

Castle Phoenix Trust Pupil Premium Strategy/Self-Evaluation (Primary)

1. Summary information

School	Hill Farm Primary				
Academic Year	2018-2019	Total PP budget	£244,200	Date of most recent PP Review	Autumn 2018
Total number of pupils	650	Number of pupils eligible for PP	191 incl. 3 LAC	Date for next internal review of this strategy	Summer 2019

1. Current attainment

End of KS2	Hill Farm PPG	Hill Farm Non PPG	All schools PP 2018	All schools Non PPG 2018	Closing the gap?
% of pupils KS2	34%	66%	32%	68%	
Average scaled score reading	101.4	102.5	101	106	Yes
Average scaled score maths	100.2	102.5	102	105	Yes
Average scaled score GPS	102.2	104.5	104	107	Yes
Progress reading	0.12	-0.84	-0.7	0.31	Yes
Progress writing	-0.13	-0.78	-0.4	0.24	Yes
Progress maths	-1.09	-0.41	-0.6	0.31	No

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

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Low entry point - Children in EYFS enter with below average language and communication skills.
B.	Meta cognition and self-regulation for pupils - Some of our disadvantaged pupils are on the SEND register 143 (23%). There are also additional pupils across the school that are not on the SEND register but lack confidence in their own ability. They do not have strategies to support their learning.
C.	Mobility Issues and gaps in learning - A high proportion of children eligible for PP also have English as an Additional Language 278 (44%). Many children have joined the school from previous schools and increasingly from different countries and often have gaps in knowledge and understanding.
D.	External Support and enrichment - Many of the disadvantaged pupils require support from a range of outside agencies including Speech & Language, Educational Psychology and Counsellors. Financial restrictions often mean families struggle to fully participate in school life. Children's vocabulary is often restricted if their cultural experiences are limited.

E.	Learning difficulties - Many of the pupils that are disadvantaged are affected by social, emotional and mental health issues. Many of these pupils require intensive and sometimes 1:1 support throughout the school day.	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
F.	Mental health and wellbeing Some of our families due to ill health or other external factors face challenges with adopting consistent routines impacting on pupils being able to focus on their schooling. Many of our disadvantaged children receive very little or no support with reading or completing homework at home. Some have no routines regarding healthy eating or general appearance. These families receive support from external agencies as well as our Inclusion Team and Family Support Workers.	
H.	Low attendance Some of our disadvantaged pupils have low attendance. This is contributing to lower than expected academic progress. This is a minority of families and school are working closely with the families to increase the attendance	
3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Low entry point All children are Welcomm screened on entry to provide a baseline. Speech and Language intervention for identified children. Quality first teaching to targeted groups in core subjects ensures assessment for learning and allows Practitioners to identify and act upon vulnerability swiftly. Practitioners' knowledge and skills in delivering effective programmes and approaches to support communication skills are enhanced. Kinetic handwriting develop fine motor and writing skills.	95%+ of disadvantaged pupils will make expected progress and 30%+ will exceed expected progress in the early years. Disadvantaged children's attainment outcome for GLD will be in line with the national average or closing the attainment gap. Teacher assessment shows impact of vocabulary gains in EYFS.
B.	Meta cognition and self-regulation for pupils Pupils identified as relying on additional support to be encouraged to develop independent skills including those with SEND. Unstuck strategies are shared with children Teaching, marking and feedback to be consistently good or better across the school. Teaching for greater depth and metacognition to be embedded practice across the school through the use of effective learning comments, reflection time and challenge to support children to make age related expectations.	Children are increasingly self-led. Learning comments and reflection time is embedded in curriculum. SPTO data analysis shows that disadvantaged pupils are matching progress of non-disadvantaged in all year groups. End of KS outcomes show rapid closing of attainment gap. National benchmarks show pupils are closing the gap using KS1/ KS2 outcomes.
C.	External support and Enrichment Communication development for all identified disadvantaged pupils to be improved with evidence from speech, language and communication assessments. Development of vocabulary, language and communication is impacting on the progress and attainment of reading comprehension and writing skills.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in reading and writing and maths. A high proportion of children eligible for PP funding attend at least one extra-curricular club. All identified pupils who receive additional speech, language and communication skills make rapid progress.

