

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Hexthorpe Primary				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£285,120	<b>Date of most recent PP Review</b>	29 <sup>th</sup> January 2019
<b>Total number of pupils</b>	478	<b>Number of pupils eligible for PP</b>	216	<b>Date for next internal review of this strategy Compliance review</b>	19 <sup>th</sup> October 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving expected standard in reading, writing and maths</b>	21%	62%
<b>% achieving expected standard in reading</b>	29%	62%
<b>% achieving expected standard in writing</b>	56%	77%
<b>% achieving expected standard in maths</b>	32%	69%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some pupils have Social and Emotional Mental Health Needs - Low self-esteem, self-confidence and resilience is an issue for many pupils and can impact on academic progress
<b>B.</b>	Behaviour issues linked to attachment, social and emotional and mental health needs for a small group of pupils
<b>C.</b>	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
<b>D.</b>	EAL, particularly identified groups (Czech, Slovakian, Romanian Roma) make limited progress across KS2
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence.
<b>E.</b>	A significant proportion of pupils live in homes where there are low skill, low resources and limited education which is historical and endemic.
<b>F.</b>	Attendance.

4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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. To narrow the gaps between PP and NPP, PP and all pupils in each phase.
<b>D.</b>	For engagement in learning to increase	Impact measured through improved attendance and outcomes in Thrive Profiling. Improved results at key phases of the school with a particular focus on progress.

5. Planned expenditure					
Academic year		2018-2019			
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?
<b>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</b>	<p>Additional adults working within the Early Years Foundation Stage (EYFS) in order to model and support language, communication and cognition.</p>	<p>The key focus is to ensure that the staff to pupil ratio is above the minimum required to enables QFT and target group interventions Reducing class size is demonstrated by the EEF to show increased progress at <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a> The EEF also recognise the impact the QFT has on pupil outcomes <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, improving the quality or teaching and learning of disadvantaged pupils improves outcomes.</p>	<p>Progress measures from baseline assessments for pupils indicate that pupils make good and accelerated progress.</p>	<p><b>JA JW</b></p>	<p>July 2019</p>
	<p>SALT programme for EYFS – Chatterbox – an intervention for pupils with language difficulties. To target these pupils prior to KS1. Identified TAs to train with a speech therapist to support pupils with speech sound difficulties in F1 and F2.</p>	<p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a></p>	<p>Progress from baseline assessment before taken intervention to th3e end of the inte3rnvetion indicate good progress</p>	<p><b>JA RV</b></p>	

<p style="text-align: center;"><b>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</b></p>	<p>1:1 reading support for key identified pupils in KS1 and KS2. Through the use of TA, reading volunteers and the Beanstalk project.</p> <p>Read Write Inc intervention in KS2 and additional boosters for some KS1 &amp; EYFS pupils.</p> <p>Lexia reading intervention in y2 led by a TA</p> <p>Language Legends in Y5 as a whole class strategy and in Y6 for targeted pupils</p> <p>Widgit Communicate in Print</p> <p>Resources – range of texts –high interest but appropriate to need.</p> <p>Shared reading in class and modelled reading</p>	<p>Outcomes in reading at the end of KS2 are not in line with national for all pupils and PP pupils. Although outcomes at KS1 have improved significantly there is still a gap. Many pupils do not have access to books and role models who can support and teach reading skills and strategies and model this in home language and/or English.</p> <p>Pupils need a range of reading strategies and targeted support to enable them to learn to read. There is a range of evidence to support the strategies:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>Research shows that on average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>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.</p> <p><a href="https://www.widgit.com/symbols/index.htm">https://www.widgit.com/symbols/index.htm</a></p>	<p>SENDCo and Outcomes leader to monitor the impact and effectiveness of the interventions.</p> <p>Learning walks, assessment data and pupil outcomes demonstrate good progress and improved attainment in literacy.</p>		<p><b>July 2019</b></p>
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For engagement in learning to increase	<p>Use of IRIS to develop, and support pedagogy and reflective practice to improve QFT.</p> <p>Coaches within the staff team identified who provide support for others. Release time for teachers to work together to improve pedagogy and increase pupil engagement. Planned and bespoke programmes of support. Includes the use of Ad Astras.</p>	<p>Ofsted identified and school monitoring demonstrates that the profile of teaching is improving, but inconsistencies in teaching &amp; learning to be eradicated.</p> <p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>  Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils -  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	<p>Tracking through monitoring to ensure the improved profile of teaching and learning. The profile of QFT improves.</p> <p>Data analysis to demonstrate improved outcomes and work Scrutiny support this.</p>	NPW	<b>July 2019</b>
	<p>Precision teaching for intervention.</p>	<p>Precision Teaching:  <a href="http://onlinelibrary.wiley.com/doi/10.1002/bin.1418/abstract">http://onlinelibrary.wiley.com/doi/10.1002/bin.1418/abstract</a> Research shows that Precision Teaching demonstrates an impact on reading fluency.</p>		RV	
	<p>Focus TA training/CPD to develop subject knowledge and pedagogy to further develop interventions, group work, 1:1, pre teaching and consolidation of learning.</p> <p>TAs deployed more effectively to support QTF and engagement of all pupils</p>	<p>Many pupils have some identified gaps in learning, For these pupils to access age related curriculum objectives, that gap needs addressing which will support them engaging and improve their ability to access the learning . TAs play a key role within this.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a> Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.  the EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress.<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>Data analysis to demonstrate improved outcomes and work scrutiny supports this.</p> <p>Focused learning walks on TAs can evidence the impact of profession development for staff.</p>	NPW RV JW	

