul style="list-style-type: none"> Decreased behaviour incidents recoded through CPOMs Positive response form pupil voice questionnaires | KG | September 2018 |
| For engagement in learning to increase through increased quality of teaching and learning | Catch Up Numeracy Modified Intervention £5000 1:1 / Small Group work sessions mathematics £5000 Attendance Awards £1000 | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy/ The EEF has researched Catch up Numeracy and found this to have a positive impact on outcomes. Attendance initiatives last year demonstrated a positive impact on attendance. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the attendance of disadvantaged pupils improves outcomes. | Data tracking to show the improved outcomes in numeracy Data analysis to show improved attendance outcomes | NPW | September 2018 |
| Total budgeted cost | | | | | £128000 |
| 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? |
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| For engagement in learning to increase through increased quality of teaching and learning | Cover for Senior Leadership Team and NQTs to monitor and improve the quality of teaching and learning. £45000 Booster Sessions (Y2/Y6) £10000 | The teacher delivering the cover sessions is a qualified teacher and is quality assured in line with teacher standards. To complete monitoring cycles to improve the quality of teaching and learning. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning will impact on the outcomes of disadvantaged pupils. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced that after school sessions make a positive impact on academic outcomes. | Tracking through monitoring to ensure the improved profile of teaching and learning. Data analysis to demonstrate improved outcomes. | NPW | September 2018 |
| Total budgeted cost | | | | | £55000 |

| 6. Review of expenditure | | | | | |
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| Previous Academic Year | | 2016-2017 (£261,360) | | | |
| 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 | |
| For children to undertake activities to raise their self-esteem and self-confidence. For children's behaviour not to have a detrimental effect on their academic progress. | Jenny Mosely Lunchtime Behaviour training for staff and delivery £5000 | Through monitoring of behaviour incidents, lunchtime supervisors are utilising the current behaviour recording system. Pupil Voice questionnaires evidence that pupils feel safe in school. | To continue with the support in the lunchtime | £5000 | |

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| <p>For children with communication difficulties and low literacy attainment on entry to be able to develop quickly in their literacy skills enabling access to the wider curriculum.</p> | <p>Talk for Writing (Primary Writing Project) £5000</p> <p>Reciprocal Reading £1000</p> <p>ELKLAN Speech and Language approach £1000</p> <p>Letter & Sounds phonics in KS1 £8000</p> | <p>In 2016/17, writing attainment improved at KS1 and writing progress improved at KS2.</p> <p>Expected improvements in reading at KS2 not evident. Not to continue next year.</p> <p>Expected improvements in phonics not evident.</p> | <p>To continue next year.</p> <p>Not to continue next year.</p> <p>To continue next year.</p> <p>Decision not to continue next year.</p> | <p>£15000</p> |
| <p>For engagement in learning to increase (through participation in additional enrichment activities)</p> | <p>Breakfast Club £5000</p> <p>After School Clubs Dodgeball – Excite £360</p> <p>Peripatetic music £6000</p> <p>Subsidised residential £4000 visits 2019</p> | <p>Improved attendance for children in receipt of the pupil premium (from 91.4% to 92.6%)</p> | <p>To continue next year.</p> | <p>£15,360</p> |
| <p>For children to undertake activities to raise their self-esteem and self-confidence.</p> <p>For engagement in learning to increase through increased quality of teaching and learning</p> | <p>IRIS system to improve quality of teaching and learning. £2500</p> <p>Precision Teaching £500</p> | <p>Improved profile of quality of teaching and learning</p> | <p>To continue next year.</p> | <p>£3,000</p> <p>Total - £38360</p> |
| | | | | <p>Total - £38360</p> |

| 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 |
| For children with communication difficulties and low literacy attainment on entry to be able to develop quickly in their literacy skills enabling access to the wider curriculum. | Read Write Inc Intervention £15000 Bespoke 1:1 Reading £22000 Small Group work in Reading £5000k Write from the Start £3000 | In 2016/17, reading and writing attainment improved at KS1 and writing progress improved at KS2. Increased level of reading and exposure to reading for pupils who do not read at home, leading to an improved engagement in learning. | To continue next year with; <ul style="list-style-type: none"> • Read, Write Inc Intervention • Bespoke 1:1 Reading • Small group work in reading Not to continue with; <ul style="list-style-type: none"> • Write from the Start due to a changed focus in the delivery of writing lessons with an increased focus on developing the quality of teaching and learning. Increased use of Talk Stories planned (Talk for Writing approach) | £45000 |
| For children to undertake activities to raise their self-esteem and self-confidence. For children's behaviour not to have a detrimental effect on their academic progress. | 1:1 and group mentoring using the Thrive approach, Roots of Empathy £10000 | Class Thrive analysis reviewed at the end of 2016/17 shows that there was a positive impact in Thrive measures for each class. | To continue next year. | £10000 Total - £55000 |
| 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 |
| For engagement in learning to increase through increased quality of teaching and learning | Increased staffing in the Foundation Stage and Year 6 £85000 | Improved profile in teaching and learning | To continue to develop the quality of teaching and learning in line with the seven building blocks | £85000 |
| For children to undertake activities to raise their self-esteem and self-confidence. For children's behaviour not to have a detrimental effect on their academic | Pastoral Team £86500 | Improved attendance for children in receipt of the pupil premium (from 91.4% to 92.6%) | To continue next year. | £86500 Total - £171,500 |