

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Hatfeild Primary School				
Academic Year	2019/20	Total PP budget	101,940	Date of most recent PP Review	September 2019
Total number of pupils	435	Number of pupils eligible for PP	76	Date for next internal review of this strategy	September 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) based on predicted 2019 data	
% achieving EXS+ in reading, writing & maths			64%	65%	
average progress score in reading			-1.2	0.30	
average progress score in writing			-0.6	0.30	
average progress score in maths			+0.1	0.30	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Pupil Premium children in Year 3 do not achieve age related expectations in reading and writing compared to national non pupil premium.				
B.	Pupil Premium children in upper KS2 do not achieve the attainment or progress in RWM compared to national non pupil premium.				
C.	Pupils in Y2 do not achieve the attainment or progress in Reading when compared to national non pupil premium.				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Social Emotional issues for a small group of PP children are having an impact on their overall achievement.				
E	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96% but 2% above 2017-2018 attendance). This reduces their school hours and causes them to fall behind on average. 19% of PP children have attendance below 90% (4% below last year's attendance of below 90% attendance).				
4. Desired outcomes (Desired outcomes and how they		Success criteria			

A.	PP children in Year 3 will attain in line in reading and writing compared with national non pupil premium.	In school data shows pupils eligible to PP will achieve or exceed expected attainment in reading and writing line with national non pupil premium.
B.	PP children in upper KS2 attain in line with national non pupil premium children in RWM	Children eligible for PP will meet age related expectations in RWM in line with “other” pupils nationally.
C.	PP children in Y2 attain and progress in reading in line with national non pupil premium children.	Children maintain or exceed expected progress to achieve age related expectations in line with “other” pupils nationally in reading.
D.	Due to the support put into place, the social and emotional issues of a small number of PP children are reduced.	Behaviour incident records show that social and emotional issues for a number of disadvantaged pupils have been reduced.
E.	Reduce the number of PP children who are persistent absentees and PP Overall PP attendance of Persistent Absentees improves from 92% to the national expectation of 96%.	Increased attendance rates for children eligible for Pupil Premium in line with ‘other’ pupils. This impacts positively on achievement and progress made in RWM.
F.	Upper KS2 PP children’s “essential skills to thrive” is supported and these are used to support their progress cognitively and emotionally.	Pupil voice shows that disadvantaged pupils in Years 5& 6 are ready to learn and able to make a smooth transition to year 6 and secondary school.

5. Planned expenditure

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?

A. PP children in Year 3 will attain in line in reading and writing compared with national non pupil premium.	Robust assessment of PP children with areas for development highlighted. PP children specifically targeted in planning & feedback marking.	Early assessment leads to identification of additional needs to impact on outcomes. Research shows that targeted children in a lesson make greater progress.	Assessment lead & class teachers liaise to confirm the judgement is correct. Monitoring by learning walks, lesson observation, scrutiny of planning, data outcomes. Talk 4 Writing framework INSET is used in English and Maths lessons.	AHT – Inclusion DHT – Assessment. SLT	On-going & reviewed at Progress meetings. April review.
B. Year 5 and Year 6 children to meet age related expectations in RWM in line with 'other'.	Robust assessment of PP children with areas for development highlighted. PP children specifically targeted in planning & feedback marking. TA funding using PP expenditure to target specific children in class to support attainment	Early assessment leads to identification of additional needs to impact on outcomes. Research shows that targeted children in a lesson make greater progress.	Assessment lead & class teachers liaise to confirm the judgement is correct. Monitoring by learning walks, lesson observation, scrutiny of planning, data outcomes. Talk 4 Writing framework and Maths Mastery framework INSET is used in English and Maths lessons.	AHT – Inclusion DHT – Assessment. SLT	On-going & reviewed at Progress meetings. April review.
C. PP children in Y2 attain and progress in reading in line with national non pupil premium children.	Book Buster teacher training TAs and volunteers in delivering specific reading/phonics support in class in Y1&2.	In school research shows targeted support has had impact on 'other' and will now target PP children.	Hatfeild Book Buster lead teacher liaises with the PP lead to ensure that appropriate children are targeted. Monitoring, lesson observation, scrutiny of reading journals. Analysis of Phonic tracking data.	Book Buster teacher AHT – Inclusion	On-going with particular focus at Progress Meetings.
Total budgeted cost					47,000

