

Pupil premium strategy statement (primary)

1. Summary information					
School	Holly Lodge Primary				
Academic Year	2016/17	Total PP budget	£54 120	Date of most recent PP Review	October 2017
Total number of pupils	414	Number of pupils eligible for PP	62	Date for next internal review of this strategy	July 2018

2. Attainment.		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>

	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1
% achieving expected standard in reading, writing and maths	25%	75%	67%	63%
% achieving expected standard in reading	75%	75%	77%	79%
% achieving expected standard in writing	75%	75%	81%	72%
% achieving expected standard in maths	25%	75%	75%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Our internal tracking shows that children are most disadvantaged when they face multiple challenges. Research carried out by the Education Endowment Foundation confirms this. Many of our disadvantaged children are also on the SEN register and so need a high level of intervention to help close the attainment gap with their peers.
B.	Several of our families who are eligible for Pupil Premium need social and emotional support. Pupil Premium children are much more likely to be on Child Protection plans.
C.	Some of our parents find it difficult to engage with school staff and need support to be able to help their children with their learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for Pupil Premium children was 95.3% This reduces their school hours and causes them to fall behind.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	The attainment of PP children especially those with SEN will improve.	Pupils eligible for Pupil premium will make rapid progress in their learning.
B.	The emotional needs of children will be met.	
C.	Parental engagement with the school will increase. Parents will have greater aspirations for their children and are more able to support their learning.	Attendance at parent's evenings will increase. There will be evidence that parents are more effectively supporting their children's, learning as evidenced by comments in Reading Record books etc.
D.	Increased attendance rates for pupils eligible for PP .	Overall PP attendance improves from 95.3 % to 96.9% , so that it is line with "other" pupils. There needs to a be a particular focus on those children currently eligible for Free School Meals as their attendance is 87.2%

5. Planned expenditure

Academic year	2017/18				
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?
Improved progress for children with SEN.	We have invested in Achievement for All (AfA), a two year programme which aims to raise the attainment and aspirations of vulnerable children and their families.	The impact of the programme has been independently assessed by Price Waterhouse Copper who found that participating schools could demonstrate marked progress in reading, writing and maths progress.	Close collaboration between the AfA coach and school staff, especially the school's AfA Champion.	Carol Pedley	July 2019
Improved language skills for the children in reception.	We have been selected to trial the Nuffield Early Language Intervention for Reception children. A TA will be trained up to deliver the intervention to the four children who have the lowest scores when assessed by a Speech and Language therapist. School has to invest in the resources for the programme.	The programme is part of a university trail and will be rigorously monitored for impact. The intervention has already been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer term progress in reading comprehension.	Ensure that there is adequate cover to ensure that TAs are able to maximise the benefit of the training programme and have sufficient preparation and delivery time.	Carol Pedley Jess Butler.	July 2018

Total budgeted cost					£4,980.00
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?
Improves progress for PP children who have SEN.	We will employ an LSA to support PP children in Years 3 and 4. We will employ a teacher in to work with children in small groups in Year 6.	The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs are effective.	Base line and tracking data will be analysed. Transference of skills taught through interventions will be monitored.	Carol Pedley	July 2018
Increased engagement of targeted parents with school staff. Increase involvement of targeted parents in their children's learning.	As part of the AfA programme, staff will be trained on how to have Structured Conversations with parents. These conversations will be held three times a year and is based on a culture of mutual understanding rather than telling.	Research has shown that parental engagement in their child's learning pays enormous dividends in learning and achievement, and that schools can play a strong role in developing this engagement. (Lucas, B (2010). The impact of parent engagement on learner success. A digest of research for teachers and parents. University of Winchester).	Close collaboration between the AfA coach and school staff, especially the school's AfA Champion. Costings included in Section i.	All staff.	July 2018
Increase in the emotional wellbeing of the children.	The ELSAs are fully trained and receive appropriate supervision from professionals.	Children who are suffering from anxiety issues, low self esteem and behavioural difficulties are not able to fully access learning.	Monitoring of "wellbeing" questionnaires completed at the beginning and end of ELSA intervention. Feedback from parents.	Carol Pedley	July 2018
Total budgeted cost					£47,240
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?
Increased attendance rates for pupils eligible for PP .	Parental support and signposting to external support agencies by ELSAs and Designated Safeguarding Lead. Funding of places at Breakfast Club.	Children's attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step in increasing attainment. Tracking of the registers show that some Pupil Premium children consistently arrive late so missing valuable learning time.	Analysis of registers both for attendance and punctuality.	Carol Pedley	July 2018
Total budgeted cost				£2,223	

