

## Pupil Premium Strategy Statement

| 1. Summary Information |                         |                                  |          |  |                |
|------------------------|-------------------------|----------------------------------|----------|--|----------------|
| School                 | Hampreston First School |                                  |          |  |                |
| Academic Year          | 2017-2018               | Total PP budget                  | £10, 560 | Date of most recent PP Review                  | 2016 - 2017    |
| Total Number of Pupils | 148                     | Number of pupils eligible for PP | 12       | Date for next internal review of this strategy | September 2018 |

| 2. Current Attainment   |
|---|
| <p>Statutory assessments and internal assessments show PP children making good progress. We have decided not to publish data on the attainment and progress of PP children by year group or in statutory assessments as with so few PP children in each year group, individuals would be identifiable. It is also inappropriate to base self-evaluation on such small cohorts, given the inevitable variability. Instead we focus on individual children. All PP children have learning targets so that 1:1 / group support can be appropriately targeted. This is for children working towards, at or beyond expectations.</p> <p>Across Reading, Writing and Maths, 86% of PP children made good progress, 16% made more than expected progress.</p> <p>Work scrutinized by external SEP showed 'accelerated progress' for some children who did not achieve expected attainment.</p> |

| 3. Barriers to future attainment (for pupils eligible for PP)  |
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| <p><b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)</p> |

|  |  |
|--|--|
| A.   | Some PP children have low prior attainment                                     |
| B.   | Some PP children have additional needs   |
| C.   | Weaknesses in learning behaviours eg lack of independence, focus or resilience |
| D.   | Social and emotional problems affecting confidence and progress                |
| <b>External barriers</b> (issues which also require action outside school, such as low attendance rates) |  |
| E.   | Absence  |

| <b>4. Desired outcomes (Desired outcomes and how they will be measured)</b> |  | <b>Success criteria</b>   |
|---|--|---|
| A.  | Good progress                                  | PP children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up |
| B.  | Any additional needs are supported effectively | Children with additional needs are supported through the school's SEND practice with recognition and support for any additional factors that PP face.                     |
| C.  | Improved learning behaviours                   | Improvement in the learning behaviours demonstrated by targeted PP children are evident – recognised by children and staff alike  |
| D.  | Improved self-confidence and self-esteem       | Children feeling more confident to participate fully in school life and take risks with their learning  |
| E.  | Increased attendance                           | Attendance issues diminished  |

|                      |   |   |   |             |                                      |
|----------------------|---|---|---|-------------|--------------------------------------|
|                      | <b>5. Planned expenditure</b>   |   |   |             |                                      |
| <b>Academic Year</b> | <b>2017 - 2018</b>  |   |   |             |                                      |
|                      | The three headings below enable the school to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies  |   |   |             |                                      |
|                      | <b>i. Quality of teaching for all</b>   |   |   |             |                                      |
| 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. Good progress     | <p>All staff continue to deliver maths through 'Inspire Maths'.</p> <p>Two staff involved with potential research project, involving pre-teaching of concepts and vocabulary.</p> <p>Ongoing focus on spelling, grammar strategies and reading (including a focus on children working at greater depth)</p> <p>Peer teaching observations</p> | <p>Maths results (2017) encouraging, in light of adoption of Singapore style maths scheme. Spelling focus continues to raise expectations for all children. Literacy focus to address under – attainment, including a focus on those children working at greater depth.</p> | <p>Ongoing monitoring programme</p>         | <p>Head</p> | <p>Ongoing</p>                       |

| 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. Good progress                            | positive learning behaviours resilience, focus etc<br>Group responsibility can help promote individual responsibility for own learning and behaviour<br>1:1 / small group support with specialist TA (additional to full time TA support in every class) | neg children are easily distracted, lack focus or confidence<br>Boost progress with additional targeted support | Track ongoing progress of children          | Head / Assistant Heads     | Termly                               |  |
|   |  |   |   | <b>Total budgeted cost</b> | £1000 ( + funds from other budgets)  |  |
| B. Additional needs supported effectively   | Specialist SEN teacher supports and advises where appropriate. Close collaboration with specialist TA.   | Learning barriers faced by children   | Track ongoing progress of children          | Head / Assistant Heads     | Termly                               |  |
| D. Improved self-confidence and self-esteem | Social skills sessions with small groups and where appropriate individuals<br><br>TA and staff CPD courses - autism, attachment,   | Improve self-esteem and self-confidence   | Track ongoing progress of children          | Head / Assistant Heads     | Termly                               |  |
| <b>Total budget cost:</b>                   |  |   |   |                            | £9000                                |  |

**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? |
|---|---|--|--|------------|--------------------------------------|
| D. Improved confidence and self-esteem<br><br>Uniform subsidy | Extra – curricular activities financed (sport, dance, music etc)<br><br>Lunchtime sports clubs to boost self-confidence and social skills | To promote confidence, resilience and enjoyment of learning                  | Feedback from children parents and where possible, staff | Head       | Based on feedback                    |
| E. Attendance   | Liaison with parents / carers to encourage improved attendance where appropriate  | School attendance hovers around 96%, with some individual attendance issues. | Monitor attendance                                       | Head       | Ongoing                              |
| <b>Total budget cost:</b>                                     |   |  |  |            | £600                                 |