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. PP children in Year 3 will attain in line in reading and writing compared with national non pupil premium.	<p>Rigorous assessment leads to targeted intervention for PP children.</p> <p>Assessment used to set specific target groups of children.</p> <p>TA hours using PP expenditure to target specific children in intervention groups to support progress in reading and writing.</p>	<p>Specific intervention in addition to first quality teaching will narrow the gaps in learning.</p> <p>Research shows that targeted children in a lesson make greater progress</p>	Quality delivery of training. Monitoring by learning walks, lesson observations, intervention group observation, scrutiny of books, data outcomes.	<p>DHT – Assessment</p> <p>AHT – Inclusion</p> <p>Subject leads in Maths and English</p> <p>TA's</p>	On-going with particular focus at Progress Meetings.
B. Year 5 and Year 6 children to meet age related expectations in RWM in line with 'other'.	<p>Rigorous assessment leads to targeted intervention for PP children.</p> <p>Assessment used to set specific target groups of children.</p> <p>TA hours using PP expenditure to target specific children in intervention groups to support progress in reading, writing and maths.</p>	<p>Specific intervention in addition to first quality teaching will narrow the gaps in learning.</p> <p>Research shows that targeted children in a lesson make greater progress</p>	Quality delivery of training. Monitoring by learning walks, lesson observations, intervention group observation, scrutiny of books, data outcomes.	<p>DHT – Assessment</p> <p>AHT – Inclusion</p> <p>Subject leads in Maths and English</p>	September 2020

C. PP children in Y2 attain and progress in reading in line with national non pupil premium children.	Hatfeild Book Busters (Reading Recovery) delivered by teacher. Fisher Family Trust Reading programme delivered by trained TA. TA hours using PP expenditure to target specific children for additional reading intervention to support progress and attainment.	Research shows that Reading Recovery strategies implemented by a teacher, improve outcomes for pupils. Fisher Family Trust method follows similar pattern of teaching reading to RR.	Hatfeild Book Buster lead teacher and Fisher Family Trust TA liaise with the PP lead to ensure that appropriate children are targeted. PP TA to support targeted children with reading intervention.	Book Buster teacher. AHT FFT TA TA's	On-going with particular focus at Progress Meetings.
Total budgeted cost					26,000

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?
D. Due to the support put into place, the social and emotional issues of a small number of PP children are reduced.	Parent Gym for Foundation Stage parents. Jigsaw4U counsellor working 1:1 ELSA – targeted group, developing social emotional skills. Lego Therapy groups. TAMHS counsellor in school. Enrichment clubs and activities after school run by PP TA.	Research shows targeted interventions to support social, emotional skills development for children and families can be highly effective. Enrichment clubs focus on development of resilience, problem solving and team building skills. This supports the development of the whole child.	AHT for Inclusion identifies the children and families. AHT liaises with the internal and external agencies to ensure effective classroom practice. Pupil observations in class to monitor impact on learning behaviours. Communication with parents to maintain good school links and effective parental engagements.	AHT INC.	On-going with particular focus at Progress Meetings. fortnightly meeting with TAMHs clinician. Meetings with ELSA TA's and Jigsaw 4 U counsellor.
E. Increased attendance rates for the children eligible for Pupil Premium.	Daily, weekly or monthly 'attendance check-ups' with the Head teacher. Incentive given to work towards as reward for making measurable effort to be in school on time, and in every day.	Research shows children with greater attendance achieve.	HT analyses attendance data, liaised with EWO and in school attendance officer. PP children who drop below 95% need to be targeted immediately – medical evidence to be sought; parents to meet with AHT/HT; EWO involvement.	HT AHT - Inclusion	Weekly, Monthly.