6. Review of expenditure				
Previous Academic Year				
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 Staff meeting time.
Increase in attainment for all pupils.	Staff training on marking and feedback. SLT monitoring of learning books.	Learning book scrutiny shows that there is evidence of very good practice. Where teachers marking includes a “next step” or a further challenge, it is clear that children are able to deepen their learning. This best practice has been shared in staff meetings.	This is a continuous focus for all staff. Learning books have been scrutinised by SLT and as result, an updated Marking Policy is to be introduced. Children need to be allowed time to respond to their teacher’s marking.	Staff meeting time.
ii. Targeted support				
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 £52,913

<p>Increase in attainment of pupil premium children, especially those with SEN.</p>	<p>Children were supported in small groups for literacy by an experienced teacher.</p> <p>A team of Intervention Assistants target gaps in the learning of PP children and un tailored interventions.</p> <p>Third Space learning online maths tutoring sessions.</p>	<p>The PP children supported by the Intervention TAs made good progress.</p> <p>TAs, in collaboration with the class teacher and SENDCo were able to adapt some available programmes, eg, Beat Dyslexia to directly target children's needs and help support class room learning.</p> <p>At the end of the summer term, all PP children with SEN were accessing age appropriate assessment criteria</p> <p>The Third Space Learning Intervention was not effective. None of the Year 6 children who took part in the programme reached the expected level in maths.</p>	<p>It was apparent that children made more gains when supported by a skilled member of staff rather than a commercially available tutoring programming. Staff working in school are more able to react to children's needs and target interventions based on the assessment data and observations provided by the teacher.</p> <p>We have chosen not to implement the Third Space Learning programme this year.</p>	
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iii. Other approaches

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 £5,487
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<p>Children and their families are supported when children are vulnerable due to home-life difficulties.</p> <p>Increase in the attendance rate of Pupil Premium children.</p> <p>Increase in the emotional wellbeing of the children. The ELSAs are fully trained and receive appropriate supervision from professionals</p>	<p>Home School Link Worker support and guidance towards support available in the community and through Children's Services if necessary.</p> <p>Support from the Home: School: Link worker and the ELSAs. Funding of places at Breakfast Club.</p> <p>The ELSAs support vulnerable children using a variety of approaches, including talk, art, reading and role play. The three ELSAs attend regular network meeting and receive support from our Educational Psychologist.</p>	<p>There has been an increasing need for this form of support. We have more children now who are on the Child Protection register. All of these are Pupil Premium children. Other professionals have recognised the valuable contribution of our Home School Link worker and Family Support Worker to child protection meetings and conferences.</p> <p>This has been successful in one case, attendance has risen from 50% to 100%.</p> <p>The ELSAs are playing an increasingly valuable role within our school community. They have played a major role in supporting the children on Child Protection Plans.</p>	<p>Unfortunately, our Home School Link worker has left school to work in another role. Part of her case load has been taken on by the Family Support Worker who works across the academy and the Designated Safeguarding Lead.</p> <p>This needs to continue as despite improvements, careful tracking and analysis of the attendance rates of PP children shows that they are still over represented in the "attendance cause for concern" category.</p> <p>This needs to continue. There will be additional funding required as the Educational Psychology Service who provide supervision for our ELSAs are now charging for their service.</p>	
<p>Decrease in "Red Letter" Behaviour incidents at lunchtime.</p>	<p>Set up a Nuture Group at lunchtime.</p>	<p>This was very effective in helping to decrease the number of Red Letters that were issued due to lunchtime behaviour.</p>	<p>The club now takes place before school and has the aim of ensuring that the children have a positive start to their day.</p>	<p>£511.00</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.