

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Hillsgrove Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget (est)</b>	£102,895	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	386	<b>Number of pupils eligible for PP</b>	53	<b>Date for next internal review of this strategy</b>	Feb 2020

2. Attainment 2017/18		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (%)</i>
% achieving expected standard in reading (KS2)	87%	89%
% achieving expected standard in writing (KS2)	87%	91%
% achieving expected standard in maths (KS2)	80%	89%
% achieving expected standard in GPS	93%	94%
Average test scaled score in reading (KS2)	106.9	108.1
Average test scaled score in maths (KS2)	106.3	108.5
Average test scaled score in GPS (KS2)	111.7	112.2
% achieving expected standard in reading (KS1)	100%	78%
% achieving expected standard in writing (KS1)	50%	78%
% achieving expected standard in maths (KS1)	100%	76%
% achieving GLD (EYFS)	67%	83%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers

1. Low children reaching the higher standard than others
2. 24% of children who are PP also have additional needs
3. Children's low starting points (at baseline) are well below other pupils

#### External barriers

4. Attendance amongst disadvantaged pupils is lower than other pupils

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve outcomes for children eligible for PP.	Pupils eligible for PP across the school make as good progress as 'other' pupils and the gap between attainment measures such as 'number achieving the expected standard' is narrowed. Higher attaining pupils eligible for PP will achieve the higher standard in line with national expectations.
<b>B.</b>	Higher numbers of children eligible for PP achieving the higher standard in line with 'other' children across KS1 and 2.	
<b>C.</b>	Higher rates of progress across KS1 & 2 for pupils with needs in addition to being eligible for PP.	<p>Pupils with multiple needs are swiftly identified and support plans such as provision maps are put into place.</p> <p>Progress for pupils eligible for PP who have an additional need is measured by teacher assessments and successful moderation practices in order to show good progress in books, especially where a quantitative measure may not be reflected in data tracking.</p> <p>Interventions put into practice to support these pupils has effective impact and where possible this is shown in the data tracking system.</p>
<b>D.</b>	Increase Early intervention at Year 1 to ensure PP children achieving phonics and end of year expectations.	Engagement of SALT team and other outside agencies for advice quickly through early meetings with SENCO and parents.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves to be in line with 'other' pupils and above National.

## 5. Planned provision

Academic year

2019/20

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?
<p>A. Improve outcomes for children eligible for PP</p> <p>B. Higher numbers of children eligible for PP achieving the higher standard</p>	<p>Termly pupil progress and provision meetings with class teachers to review practices and measure impact. Support for teachers from within school experts as well as external experts.</p> <p>Appropriate CPD identified for teachers.</p>	<p>We want to ensure that pupils eligible for PP make accelerated progress by investing in support for teachers in reviewing practices which will have an impact on narrowing the gap.</p>	<p>Regular monitoring of lessons and progress reviews led by the senior leadership team. Use staff meeting time to deliver training. Lessons from training embedded in school policy.</p>	SLT	Ongoing
<p>C. Improved progress for children with multiple needs</p> <p>D. Increase percentage of children meeting the standard at the end of key stages</p>	<p>Monthly inclusion meetings to review children's needs and implement appropriate action/ intervention.</p> <p>Termly pupil progress and provision meetings with class teachers and SENCO to review practices and measure impact.</p>	<p>We endeavour to ensure that PP pupils with additional needs make better than expected progress, with a significant number 'meeting expected standards' by the end of their key stage.</p> <p>We want to ensure the inclusion team support teachers with identifying barriers to learning as swiftly as possible and implementing the appropriate intervention.</p>	<p>Pupil progress and provision meetings to be led by HT and SENCO</p>	SENCO and HT	Ongoing

ii. Targeted support					
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. Improve outcomes for children eligible for PP  B. Higher numbers of children eligible for PP achieving the higher standard	Subsidising afterschool clubs. Payment for extra-curricular activities. KS1 and 2 targeted support with smaller class sizes and extra teachers.	We want to provide extra support to extend progress and high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources. We want to ensure this additional provision is complemented with motivational extra-curricular activities such as trips, visits and clubs.	Through Pupil Progress meetings target specific children and groups with extra intervention and targeted in class support.  Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Carefully monitor and analysis the progress and attainment of all PP children with an emphasis on reaching standard.	SENCO and SLT	Sep 2020
C. Improved progress for children with multiple needs	Dyslexia intervention – STEPs Programmes. Family Support Worker. In school Speech and Language Therapy service time. Educational Psychologist.	Some of the pupils with multiple needs need targeted support to catch up. The school has successful working relationships with these organisations and outcomes/ reports from professionals lead directly into provision planning.	Redeployment of some TA time to be non-class based, working specifically with children with multiple needs delivering programmes from both teachers and outside agencies.	SENCO and SLT	Sep 2020
D. Increase percentage of children meeting the standard at the end of key stages			Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Interventions implemented by external teams to be overseen and evaluated by the		
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?
E. Increased attendance rates	Fast Track used to monitor pupils and follow up quickly on absences. First day response provision.  SLT will also analyse attendance data for vulnerable groups including PP.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	The Fast track lead will collaborate with the SLT to ensure all feasible support is offered to ensure children are attending school and on time.	SLT Fast track lead	Ongoing

## 6. Expenditure

The provisional allocation of pupil premium funding Hillsgrove Primary School will receive in 2019/20 is = **Estimated to be £102,895**

Hillsgrove Primary School intend to spend this allocation in order to fulfil the above actions as follows:

Provision	Estimated Cost (£)	Actual Cost
TA support - interventions	26,554	
Leadership of PP	14,305	
Family Support Worker (0.4)	5,432	
Additional teaching staff in Year 6 (UQT)	22,894	
External Speech and Language support	3,857	
Internal Speech and Language and Social Communication Support Team	20,853	
Uniform Support	4,000	
Educational Visit Support	5,000	
<b>Total</b>	<b>£102,895</b>	