For engagement in learning to increase	At key transition points EYFS2 into Y1 and Y2 into Y3 the school has reduced class sizes. 3x year 1 classes 3x year 3 classes	Transition from EYFS to Year 1 and Year 2 to Year 3 is a significant change, in terms of curriculum, environment and school routines. In order to support the pupils and ensure a successful transition, whilst consolidating knowledge and skills. The school has identified transition from EYFS to Y1 a key risk point as identified in the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a> Reducing class size is demonstrated by the EEF to show increased progress at <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>	Data analysis to demonstrate improved outcomes and work scrutiny supports this.	NPW JA JW SW	<b>July 2019</b>
	Enhanced provision in music, Spanish (KS2) and computing KS1 provided by externally sourced providers with subject specialisms	The external specialist in music are qualified teachers who are quality assured by Doncaster		NPW	
<b>Total budgeted cost</b>					<b>£170,621</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>		<b>When will you review implementation?</b>

<p>For children to undertake activities to raise their self-esteem and self-confidence and for children's behaviour not to have a detrimental effect on their academic progress through support from mentoring and additional adult support.</p>	<p>Pastoral team to provide support to pupils, families and staff. Use of Thrive as a whole class, small group and 1:1 intervention.</p> <p>ROE in early years led by the Learning Mentor</p> <p>Behaviour Training for all staff to further support good practice in the school- Jason Bangbala</p>	<p>School can evidence impact of having a Pastoral team to support: attendance, family liaison and pupil welfare. Thrive and attendance data support this.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The Thrive approach has been researched and evidenced to make a positive impact. For more information see; <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a></p> <p>ROE and Thrive are both in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>Attendance improves and the academy can evidence impact through attendance monitoring, and initiatives.</p> <p>The delivery of these sessions will be quality assured.</p> <p>Tracking of the outcomes of pupils accessing sessions – this will be analysed through:</p> <p>Thrive analysis Decreased behaviour incidents Positive response form pupil voice questionnaires</p>	KGa	July 2019
	<p>Attendance awards and incentives for pupils – half termly.</p> <p>Deployment of key staffing to support attendance initiatives.</p>	<p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	<p>Attendance improves and the academy can evidence impact through attendance monitoring, and initiatives.</p>	KGa	July 2019

For engagement in learning to increase	<p>After School Clubs (Sports provision –gymnastics and Street Dance – ActivePro Creative Dance Academy</p> <p>Dodgeball – Excite</p> <p>Magic Breakfast</p> <p>Astrea Promise activities, subsidised trips/ visits and events.</p> <p>Enhanced provision in Music, Computing and MFL (Teach 24)</p> <p>Peripatetic music</p> <p>TEKK Challenge</p>	<p>The Benefit of Sport is outlined at; <a href="https://www.sportengland.org/research/benefits-of-sport/">https://www.sportengland.org/research/benefits-of-sport/</a></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><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</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>System to monitor participation rates developed so SLT can monitor, review and evaluate the impact.</p>	SLT	July 2019
	<b>Total budgeted cost</b>				



6. Review of expenditure				
Previous Academic Year		2017-2018 £281,160		
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.	Increase number of lunchtime support staff & provision/ activities for pupils	More focussed play and interaction during lunchtimes supporting children to develop social skills. This is evidenced through SLT observations, a decrease in reported behaviours, and pupil voice. Children identified with particular SEMH needs access targeted interventions during lunchtime. Pupil voice data demonstrates that pupils feel safe in school	As part of the whole school ethos and Thrive. The school will continue to develop the use of additional resources to use over lunchtime.	£8600
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 Shared Reading ELKLAN Speech and Language approach Read Write Inc Widgit Communicate in Print	Internal school data evidences that over time these pupils make good progress.	To embed approaches and practice. Look at increasing all staff CPD in particular those new to the academy and support staff. Look at additional programmes and resources to support with developing communication and literacy skills.	£5000 £22000 £1000 £1000 £1000