	<p>Disadvantaged Pupils have access to the same enrichment and extra-curricular opportunities as their peers and are aided in accessing these.</p> <p>Children are provided with the support that they need through the use of external agencies.</p>	
D.	<p>Mobility Issues & Gaps in learning</p> <p>Each individual disadvantaged pupils' gaps analysed and each pupil to receive closing the gap intervention for reading, writing and maths. Early identification and communication with previous school for children joining mid-year.</p> <p>Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional maths and reading teachers, PP lead and SENCO (for EAL children) to accelerate progress for each individual pupil. Including higher attaining pupils.</p> <p>EAL support through dedicated provision to raise understanding of spoken and written English.</p>	<p>100% of 1:1 tuition, group intervention and SEND targets to be achieved.</p> <p>Gaps addressed and closed. Attainment and progress in reading, writing and maths to show all pupils closing the gap with national benchmark.</p>
E.	<p>Learning difficulties</p> <p>The correct level of support is consistently in place for identified children and the quality of this support is monitored rigorously to enable all disadvantaged pupils to achieve.</p>	<p>Identified Disadvantaged Pupils will make at least expected progress in their learning as a result of key barriers being removed and the attainment gap is narrowed.</p>
F.	<p>Mental health and wellbeing</p> <p>Children and families with emotional, social and wellbeing difficulties receive mentor support, counselling and targeted interventions from the Inclusion Team, Family Support Worker or external agencies to reduce incidents and to ensure that they are mentally prepared to learn and therefore can make progress in their learning.</p> <p>The learning environment is developed to enhance pupil attitudes and self –esteem with a values-based approach implemented.</p> <p>School is welcoming and there are frequent events planned to encourage parents to engage with the school and staff (phonics workshops, reading evenings, drop-in sessions, open days..)</p> <p>There are further opportunities for parents to receive support from school about services which may help with establishing routines in the home.</p> <p>School provides support with the purchasing of basic equipment and uniform where required. Breakfast supplied for children as required in order to ensure that all children have a healthy start to the day.</p>	<p>Values-based education is embedded in the school which has a positive impact on children's outcomes, mental health and self-esteem and an increase in confidence and resilience is reported.</p> <p>Measures of well-being and the child's general happiness and attitude to learning, show the impact of mentoring, interventions and counselling.</p> <p>All parents attend organised events such as parents evening which will support children's academic progress and feedback from parents is positive overall.</p> <p>All children have access to clean and suitable uniform. 100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities.</p>
G.	<p>Low attendance</p> <p>Work with pupils, families, family support workers, school nurse, teaching staff and secondary schools to ensure a joint approach to improving attendance.</p> <p>Continue to monitor attendance of PP children and talk to parents about support when absence drops below 95%</p> <p>Increase the attendance of pupils that have historically low attendance or missing out of education reports when they arrive at the school.</p>	<p>Attendance of PP is in line with/above national average. Attendance of pupils with persistent attendance difficulties is in line with/above national average.</p> <p>Regular parent/teacher meetings for feedback and review</p> <p>Show an improvement in attendance of pupils that join the school after EYFS.</p>

