



Hillcross Primary School

Pupil Premium Strategy 2018-19

1. Summary information					
School	Hillcross Primary School				
Academic Year	2018-19	Total PP budget	£84,480	Date of most recent PP Review	Sep 18
Total number of pupils	551	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Sep 19

2. Current attainment		
	<i>Pupils eligible for PP (your school 2016/17 data)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving EXS+ in reading, writing & maths	56%	67%
average progress score in reading	-2.47	0.33
average progress score in writing	-5.30	0.17
average progress score in maths	-3.87	0.28
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Twenty-Two pupil premium children also have SEN needs which provide an additional barrier to learning and so impact progress and attainment	
B.	Reading and writing attainment gap between pupil premium children and non-pupil premium children across school in	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance – currently 16 pupil premium children have attendance below 95%	



4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Measureable targets are set for progress of SEN-pupil premium children and are met in all areas	<ul style="list-style-type: none"> • Progress for SEN children measured against individual targets which have been set in agreement with SENCo, class teacher and HB • 100% of SEN-pupil premium children meet their targets • Books, Ladders and non-statutory tests (where relevant) provide a triangulation of evidence to support progress
B.	Gap between attainment of pupil premium and non-pupil premium children in reading and writing is less than 20%	<ul style="list-style-type: none"> • Books, Ladders and non-statutory tests (where relevant) provide a triangulation of evidence to support progress

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					
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?



Hillcross Primary School

<p>1. Measureable targets are set for progress of SEN-Pupil Premium children and are met in all areas</p>	<ul style="list-style-type: none">• SIMs mark sheets to be changed in order to set and measure against school targets• Progress of SEN PP children tracked as part of termly assessments• SENCo, class teacher and DHT to agree targets for SEN PP children• SEN children who are also PP to be highlighted on planning documentation	<ul style="list-style-type: none">• Termly progress measures do not always reflect the progress made by SEN PP children and so more appropriate, individual targets, would enable the school to more suitably measure progress for this group• Target set for SEN PP will reflect their individual ability rather than a 'one size fits all' approach'• Class teachers aware of who are their SEN PP children and promote positive attitude to learning and ensure, when relevant, they form a regular part of their focus group	<ul style="list-style-type: none">• A range professionals within the school will set and monitor the targets set• External support for SIMs mark-sheets with training for DHT and whole staff training planned	<p>HB KA Class teachers</p>	<p>Spring Term</p>
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<p>2. Gap between attainment of pupil premium and non pupil premium children in reading and writing is less than 20%</p>	<ul style="list-style-type: none"> • Whole class reading scheme for Y2 and Y6 to be trialled this year • Development of book corners in each classroom • Monster Writing Week to run during Autumn Term • Whole school focus on ensuring robust assessment and moderation procedures are in place across the school and the information is used effectively to inform planning and timely intervention 	<ul style="list-style-type: none"> • Whole class reader engages children more and enables the class teacher greater opportunity for on-going assessment of whole class • Performance data shows that in years 2, 3 and 5 in reading and in years 2, 4 and 6 in maths the gap between attainment of pupil premium children is greater than 20% • Children need to have a wide reading base and positive association to reading in order to apply skills in both reading and writing • Effective assessment and moderation to ensure accurate judgements for the children. Moderation ensure true and accurate progress and attainment measures 	<ul style="list-style-type: none"> • Pupil voice, teacher voice, evidence of learning against Ladders statements • English lead to monitor • Teacher training on Ladders • New and updated mark sheets to track progress and attainment • Moderation with other schools within the borough 	<p>LC Class teachers HB</p>	<p>Spring Term</p>
Total budgeted cost					<p>£50,200</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?
Measureable targets are set for progress of SEN-pupil premium children and are met in all areas	<ul style="list-style-type: none"> Author to visit school as part of Monster English week and workshop for PP and key children SENCo to monitor progress in books half termly to ensure appropriate differentiation and feedback 	<ul style="list-style-type: none"> Marking and feedback recognised as having significant impact on performance of children Motivation and enthusiasm for learning comes from having real life opportunities and experiences 	<ul style="list-style-type: none"> HB and VL to go on Shirley Clarke training in order to disseminate effective marking and feedback strategies from latest research on 'visible learning' Moderation across year groups and phases Targets linked to SEN Support Plans and regularly reviewed and monitored 	HB VL KA	Summer
Gap between attainment of pupil premium and non pupil premium children in reading and writing is less than 20%	<ul style="list-style-type: none"> Beanstalk volunteer to provide targeted KS1 children FFT Wave 3 & ReadWrite Inc in KS1 ReadWrite Inc., WriteAway & FreshStart in KS2 Pre-teach groups 	<ul style="list-style-type: none"> Targeted support for those children identified with significant gaps and the interventions used have been proven to be highly effective over time 	<ul style="list-style-type: none"> Observation and monitoring of groups with entry and exit performance data reviewed during progress meetings Termly monitoring of progress SLT monitoring 	SENCo TAs SLT	
Total budgeted cost					£32,000