G. The development of upper KS2 PP children's 'essential skills to thrive' is supported and these are used to support their progress cognitively and emotionally.	Enabling Enterprise programme is used to support skill development with a targeted approach towards PP children. Lunchtime Games/Sports Director roles developed, targeting specific PP children in Year 6.	Research shows that children need to develop skills in leadership, listening to others, thinking outside of the box, aiming high, working as a team in order to be successful at secondary school, further education and in employment.	<p>Meetings with Year 5 and 6 teachers to target specific PP children in order to develop skills.</p> <p>Enabling Enterprise visits to various companies incorporate targeted children so that they attend.</p> <p>PP children are encouraged to take on the role of Games and Sports Directors.</p> <p>After School chess, Lego and Gardening club offered to PP children in year 5 and 6.</p>		
Total budgeted cost					23500

6. Review of expenditure				
Previous Academic Year		September 2018 to September 2019		
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
A. Average PP children will achieve expected attainment and progress in RWM in line with 'other'.	<p>Rigorous assessment leads to targeted intervention for PP children.</p> <p>Assessment used to set specific target groups of children.</p> <p>TA funding using PP expenditure to target specific children in intervention groups to support progress and attainment.</p>	<p>Using in school data, end of KS2 results indicate that PP children make similar attainment and are narrowing the gap between them and non-pupil premium children. Progress is similar for PP children compared to non-pupil premium.</p> <p>End of KS1 results show that PP children attain less than non-PP in reading and writing but attain better in maths. PP children make similar progress in reading and maths than non-PP children. PP children make better progress than non-PP in writing.</p> <p>Over the last three years RWM attainment and progress is on an upward trend at the end of KS2.</p>	<ul style="list-style-type: none">Rigorous planning of support and delivery resulted in 100% of PP children making expected or better progress in RWM at the end of Year 6. Attainment was broadly in line with that of non PP children in Year 6.Focus for 2019/20 to be on Year 3 PP children as gap between them and non-PP children needs to narrow in attainment, with the focus being on reading and writing.	<p>Additional teachers</p> <p>£9,450</p> <p>TA intervention support</p> <p>£10,687</p>

B. Average PP children will achieve expected attainment in reading at KS1 compared to 'other'.	Targeted support in place in class for reading across year 1 and year 2. Training delivered by Reading Recovery Teacher to develop skills in delivering this support.	Support in class for targeted children in making progress in their reading and writing. Progress in reading was broadly in line for reading compared to non-PP children.	<ul style="list-style-type: none"> TA and CT support was used to support accelerated progress of Year 1 children. With hindsight, this focus should have been on Year 2 PP children. This will happen in 2019 to 2020. Writing focus needs to be put into place for next year with targeted children in Year 3. 	Specialist teacher £14,600 TA support in class £5740
C. Year 6 children to meet age related expectations in RWM in line with 'other'.	Rigorous assessment leads to targeted support in class for PP children. Assessment used to set specific target groups of children. Additional maths teacher in Year 5 and 6 with focus on targeted PP children.	End of KS2 results show that PP and non PP meeting age related expectations are, on the whole, in line with each other. Progress of PP children in RWM is greater than that of non-PP.	<ul style="list-style-type: none"> Targeted support to continue next year. Early morning English booster, supported by year 6 class teachers, has had a positive impact and needs to continue. An additional early morning group to be put into place. In 2019/20, additional maths teacher to deliver 3rd group in year 6 and then work across year 5 targeting specific pp children in order to accelerate progress and attainment. Inference and deduction skill development to be used to support those PP working towards making age related expectations by the end of 2020. 	Additional teachers £9,450 TA support in class £12,550
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