4. Planned expenditure

Academic year		2018-2019			
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?
A Pupils with low starting points are enabled to catch up quickly and achieve in line with their peers.	Welcomm screening all pupils £4,800 Blast intervention - £2,000 Little Listeners - £3,000 EAL intervention - £1,000 Pepper Therapy - £1,000 Nursery speech and language intervention - £1,000	Variations in cognitive development are seen as early as 22 months, closely linked to advantage and disadvantage. By the age of 3, children from disadvantaged backgrounds can be up to a year behind their more advantaged peers. The gap increases steadily over time, lasts a lifetime, and is apparent across a range of indicators, from health and wellbeing to income and attainment. Quality is pivotal in making a difference - effective early years education, is determined to be that which is good or better at the point of inspection. High quality provision is able to redress the balance, helping children disadvantaged backgrounds to catch up (or not fall further behind) children from more advantaged families.	All planning to include specific targeting of PP children Regular monitoring of teaching to evidence quality over time of PP teaching. Book scrutinies, lesson observations, learning walks to evidence progress over time and comparison between PP and non-PP. Intervention monitoring (entry and exit) Half termly data analysis and test score analysis. Monitoring of assessment and planning - reviews by DHT/SENcO	EYFS Lead DHT	Half-termly at pupil progress meetings
Total					£30,800
B Pupils identified as relying on additional support to be encouraged to develop independent	Additional training and support for all members of staff from senior leadership.	EEF toolkit research identifies feedback, mastery learning and metacognition as significantly improving children’s progress.	SLT to share teaching and learning updates to rapidly identify and address any areas for development.	Headteacher DHT	Regular monitoring of teaching quality through SLT: Learning walks

<p>skills including those with SEND.</p> <p>Teaching, marking and feedback to be consistently good or better across the school. Teaching for greater depth and metacognition to be embedded practice across the school through the use of effective learning comments, reflection time and challenge to support children to make age related expectations.</p>	<p>All staff adopt metacognition approaches (sharing unstuck strategies, learning comments and reflection) which impacts on pupils' attainment and progress.</p> <p>All staff to recognise independent learners and develop a can do it attitude for all disadvantaged pupils by encouraging independence and incorporating challenge into all lessons.</p> <p>To teach pupils how to plan, monitor and evaluate specific aspects of their learning</p>	<p>Further information taken from the Sutton Trust Toolkit help school leaders to focus further on developing the use of feedback, including written and verbal feedback about their work and ways to improve it during lessons. Verbal feedback is used to move learning on.</p> <p>Quality first teaching and catch up sessions impact positively on progress.</p>	<p>Regular book checks will look at quality of feedback and marking and progress. Monitoring of teaching to evidence quality over time of PP teaching.</p> <p>Target 80% of PP pupils to reach age related standard including those with SEND.</p> <p>Target 100% of PP pupils to achieve progress targets.</p>	<p>English and maths leaders</p>	<p>Book scrutiny , lesson observations, learning walks to evidence progress over time and comparison between PP and non-PP. Intervention monitoring (entry and exit)</p> <p>Half termly data analysis and test score analysis.</p> <p>Monitoring of assessment and planning and LSA/teacher reviews by DHT</p>
<p>C</p> <p><i>External support and Enrichment</i></p> <p>Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these.</p> <p>Support the costs associated with trips out of school, and activities where a voluntary contribution is requested.</p> <p>Children are provided with the support that they need through the use of external agencies.</p> <p>Communication development for all identified disadvantaged pupils to be improved</p>	<p>Full/half of the total costs of trips to be paid for PP children. £11,300</p> <p>Supporting the costs of music lessons and sports clubs providing the opportunity for pupils to develop wider skills across the curriculum. To include lunchtime clubs such as football and homework - £2,000.</p> <p>LSA support in class to focus on pupils' speech and language.</p> <p>.</p> <p>Private speech, language and communication specialist to work 1:1 with LSA's and individual pupils</p>	<p>Trips and experiences enhance learning opportunities for children and inspire learners. Pupils' academic performance can improve if pupils access a wide variety of enrichment.</p> <p>The Sutton Trust toolkit identifies Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p> <p>A proportion of pupils joining the school after EYFS show that they are not as confident as pupils that joined the school at the beginning of EYFS in phonics and language skills. Some pupils who did join at the beginning of EYFS were working well below the age expectation and did not access the curriculum fully in EYFS due to other social needs.</p>	<p>PP lead to monitor attendance on trips. Wider opportunities lead to evaluate uptake at extra-curricular clubs.</p> <p>Line management meetings with LSAs to monitor support staff interventions.</p> <p>English lead and SENCo to monitor impact of approaches. Line manager for EYFS staff to monitor progress in language.</p> <p>Target 100% of PP EYFS to reach expected in communication.</p> <p>Children with identified speech, language and communication skills to improve in their oral and written communication.</p>	<p>Headteacher</p> <p>PP lead</p> <p>DHT</p> <p>Wider opportunities lead</p>	<p>December 2018, April 2019 July 2019</p> <p>Pupil progress reviews half- termly</p> <p>Target reviews for SEND/ PP</p>