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?
Attendance for all pupil premium children to improve where it is below 96%	<p>Discrete monitoring of PP children's attendance.</p> <p>Communication with parents to discuss attendance - improvements/concerns etc.</p> <p>Incentives to children e.g. letter from Educational Assistance Dog Willow to congratulate on improved attendance</p>	In order for progress and attainment to improve children need to be in school	<p>Referrals to EWO when needed</p> <p>Half-termly review of attendance of PP children</p>	HB and LF	Termly
Total budgeted cost					£2280

6. Review of expenditure				
Previous Academic Year		2017-18		
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



<p>1) Diminish the attainment gap by accelerating the progress of all disadvantaged pupils</p> <p>2) Increase the proportion of disadvantage pupils meeting expected standards at KS1</p> <p>3) Accelerate the progress of disadvantaged pupils in writing across KS2</p>	<p>Whole school focus on ensuring robust assessment and moderation procedures are in place across the school and that the information is used effectively to inform planning and timely interventions</p> <p>All disadvantaged children to receive a book from each Book Fair</p> <p>Teachers delivering focussed guided reading sessions</p> <p>Streamed phonics and spelling across KS1</p> <p>Whole school focus on improving the effectiveness of differentiation in order to target areas of weakness for those children working below ARE – actions to</p>	<table border="1"> <thead> <tr> <th colspan="2">Attainment gap of PP and non PP pupils</th> </tr> <tr> <th colspan="2">Reading</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>26%</td></tr> <tr><td>Year 2</td><td>22%</td></tr> <tr><td>Year 3</td><td>1%</td></tr> <tr><td>Year 4</td><td>28%</td></tr> <tr><td>Year 5</td><td>12%</td></tr> <tr><td>Year 6</td><td>+13%</td></tr> <tr> <th colspan="2">Writing</th> </tr> <tr><td>Year 1</td><td>26%</td></tr> <tr><td>Year 2</td><td>5%</td></tr> <tr><td>Year 3</td><td>26%</td></tr> <tr><td>Year 4</td><td>+7%</td></tr> <tr><td>Year 5</td><td>21%</td></tr> <tr><td>Year 6</td><td>10%</td></tr> <tr> <th colspan="2">Maths</th> </tr> <tr><td>Year 1</td><td>33%</td></tr> <tr><td>Year 2</td><td>5%</td></tr> <tr><td>Year 3</td><td>26%</td></tr> <tr><td>Year 4</td><td>+5%</td></tr> <tr><td>Year 5</td><td>5%</td></tr> <tr><td>Year 6</td><td>18%</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">PP meeting expected standards</th> </tr> <tr> <th colspan="4">KS1</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP 2018</td> <td>67%</td> <td>67%</td> <td>58%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">KS2 Writing</th> <th colspan="4">Accelerated Progress of writing across KS2</th> </tr> <tr> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>27%</td> <td>38%</td> <td>14%</td> <td>70%</td> </tr> <tr> <td>Non-PP</td> <td>21%</td> <td>26%</td> <td>44%</td> <td>75%</td> </tr> <tr> <td>Gap</td> <td>+6%</td> <td>+12%</td> <td>-29%</td> <td>-5%</td> </tr> </tbody> </table>	Attainment gap of PP and non PP pupils		Reading		Year 1	26%	Year 2	22%	Year 3	1%	Year 4	28%	Year 5	12%	Year 6	+13%	Writing		Year 1	26%	Year 2	5%	Year 3	26%	Year 4	+7%	Year 5	21%	Year 6	10%	Maths		Year 1	33%	Year 2	5%	Year 3	26%	Year 4	+5%	Year 5	5%	Year 6	18%	PP meeting expected standards				KS1					Reading	Writing	Maths	PP 2018	67%	67%	58%	KS2 Writing	Accelerated Progress of writing across KS2				Y3	Y4	Y5	Y6	PP	27%	38%	14%	70%	Non-PP	21%	26%	44%	75%	Gap	+6%	+12%	-29%	-5%	<ul style="list-style-type: none"> Although accelerated progress for PP broadly improving, there still remains a gap between attainment of PP and non PP children Whole school focus on writing attainment to continue as part of whole school development for 2018-19 PP attainment will continue to be a focus of SLT monitoring Streamed phonics across phase 1 to continue and be monitored by SM and TD Differentiation to be focus of whole school monitoring The actions taken have been effective but the desired outcome over require a great amount of time into to have intended impact; rather than just a 12 month cycle 	<p>£65,000</p>
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	<p>include monitoring of planning and sharing of good practice through peer observations</p> <p>Introduce use of physical punctuation across the school to raise the importance of securing punctuation</p> <p>Revise planning process for English to focus on developing year group skills</p> <p>Core subject groups for teaching English & Maths in Phase 3</p>			
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 £25,200



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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
1) Improve attendance of disadvantaged pupils	Class teachers & phase leaders to monitor pupils and follow up quickly on absences and punctuality Attendance action plans in place for PA families	Attendance 2017-2018 – 93.9% Attendance 2016-2017-94%	Increase incentive for PP to strive for improved attendance Continue to monitor attendance for PP Carry out attendance analysis to identify key children and action plan, in discussion with families, strategies to improve attendance	£3520