



### Howley Grange Primary Pupil Premium Strategy

Academic Year	17/18	Number of Eligible Pupils	35+4	Date of last Pupil Premium Review	Oct 17 (SIP)
Total Number of Pupils	422	Expected Pupil Premium Funding	Sep-Mar £38,920 Apr-Jul £17,400 Total £56,320	Date of next Pupil Premium Review	Jan 18 (Govs) Sept 18 (Govs)

#### Progress and Attainment for pupils eligible for Pupil Premium

Children eligible for pupil premium make good progress in all year groups in reading and maths.

<b>EYFS</b>	2/3 achieved GLD
<b>Year 1 phonics check</b>	1/3 achieved the phonics check.
<b>Year 2 SATS</b>	2/7 achieved expected standard combined reading, writing and maths.
<b>Year 6 SATS</b>	8 children: 63% EXS+ in R, 50% EXS+ in W, 75% EXS+ in M

#### Barriers to future attainment and progress (for pupils eligible for Pupil Premium)

1.	Literacy skills on entry to Reception are lower for pupils eligible for pupil premium than other pupils. This impacts on phonics and writing attainment in subsequent years.
2.	Low self-esteem, expectations and aspirations are more prevalent among disadvantaged pupils.
3.	26% pupils eligible for pupil premium are also on the SEN register and face additional barriers to their learning.
4.	A small number of parents and carers tell us that they lack the basic skills needed to support their children.
5.	Attendance for disadvantaged children does not match that of other pupils.

Desired Outcomes (including how they will be measured)		Success Criteria
1.	Early phonic attainment gaps to decrease.	Data will show an increase % for disadvantaged children passing Year1/2 phonics check.
2.	Establish higher levels of well-being, self-esteem and confidence for disadvantaged children.	Observations and learning walks will show that disadvantaged are 'emotionally ready' to learn through demonstrating good learning behaviours. Pupil voice will evidence pride in their learning and high aspirations for their futures.
3.	Raise % of disadvantaged, (including SEN disadvantaged) children working at or above age related expectations in reading, <b>writing</b> and maths.	Data will show the attainment gap of disadvantaged and non-disadvantaged children will continue to diminish in reading, writing and maths. Pupil voice will evidence confidence, enthusiasm and enjoyment of learning.
4.	Increased opportunities for disadvantaged children to pursue wide ranging interests.	Disadvantaged children's tracking system will show an increase in attendance at 'out of hours' clubs and extra curricular activities.
5.	All parents to have the basic skills and confidence to support their child's learning out of school.	Increased completion of homework tasks for disadvantaged children. Parent/Carer voice evidencing greater confidence in their own skills and understanding of the work covered in school.
6.	FSM attendance will improve, resulting in increased attainment and progress.	Attendance for FSM children to increase.

**Planned Expenditure**

**Quality First Teaching for all**

Intended Impact	Chosen approach/action	What is the evidence and rationale for this choice?	How we will ensure it is implemented well?	Staff lead/s	Next review of implementation	Evidence to show desired outcome has been achieved.
<p>All pupils to have the necessary physical core strength and knowledge to ensure they can correctly form letters and fluidly join their writing by the end of KS 1. This will be linked to daily phonics teaching.</p>	<p>Expand Kinetic letters into year 3.</p> <p><b>Allocated PP Funding- £2,000</b></p>	<p>Evidence from KS1 monitoring activities shows that Kinetic letters has had a positive impact on children's writing. Pupil voice tells us that children enjoy writing and feel increased pride in their writing ability.</p>	<p>2 year 3 teachers will attend introduction to kinetic letters and joining training. Daily Kinetic letter sessions will be introduced in yr3. Kinetic letter interventions will continue to be used where needed.</p>	<p>EN/SG</p>	<p>Jan 18 (Govs) Sept 18 (Govs)</p>	<p>Pupil voice informs us that disadvantaged children are more enthusiastic about writing. They enjoy the activity and evidence in books and data shows they are making progress.</p>
<p>Ensure the attainment gap for disadvantaged children continues to diminish across the school.</p>	<p>Intervention support for children who are off track to achieve age related expectations, have poor phonic skills or whose progress has stalled.</p> <p><b>Allocated PP Funding- £10,000</b></p>	<p>Timely and swift intervention enables children to maintain at least good rates of progress and diminishes any attainment gaps.</p>	<p>SLT to analyse data and identify children in need of intervention. AL to liaise with JM/AS and establish intervention groups and timetables. JM/AS to work with teaching staff to set targets. SLT to measure impact of interventions through progress meetings.</p>	<p>SLT</p>	<p>Jan 18 (Govs) Sept 18 (Govs)</p>	<p>Ofsted January 2018 stated 'timely intervention is made when there are concerns about a pupils' progress or attainment. As a result, all pupil premium pupils are currently making strong progress in reading, writing and mathematics throughout school.'</p>