with evidence from speech, language and communication assessments. Development of vocabulary, language and communication is impacting on the progress and attainment of reading comprehension and writing skills.	after the initial speech language and communication assessments - £9,000. Pepper Therapy -£8,000	High proportion of pupils showing barriers to learning due to their language and communication skills.			
Total					£30,300
<p>D</p> <p>Each individual disadvantaged pupils' gaps analysed and each pupil to receive closing the gap intervention for reading, writing and maths.</p> <p>Early identification and communication with previous school for children joining mid-year.</p> <p>Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional maths and reading teachers, EAL support and SENCO to accelerate progress for each individual pupil. Including higher attaining pupils.</p>	<p>1:1 tuition and small group intervention before, afterschool and at lunchtime planned and delivered by teaching staff, PP lead and Senco - £30,000</p> <p>Reading recovery teacher training - £10,350</p> <p>(to deliver interventions in the am to KS1</p> <p>Booster provision to raise attainment, accelerate progress and quickly close gaps in KS2 - £2,000</p> <p>H/A reading intervention for year 5/6 children and to train LSAs as Reading Coaches for a follow on programme - £2880</p> <p>EAL support £10,000</p>	<p>Targeted intervention work with Teachers, Cover Supervisors or LSA staff. This work is carried out either 1:1 or in small group sessions on specific programmes to boost attainment with our identified group of children (To include an extra 1:1 read for each PP child).</p> <p>Research of successful strategies to quickly address pupils' gaps in grammar, spelling and punctuation, mathematics skills and comprehension skills.</p> <p>Additional teaching staff will result in provision being implemented for a wider range of children.</p>	<p>100% of pupils targeted for intervention to make progress and gaps to be closed and monitored over a 6 week period.</p> <p>Higher attaining pupils to reach a greater depth in reading, writing and maths at the end of KS.</p> <p>Target 85% of PP students achieving their age-related expected standard.</p>	<p>Headteacher</p> <p>DHT</p> <p>English Leader</p> <p>Maths Leader</p>	<p>Pupil progress reviews termly</p> <p>Target reviews with SEND/ PP</p> <p>Detailed gaps analysis by each teacher on SPTO.</p>

