



## Howley Grange Primary Pupil Premium Strategy

Academic Year	18/19	Number of Eligible Pupils	29+6	Date of last Pupil Premium Review	Oct 18 (Govs)
Total Number of Pupils	422	Expected Pupil Premium Funding	Total £50,080	Date of next Pupil Premium Review	Jan 19 (Govs) Sept 19 (Govs)

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

The majority of children eligible for pupil premium make good progress in reading, writing and maths.

<b>EYFS</b>	2/2 achieved GLD
<b>Year 1 phonics check</b>	3/4 achieved the phonics check. (1/2 achieved the phonics retakes in Y2)
<b>Year 2 SATS</b>	2/5 achieved expected standard combined reading, writing and maths.
<b>Year 6 SATS</b>	14 children: 64% EXS+ in Reading, 72% EXS+ in Writing, <b>36% EXS+ in Maths</b>

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

1.	% of disadvantaged, (including SEN disadvantaged) children working at or above age related expectations in reading, writing and maths is not in line with that of non-disadvantaged children.
2.	30% of pupils eligible for pupil premium are also on the SEN register.
3.	Low self-esteem, expectations and aspirations are more prevalent among disadvantaged pupils.
4.	Access to educational experiences such as visits, music lessons and participation in physical activities is limited.
5.	Attendance for disadvantaged children does not match that of other pupils.

Desired Outcomes (including how they will be measured)		Success Criteria
1.	Raise % of disadvantaged, (including SEN disadvantaged) children working at or above age related expectations in reading, <b>writing</b> and <b>maths</b> .	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.
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.	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.
4.	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	Evidence to show desired outcome has been achieved.
All pupils to have the necessary physical core strength and knowledge to ensure they can correctly form letters and fluidly join their writing.	Expand Kinetic letters into year 4.  <b>Allocated PP Funding- £500</b>	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.	3 year 4 teachers will attend introduction to kinetic letters and joining training. Daily Kinetic letter sessions will be introduced in yr4. Kinetic letter interventions will continue to be used where needed.	EN/SG	Jan 19 (Govs) Sept 19 (Govs)	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.
Ensure the attainment gap for disadvantaged children continues to diminish across the school.	Intervention support for children who are off track to achieve age related expectations, have poor phonic skills or whose progress has stalled.  <b>Allocated PP Funding- £10,000</b>	Timely and swift intervention enables children to maintain at least good rates of progress and diminishes any attainment gaps.	SLT to analyse data and identify children in need of intervention. AL to liaise with KT/AS and establish intervention groups and timetables. KT/AS to work with teaching staff to set targets. SLT to measure impact of interventions through progress meetings.	SLT	Jan 19 (Govs) Sept 19 (Govs)	Maths attainment for disadvantaged children has risen from 48.6% to 54% achieving at or above. Writing attainment for disadvantaged children has risen from 46% to 56.8% achieving at or above.
All pupils to have improved number	Introduce 'Timestable Rockstars' and 'Snappy	Evidence from question level analysis from KS2	Rates of progress and attainment in maths across the school will be	RH	Jan 19 (Govs) Sept 19	Maths attainment for disadvantaged

knowledge to increase rates of progress and attainment in maths across the school.	Maths' across the school.  <b>Allocated PP Funding-£100</b>	Assessment data has shown that children have gaps in basic number knowledge that is impacting on their ability to progress in Maths.	improved.		(Govs)	children has risen from 48.6% to 54% achieving at or above.
Staff to have a robust assessment tool to compare their class against children nationally to support their teacher assessment judgements and therefore impact assessment for learning.	Introduce the Stars Assessment system across KS2. <b>Allocated PP Funding-£3000</b>	The analysis and monitoring of disadvantaged children will be improved and therefore intervention will be focussed as a result of accurate assessment for learning, leading to accelerated progress.	SLT to measure impact of interventions through progress meetings.	EN	Jan 19 (Govs) Sept 19 (Govs)	Stars assessments have been completed throughout the year and all staff have been involved in analysing the outcomes in pupil progress meetings.