Increased attainment and rates of progress in reading, writing and maths for disadvantaged SEN children.	Provide personalised interventions, directly linked to IEP targets delivered by a specialised teacher.  <b>Allocated PP Funding- £10,000 SEN support teacher.</b>	26% of pupils eligible for pupil premium funding are also on the SEN register.	CR to provision map and timetable intervention and support for SEN pupils. CR to liaise with JB re learning targets and support needed. CR to liaise with class teachers when measuring impact of interventions.	CR	Jan 18 (Govs) Sept 18 (Govs)	Rates of progress for disadvantaged SEN children towards their IEP targets have increased.
Disadvantaged children to have a champion on the SLT who monitors provision and reports to Govs.	Deputy Head teacher to act as disadvantaged pupils champion on SLT.  <b>Allocated PP Funding- £2,000.</b>	Disadvantaged children are a relatively small group in our school. Being such a small co-hort enables us to personalise interventions and support provided to ensure the highest possible outcomes for disadvantaged children.	KT to act as disadvantaged pupil champion on the SLT. (AL to cover during maternity leave.)	KT/AL	Jan 18 (Govs) Sept 18 (Govs)	Ofsted January 2018 stated 'Leaders have high expectations for this small, but important, group of pupils and a comprehensive tracking system is in place to ensure that their progress is closely monitored.'
Increase rates of writing progress and attainment for SEN disadvantaged children.	Introduce Enable as a structured literacy intervention.  <b>Allocated PP Funding- £9,000</b>	Enable has been trialled in school and has a positive impact on children's basic literacy skills.	CR and AS have received enable training. CR to identify children to receive Enable and deliver. CR/AS to liaise with class teachers when measuring impact of interventions.	CR	Jan 18 (Govs) Sept 18 (Govs)	Rates of progress for disadvantaged SEN children towards their IEP targets have increased.
Raised self-esteem and emotional well-being for all pupils.	Specialised nurture support to be provided by Believe2Achieve, targeting specific groups to raise self-esteem and confidence.  <b>Allocated PP Funding- £4,000</b>  Focused TA support to provide nurture and literacy	Research has shown that children need to be emotionally and physically supported in order for any academic interventions and high quality teaching and learning to have maximum impact.	Training given to nurture support assistance. Staff members also trained to deliver workshops and activities. CPOMS will be used to identify children needing nurture support and development and to monitor impact of programmes used.	AL/CR	Jan 18 (Govs) Sept 18 (Govs)	Disadvantaged children make sustained progress across the school. KS2 SATS show that 64% of disadvantaged children achieved the expected standard or above. in Reading, 72% in Writing and 36% in

	support in year 6.  <b>Allocated PP Funding- £8,000</b>					Maths.
Increased opportunities for disadvantaged children to pursue wide ranging interests.	Target funding for out of hours' clubs and activities for disadvantaged children.  <b>Allocated PP Funding- £6,320</b>	Enjoyment and success of out of hours' activities raises children's confidence and self-esteem. Educational visits widen children's experiences and interests.	Review out of hours' provision and curriculum enhancements. Liaise with parents/carers of disadvantaged parents.	RD	Jan 18 (Govs) Sept 18 (Govs)	All disadvantaged children attended educational visits and residential.
Support parents to develop their basic literacy and maths skills.	Provide basic literacy and numeracy skills groups/workshops for parents.  <b>Allocated PP Funding- £2,000</b>	Parent/carer voice tells us that a minority of parents/carers lack the skills and confidence to support their children's learning at home.	CR and JB to liaise with parents regarding their confidence and skills levels and to work with small targeted groups to support parental learning.	CR	Jan 18 (Govs) Sept 18 (Govs)	CR and JB successfully liaised with parents and offered / provided support when needed on a 1:1 basis.
Raise the attendance levels of children eligible for FSM.	Use of CPOMs to track pastoral concerns /attendance of disadvantaged children.  Convene attendance clinics using LA attendance support.  Introduce 'privilege passes' to support disadvantaged children's attendance which is falling below 96%.	Research shows that days of schooling missed impacts negatively on children's progress and attainment. FSM attendance in not in line with other pupils.	AL/LB to monitor and track FSM attendance on a monthly basis and identify those at risk of falling below 96%, Discuss with parents and implement privilege passes. Attendance clinics to be used if no improvement.	AL	Jan 18 (Govs) Sept 18 (Govs)	FSM attendance rose to 94%, an increase on last year of 0.7%.

	<b>Allocated PP Funding- £3,000</b>					
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