Total					£55,430
<p>E.</p> <p>The correct level of support is consistently in place for identified children with learning difficulties and the quality of this support is monitored rigorously.</p>	<p>Staff to complete moderation and assessment training. Staff to analyse the progress and attainment of this group of children in their cohort who are eligible for PP and who are identified as more able. Staff to complete individual plan of action for them to support children achieving their full potential</p> <p>Intervention groups – LSA hours (£15,000)</p> <p>SENCO release time - £10,500)</p> <p>Contributions towards uniform (£1800.00)</p> <p>Additional year 6 UQT support and resources - £10,000</p> <p>Learning Mentor – £12,000</p> <p>1-2-1 provision - £3,000</p>	<p>EEF Toolkit demonstrates the impact of QFT led by the class teacher. Children who are eligible for PP are assessed as having lower attainment than their peers in Y3, Y4 and Y5. A rigorous approach needs to be in place to ensure the children are reaching their full potential and strategies that are in place to support these children are effective.</p> <p>Tailored individual and small group support across the curriculum meets individual need and can address emotional barriers which may be causing difficulties.</p> <p>Revision resources to be provided for all year groups with particular emphasis on Yr6 in lead up to SATs. Teaching resources provided as required for all eligible pupils to aid progress in line with peers nationally.</p>	<p>Targeted intervention work with Teachers, Cover Supervisors or LSA staff. This work is carried out either 1:1 or in small group sessions on specific programmes to boost attainment with our identified group of children (To include an extra 1:1 read for each PP child).</p> <p>Staff meeting/training to ensure staff are aware of their accountability, have guidance to review current attainment and progress and ensure action plans are suited to the individual child.</p> <p>Counselling and support for vulnerable children and their families provided through engagement in the CAF process and through working in partnership with Children's Services.</p> <p>Access to school uniform free of charge will be also be offered.</p> <p>Nurture support is given to those children identified as requiring this type of intervention during which a range of social skills are developed and an environment in which they can learn and discuss in a small group setting.</p>	<p>Headteacher</p> <p>DHT</p> <p>English Leader</p> <p>Maths Leader</p> <p>Class teacher SENCO support</p>	<p>Pupil progress reviews half-termly</p> <p>Target reviews with PP/ more able</p> <p>Detailed gaps analysis by each teacher on SPTO.</p> <p>IEP and EHCP monitoring</p> <p>Lesson observations and feedback takes place, with regular monitoring to ensure feedback has been acted upon. Frequent monitoring of PP teaching to ensure it is of high quality</p>
Total					£44,300
<p>Mental Health and wellbeing - Research and previous provision in school suggests that if families learn life skills together in a school environment this increases the interaction between home and school.</p>	<p>Full time on site Inclusion Team supporting the needs of families and pupils across the school providing assistance and working with outside agencies ensuring continuity of care. To work with parents to improve relationships between school and home. £36,000</p> <p>Family support worker - £14,000</p>	<p>A high proportion of PP children and their families have identified SEMH needs.</p> <p>The school's support for SEMH work including mentor support and from the FSW and external agencies has promotes well-being amongst children and families. Parents who have engaged with the support agreed that it has had a positive</p>	<p>Regular meetings with class teachers/Senco/Inclusion Team to ensure early identification of children with wellbeing issues.</p> <p>Regular liaison with SLT and FSW to identify and act on issues as they arise.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p>	<p>Senco</p> <p>Inclusion Team</p> <p>FSW</p> <p>Headteacher</p> <p>DHT</p>	<p>Termly review of spending (HT/Finance Director)</p> <p>Termly individual provision mapping review</p> <p>Pupils, parent and staff feedback to the success</p>

Sign posting parents to appropriate services and support has enabled pupils to interact and share concerns with school reducing any barriers or previous perceptions about schools especially in cases where pupils have moved areas and schools within a short time.	<p>CAF training (£2000.00)</p> <p>A counsellor to provide sessions for targeted pupils EIS, Ed Pysch, school nurse and counselling - £20,000.</p> <p>Values education training and emotion coaching for all staff £1,000. Jigsaw</p> <p>PHSE curriculum enhancement – £4,000</p>	<p>impact on their own and their children's wellbeing.</p> <p>Increasingly children's self –esteem and wellbeing is recognised as of crucial importance. Children need to feel comfortable and secure in their environment in order to access education and make progress.</p> <p>The development of ethical language and emotional intelligence will assist the children with their social and academic development.</p>	<p>Case Studies of pupils.</p> <p>Regular liaison with external agencies</p> <p>Develop targeted SEMH interventions for identified students.</p> <p>Identified pupils to receive a meet and greet sessions before school, and after break and dinner times.</p> <p>Target 100% of PP pupils to have funded enrichment</p>		<p>of engagement and interaction.</p> <p>Monitoring of curriculum Enrichments</p> <p>Monthly monitoring, evidence file compiled in preparation for VbE audit in July 2019</p>
Total					£77,000

5. Review of expenditure 2018-19

November 2019

Approach/ Action	Actual outcomes / impact	Lessons learned (and whether you will continue with this approach)

Actual Costs	
Carry Forward	

6. Additional detail

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