<p>A. Average PP children will achieve expected attainment and progress in RWM in line with 'other'.</p>	<p>Rigorous assessment leads to targeted intervention for PP children.</p> <p>Assessment used to set specific target groups of children.</p> <p>TA funding using PP expenditure to target specific children in intervention groups to support progress and attainment.</p>	<p>End of KS2 results indicate that PP children make similar attainment to those who are non PP. Progress is better for PP children compared to non- PP.</p> <p>End of KS1 results show that PP children attain less than non-PP and make similar progress in reading and maths than non-PP children. PP children make better progress than non-PP in writing.</p>	<ul style="list-style-type: none"> • Rigorous planning of intervention and delivery resulted in 100% of PP children making expected or better progress in RWM at the end of Year 6. Attainment was broadly in line with that of non PP children in Year 6. • Focus for 2019/20 to be on Year 3 PP children as gap between them and non-PP children needs to narrow in attainment, with the focus being on reading and writing. • 	<p>Booster groups pm</p> <p>£4,300</p> <p>Early morning booster groups</p> <p>£3,800</p>
<p>B. Average PP children will achieve expected attainment in reading at KS1 compared to 'other'.</p>	<p>Hatfeild Book Busters (Reading Recovery). Fisher Family Trust Reading programme delivered by trained TA.</p> <p>TA funding using PP expenditure to target specific children for additional reading intervention to support progress and attainment.</p>	<p>Fisher Family Trust intervention supported those targeted children in making progress in their reading and writing. Progress in reading was broadly in line for reading compared to non-PP children.</p>	<ul style="list-style-type: none"> • PP TA was used to support accelerated progress of Year 1 children. With hindsight, this focus should have been on Year 2 PP children. This will happen in 2019 to 2020. • Writing focus needs to be put into place for next year with targeted children in Year 3. 	<p>Groups and intervention</p> <p>£4,425</p>

C. Year 6 children to meet age related expectations in RWM in line with 'other'.	Rigorous assessment leads to targeted intervention for PP children. Assessment used to set specific target groups of children.	End of KS2 results show that PP and non PP meeting age related expectations are, on the whole, in line with each other. Greater progress is made by PP children compared to non-PP in RWM.	<ul style="list-style-type: none"> Targeted intervention to continue next year. Early morning English booster has had a positive impact and needs to continue. Inference and Deduction programme to be used to support those PP working towards making age related expectations by the end of 2020. 	See A – targeted intervention
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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
D. Due to the support put into place, the social and emotional issues of a small number of PP children are reduced.	Parent Gym for Foundation Stage parents. Jigsaw4U counsellor working 1:1 ELSA – targeted group, developing social emotional skills. TAMHS counsellor 1:1 child and family 123 magic parenting group to be run in school. Enrichment clubs and activities after school run by PP TA.	<p>Targeted mental health support has been put into place for various PP children. This has resulted in increased attendance.</p> <p>Parents have engaged with our TAMHS clinician and assessments carried out have resulted in a diagnosis for some children. This has allowed the school to support the children appropriately.</p> <p>Enrichment clubs have had a positive impact. Chess club and Construction club have been successful with many more children now being able to play. This has supported development of social skills. Construction club has developed working as a team, participation and listening to each other skills which can be transferred back in to the classroom. Games and Sports Directors have been well received. This has led to children from across the school having a fulfilling and enjoyable lunch period.</p>	<p>All mental health support in school needs to continue in order to support the varying need we have.</p> <p>Enrichment clubs have been highly successful and need to continue. An additional club, gardening, will happen next year.</p> <p>Lunch times sports and games directors have allowed children to develop their leadership skills along with organising and delivering activities to younger children.</p> <p>AHT to use the Mental Health First Aid training she has been on to support early intervention.</p>	£19,200 (TAMHS, Jigsaw 4 U, after school and lunch time clubs)

<p>E. Increased attendance rates for the children eligible for Pupil Premium.</p>	<p>Daily, weekly or monthly 'attendance check-ups' with the Head teacher. Incentive given to work towards as reward for making measurable effort to be in school on time, and in every day.</p>	<p>Children eligible for Pupil Premium in 2017 to 2018 attendance rate was 90.5%. Children eligible for pupil premium from 2018 to 2019 attendance rate is 93.33%. This is an increase of just under 3%.</p> <p>A more rigorous approach to monitoring attendance with phone calls and text messages being sent on first day of absence has had a positive impact. Regular EWO meetings with proactive EWO support has also been of benefit.</p>	<ul style="list-style-type: none"> • Targeted support and intervention for families of children eligible for pp who have poor attendance has worked. • Regular EWO meetings has an impact. • Phone calls and text messages to families of children on first day of absence has had a positive impact. • Letters to parents of children who have attendance under 95% has had an impact. • Seeking medical evidence also support children attending more regularly. 	<p>£500</p>
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