



Pupil Premium Strategy Statement

2018-19

1. Summary information					
School	Hallbrook Primary School				
Academic Year	2018-19	Total PP budget	£26,240	Date of most recent PP Review	05/18
Total number of pupils	214	Number of pupils eligible for PP	13	Date for next internal review of this strategy	07/19

2. Current attainment based on KS2 data 2017-18		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average all pupils)</i>
% achieving expected standard or above in reading, writing & mathematics	33.3%	69.4% (64.4%)
% achieving expected standard or above in reading	33.3%	77.8% (75.3%)
% achieving expected standard or above in writing	33.3%	80.6% (78.3%)
% achieving expected standard or above in mathematics	66.7%	77.8% (75.6%)

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers		
A.	Acquisition of gross and fine motor skills in EYFS/KS1 are lower for children eligible for PP which slows their literacy progress in subsequent years.	
B.	Social, emotional and mental health issues affect some of our PP children which can have an impact on their attitude to learning and behaviour.	
C.	A number of children in receipt of PP are also on the SEND register which prevents sustained high achievement in KS2.	
External barriers		
D.	Lower parental engagement especially regarding attendance at information evenings and completion of homework.	
E.		
4. Desired outcomes		
A.	Improved gross and fine motor skills, concentration and listening, self-care, confidence and social skills through Big Moves programme	Children make rapid progress by the end of the year so that all PP children meet age related expectation.

B.	For children eligible for PP to be settled and secure in school. Those children who require support will be offered sessions of emotional coaching (ELSA).	Emotional needs are met and pupils are ready to engage and learn with greater resilience and independence.
C.	Children eligible for PP with SEND to make progress in reading, writing and mathematics through quality first teaching and closely monitored intervention groups.	These pupils will make at least expected progress from individual starting points in reading, writing and mathematics by the end of the year.
D.	The attainment gap in reading, writing and mathematics between PP and non-PP pupils is diminishing.	The attainment and progress for PP pupils in reading, writing and mathematics is in line with non-PP pupils.

5. Planned expenditure

Academic year

2018-19

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

Action	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Experienced additional PP Teacher to work with small groups and/or intensive one-to-one with PP pupils in reading, writing and/or maths.	<p>To consolidate learning completed in class.</p> <p>To pre-teach, preparing pupils for future learning, in order to build confidence and give higher level starting points to learning.</p> <p>To address specific gaps in learning in consultation with class teachers.</p> <p>To ensure SEND pupils meet expected progress targets.</p> <p>To give feedback to vulnerable pupils about their performance relative to learning goals.</p> <p>To accelerate progress in writing through the one-to-one delivery of 'Write Away Together'.</p>	<p>Additional teaching and learning opportunities from teachers demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as evidence by the EFF Toolkit.</p> <p>Research suggests that there is high impact from high quality feedback.</p> <p>Research shows evidence that pupils accessing 'Write Away Together' made an average 4.2 point score gain.</p>	<p>Provision will be mapped termly on an intervention provision map.</p> <p>There will be baseline and exit assessments.</p> <p>Pupil attainment and progress will be monitored termly at Pupil Progress Meetings.</p>	<p>PP Teacher (EP)</p> <p>SENDCo (AD)</p>	<p>Assessment data will be monitored to ensure that progress is made after each intervention.</p> <p>Pupil Progress Meetings will be held each year with the HT/Phase Leader/Class Teachers.</p>
Total budgeted cost					£7,123

ii. Targeted support					
Action	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Emotional Literacy Support Assistant (ELSA) to target vulnerable PP pupils to help them improve their social skills, friendships and self-esteem, and better manage their feelings and emotions.	Vulnerable PP pupils have better social skills and a wider circle of friends; are better able to manage their feelings in a more positive way; have improved self-esteem.	The use of support for social, emotional and mental health needs of a small number of pupils is a positive strategy; increasing the capacity to promote a calm and meaningful environment for all pupils.	Organise a timetable for the ELSA to ensure vulnerable PP pupils are being targeted for additional support. Monitor behaviour/safeguarding logs to ensure that positive behaviour is enhanced across the school. Half-Termly Boxall Profile to assess children's social, emotional and behavioural development. Scores of individual pupils will be compared to the standardised emotional literacy scores of 'competently functioning' pupils of a similar age group.	ELSA (EL) + Trainee (VN) SENDCo (AD)	Progress of pupils in intervention groups will be reviewed and updated each term. Monitoring of behaviour/safeguarding logs shared with Governors on a termly basis. Use of Boxall Profile assessments half-termly.
Total budgeted cost					£16,725
iii. Other approaches					
Action	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enrichment costs to enable PP children to attend educational visits, residential visits and extra-curricular clubs.	To ensure eligible pupils have the same opportunities for enrichment activities as other pupils.	Research has shown that a lack of cultural capital can affect capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encourage PP pupils to participate in a range of enrichment opportunities such as trips and extra-curricular clubs helps to close the gap in learning and attainment.	PP pupils engaging in a range of enrichment activities will be logged and monitored.	HT (RH) SBM (PB) PE Leader (RD)	Strategy will be reviewed annually by HT, SLT and Governors.
Total budgeted cost					£2,392

6. Additional detail

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

Rationale for strategies/actions taken has come from reliable evidence sources such as the EEF Toolkit which has been discussed/agreed by the Local Governing Board. Termly meetings take place to discuss progress and attainment of PP with the PP Leader and link governor. The school's PP Lead attends termly TELA PP Network Meetings to share good practice and to keep informed of the national PP picture.

The percentage of pupils eligible for PP at Hallbrook Primary School is below the national average and within individual year groups the percentage can relate to individual or very small groups of pupils. This can make it difficult to identify any specific trends.