### Other Approaches – Targeted Support

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	Evidence to show desired outcome has been achieved.
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 teaching assistant.</b>	30% 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 DW re learning targets and support needed. CR to liaise with class teachers when measuring impact of interventions.	CR	Jan 19 (Govs) Sept 19 (Govs)	Provision maps were completed and reviewed. Class teachers monitored progress of this group closely through progress meetings.
Increase rates of writing progress and attainment for disadvantaged children.	Use Enable resources as a structured literacy intervention. <b>Allocated PP Funding-£500</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 19 (Govs) Sept 19 (Govs)	Writing attainment for disadvantaged children has risen from 46% to 56.8% achieving at or

						above.
Increase rates of reading progress and attainment for disadvantaged children.	Use of Project X to engage reluctant readers. <b>Allocated PP Funding- £500</b>	Project X has been used previously for children on the SEN register with very positive results dramatically increasing their reading age.	SENCO to train SEN support teaching assistant and other teaching assistants, and monitor and track impact of Project X.	CR	Jan 19 (Govs) Sept 19 (Govs)	Pupil voice stated a positive impact on reading for this group.
Disadvantaged children who did not achieve YR 1 phonics check to achieve in YR 2. Further support one child now in Y3 who failed the Y2 retake.	Early phonics intervention for any children in YR 1/2 not on track to achieve phonics check.  Introduction of Word Wasp and Hornet to support children not achieving phonics check.  <b>Allocated PP Funding- £500 Word Wasp/Hornet</b>	1 Pupil who did not achieve the YR1 phonics check and 1 who failed the retake require a specialised approach to develop their phonics skills.	SENCO to train SEN support teaching assistant and monitor and track impact of Word Wasp/Hornet.	CR	Jan 19 (Govs) Sept 19 (Govs)	100% of disadvantaged children in Y1 passed their phonics check. 100% disadvantaged children in Y2 passed their phonics check retake.
Increase rates of maths progress and attainment for disadvantaged children.	Power of 1 / Plus 2 <b>Allocated PP Funding- £500</b>	Power of 1 / Plus 2 has been used previously for children on the SEN register with very positive results increasing their maths ability.	SENCO to train SEN support teaching assistant and other teaching assistants, and monitor and track impact of Power of 1 / Plus 2.	CR	Jan 19 (Govs) Sept 19 (Govs)	Maths attainment for disadvantaged children has risen from 48.6% to 54% achieving at or above.
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- £3,000.</b>	Disadvantaged children are a relatively small group in our school. Being such a small cohort enables us to personalise interventions and support provided to ensure the highest possible outcomes for disadvantaged	KT to act as disadvantaged pupil champion on the SLT.  Deputy Head to take up the role of vulnerable children's champion on the SLT, responsible and accountable for the identification, provision and outcomes of this group, (including FSM attendance)	KT	Jan 19 (Govs) Sept 19 (Govs)	KT has met with the Governor responsible for PP and has also fed back in governor meetings.  KT has ensured matters regarding vulnerable children are a regular item on the

		children.	and reporting to Govs.			agenda of SLT meetings.
Raised self-esteem and emotional well-being for all pupils.	<p>Specialised nurture support to be provided by Elements Forest School, targeting specific groups to raise self-esteem and confidence.</p> <p><b>Allocated PP Funding-£4,000</b></p> <p>Focused TA support to provide nurture and learning interventions.</p> <p><b>Allocated PP Funding-£8,000</b></p>	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.	CPOMS will be used to identify children needing nurture support and development and to monitor impact of programmes used.	KT/DW	Jan 19 (Govs) Sept 19 (Govs)	Pupil and parent voice has spoken very highly of the impact of this intervention. It has had a positive effect on children's confidence and their overall engagement in lessons.
Increased opportunities for disadvantaged children to pursue wide ranging interests.	<p>Target funding for out of hours' clubs and activities for disadvantaged children.</p> <p><b>Allocated PP Funding-£6,280</b></p>	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.	KT	Jan 19 (Govs) Sept 19 (Govs)	All disadvantaged children were offered to attend educational visits and residential.
Raise the attendance levels of children eligible for FSM.	<p>Use of CPOMs to track pastoral concerns /attendance of disadvantaged children.</p> <p>Convene attendance clinics using LA attendance support.</p>	Research shows that days of schooling missed impacts negatively on children's progress and attainment. FSM attendance in not in line with other pupils.	KT/LB to monitor and track FSM attendance on a monthly basis and identify those at risk of falling below 96%, Discuss barriers and how we can support with parents. Offer of attendance at breakfast club on a Tuesday / Thursday morning to help encourage a positive start to the day. This	KT	Jan 19 (Govs) Sept 19 (Govs)	Breakfast club was offered to a number of eligible children and overall attendance improved.

	<b>Allocated PP Funding- £3,200</b>		would be a personalised plan depending on children's needs. Attendance clinics to be used if no improvement.			
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