<p>For engagement in learning to increase (<i>through participation in additional enrichment activities</i>)</p>	<p>After School Clubs (Sports provision – gymnastics and Street Dance – ActivePro Creative Dance Academy</p> <p>Dodgeball – Excite</p> <p>Breakfast Club / After school club (Year 6)</p> <p>Subsidised residential visits</p> <p>Enhanced provision in Music, Computing and MFL (Teach 24)</p> <p>Peripatetic music</p>	<p>Enrichment activities are very well attended, with more children wanting to attend than staffing capacity allows.</p>	<p>Increasing the range and number of activities through additional funding channels. Ongoing target</p>	<p>£870 £1200 £10000 £4500 £36000 £7450</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.</p> <p>Precision Teaching</p>	<p>IRIS system is embedded as part of the culture of teaching staff development and encouraging reflection and proactivity in CPD.</p> <p>Profile of teaching improved over the course of the academic year.</p>	<p>Continue to use IRIS to support to improve the quality of teaching and support NQTs, RQTs and staff new to the school.</p>	<p>£2500 £1000</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></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.	Read Write Inc Intervention  Bespoke 1:1 Reading  Small Group work in Reading (addressing barriers to learning)	On entry data is gathered and appropriate interventions identified and implemented. School data demonstrated that pupils make good progress over time.	To embed approaches and practice. Look at increasing all staff CPD in particular those new to the academy and support staff.	£10000 £22000 £5000
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  Pastoral Team	Pupils voice is positive. Thrive is becoming embedded throughout the school which positively impacts on children's self-esteem and self-confidence. The Pastoral Team support all staff with Thrive. Internal school data shows fewer read and amber logs which links to CPOMs.	To continue developing pastoral support and how the team can support CPD for all staff.	£10000 £71000
For engagement in learning to increase through increased quality of teaching and learning	Catch Up Numeracy Modified Intervention  1:1 / Small Group work sessions mathematics  Attendance Awards	Importance of school attendance is recognised through pupil and parental voice. Attendance improved by 1.9% over the academic year. Profile of teaching improved over the course of the academic year.	Ongoing in attendance To continue to develop the quality of teaching and learning in line with the seven building blocks	£5000 £5000 £1000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>For engagement in learning to increase through increased quality of teaching and learning</p>	<p>Cover for Senior Leadership Team and NQTs to monitor and improve the quality of teaching and learning.</p> <p>Booster Sessions (Y2/Y6)</p>	<p>Profile of teaching improved over the course of the academic year. Internal data shows good progress from beginning of year 6 baseline to end of year . KS2</p> <table border="1" data-bbox="689 292 1218 464"> <thead> <tr> <th colspan="7">PROGRESS from Y6 Baseline to SATs (Out of 43 pupils)</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Baseline</th> <th colspan="2">SATs</th> <th colspan="2">Difference</th> </tr> <tr> <th>Raw score</th> <th>Scaled score</th> <th>Raw score</th> <th>Scaled score</th> <th>Raw Score</th> <th>Scaled score</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12.2</td> <td>90.4</td> <td>20.7</td> <td>95</td> <td>+8.5 increase 70%</td> <td>4.6 Plus 5%</td> </tr> <tr> <td>Maths</td> <td>28.9</td> <td>89.6</td> <td>53.7</td> <td>98</td> <td>+24.8 increase 86%</td> <td>+8.8 Plus 9.4%</td> </tr> <tr> <td>SPAG</td> <td>24.5</td> <td>90.6</td> <td>34.8</td> <td>98.8</td> <td>+10.3 increase 42%</td> <td>+8.3 Plus 9.1%</td> </tr> </tbody> </table>	PROGRESS from Y6 Baseline to SATs (Out of 43 pupils)								Baseline		SATs		Difference		Raw score	Scaled score	Raw score	Scaled score	Raw Score	Scaled score	Reading	12.2	90.4	20.7	95	+8.5 increase 70%	4.6 Plus 5%	Maths	28.9	89.6	53.7	98	+24.8 increase 86%	+8.8 Plus 9.4%	SPAG	24.5	90.6	34.8	98.8	+10.3 increase 42%	+8.3 Plus 9.1%	<p>A combination of targeted booster sessions, QFT and key interventions ensured that children in Y6 made good progress over the year from the baseline tests compared to their SATs. Matched pupil data places the school closer in line with the Astrea average:</p> <p>However, there is still a gap between matched PP and NPP and matched PP compared to all matched pupils. The school will continue to do focused target booster and work on improving QFT but with an increased focus on who the vulnerable group pupils are including PP.</p>	<p>£45000 £10000</p>
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