Pupil Premium Strategy, Spending Plan and Action Plan, Sep 2018, Hensingham Primary School

The Pupil Premium Lead is Nick Hepburn-Fish. The school’s Pupil Premium Governor is Chair of Governors, Paul Smith.

The PP budget allocation from September 2018 to April 2019 will be £56,760 with some adjustments likely during the financial year.

At Hensingham Primary School we value the research from the Education Endowment Foundation, Ofsted, and guidance from Cumbria which shows the most effective approaches which have the greatest impact on disadvantaged pupil achievement are:

- High quality teaching. Consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils to make accelerated progress.
- Effective feedback: feedback on children’s performance relative to learning goals.
- Metacognition and self-regulation: teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning. We use ‘Building Learning Power’ as a programme to improve these aspects, including collaborative learning where pupils have to explain their thinking.
- Mastery Learning: moving away from content coverage, to security in skills and the ability to apply them confidently.
- Peer tutoring: learners working in pairs or small groups.
- Rich oral language in the classroom: pupils being able to choose to speak and write Standard English, and they need a wide vocabulary in order to be able to express themselves eloquently and to enhance the power of their writing and ability to fully read and engage with a text.
- Pre-teaching and post-teaching where PP pupils receive additional input before and after lessons. This helps develop their mastery and improves their self-esteem when they feel practiced.
- Leaders at all levels, including governors, prioritising the achievement of disadvantaged pupils.
- Valuing pupils’ personal development, behaviour and welfare needs, and not using them as excuses for low achievement.
- Strategic planning at points of transition having a high impact on outcomes.
- All pupils accessing a broad and rich curriculum and educational experiences.
- Early Intervention: activities which support early reading and number concepts in nursery and reception.
- ICT: investing in digital technologies to support learning.
- Phonics: strong phonics teaching in EYFS and KS1
- Expecting high levels of parental engagement and good attendance and pursuing these relentlessly.
- Pastoral support: using nurture group to improve behaviour, mental health and social difficulties.

Barriers to educational achievement faced by our eligible pupils:

Differences in achievement between PP and non-PP pupils.
Low aspirations of parents for their children.
Lack of knowledge of the wider world.
Parental aspirations and engagement with school.
Lack of support in some home environments for pupils’ communication and literacy skills.
Lack of experience and of speaking & listening in some homes.
Personal, social and emotional issues facing pupils and families.
Attendance and punctuality of some eligible pupils.
All of our disadvantaged pupils have an individual Pupil Case Study:
This includes information about home life, SEND, safeguarding issues, homework, punctuality, attendance, uniform, behaviour, EAL, tiredness, hygiene, social skills, trust, attitude etc. Academic ability is recorded on the study. Actions to support progress are then noted. These documents are regularly updated and are used as part of our transition arrangements when pupils move to the next year group. They have proved invaluable and are used to measure the impact of our pupil premium spending.

Recommendations for improvement identified in our Pupil Premium Review from June 2018:

Ensure clarity in what the school is doing and for what reasons, make a clear link with barriers to learning.
Analyze key groups and include anonymized case studies.
Ensure disadvantaged pupils make progress in line with national averages.
Highlight key groups in data and ensure comparisons are clear for GB and others.
Review quality of interventions to ensure that money is well spent and making a difference academically.
Increase work with parents to ensure engagement with education from the Early Years upwards to improve the quality of interactions at home and challenge low aspirations.
Prepare evidence of pupil or parent voice in planning or assessment of pupil premium provision.
Embed the quality provision to increase knowledge of the world across all year groups using global learning and through CDEC.
Evaluate effectiveness of strategies to ensure value for money.
Look at all forms of disadvantage in school, using wedge as a guide - ensure school is tackling all barriers to learning and that GB knows about the strategies which are in place.

These recommendations are included in the action plan below.

Every term, the progress of all pupils is closely monitored and the differences between Pupil Premium and Non-Pupil Premium pupils is checked. This is carried out by Subject Leaders, the Deputy Head, Headteacher, and also monitored by a group of Governors. Our Chair of Governor also has the role of ‘Pupil Premium Governor’. The individual case studies are updated regularly and include pastoral impact as well as academic impact of spending.
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| To ensure there is consistently good and outstanding teaching as the first point of intervention so disadvantaged pupils make accelerated progress. | 1. Effective induction & training of new teachers: three NQTs and 1 RQT.  
2. Monitoring of teaching and learning by DH and HT with a focus on the achievement of PP.  
3. Scrutiny of achievement of PP versus Non-PP by subject leaders, SLT & governors.  
4. Following baseline assessments in September, analyse PP groups in each year group and monitor progress.  
5. Use analyses of Accelerated Reader and Maths Whizz Tutoring to regularly monitor progress of PP pupils including MA & SEND PP. | 1. New staff will be able to talk positively about the support & training they have received & how this has impacted positively on pupil outcomes.  
2. Monitoring will demonstrate improved progress for PP pupils.  
3. Data & pupils’ books will show evidence of diminishing differences between PP & Non-PP.  
4. PPMs will highlight strengths and weaknesses of approaches used in each year group.  
5. Maths Whizz an AR reports will highlight strengths and areas for development. |           |
| Budget £15,000                                                        |                                                                                                                                                                                                         |                                                                                                                                                                                                          |            |
| To ensure there is effective feedback on children’s performance relative to learning goals throughout the whole school. | 1. Effective implementation of marking & feedback policy.  
2. CPD for teachers & TAs on effective feedback strategies.  
3. TAs to weekly check PP books to ensure improvements are being acted upon.  
4. Monitoring of teaching and learning by DH and HT with a focus on effective feedback during lessons and in books. | 1. Work scrutinies will show consistent approach throughout school.  
2. Teachers & TAs will have used CPD to improve practice.  
3. No evidence in any pupils’ books of improvement prompts not being acted upon.  
4. Informal & formal monitoring will show examples effective practice. |           |
| Budget £2,000                                                        |                                                                                                                                                                                                         |                                                                                                                                                                                                          |            |
| To further improve metacognition and self-regulation: teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning using ‘Building Learning Power’ as a programme. | 1. CPD on BLP programme: refresher for some staff; introduction for new staff.  
2. Use of online resources to support the teaching of BLP.  
3. Evaluate the impact of BLP via pupil voice. | 1. Teachers and TAs will be able to talk confidently about the positive impact of BLP on PP pupils.  
2. Pupils will be able to talk confidently about aspects of BLP and the positive impact because of good quality learning activities.  
3. Monitoring by leaders, governors and pupils will highlight the strengths and areas for further development throughout the school. |           |
<p>| Budget £3,000                                                        |                                                                                                                                                                                                         |                                                                                                                                                                                                          |            |</p>
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<td><strong>To improve mastery learning by moving further away from content coverage, to security in skills and the ability to apply them confidently.</strong>&lt;br&gt;Budget £4,000</td>
<td>1. CPD on mastery techniques.&lt;br&gt;2. Maths SL to attend maths mastery training and feedback to other staff.</td>
<td>1. Maths SL will have greater confidence in teaching and sharing good practice in mastery techniques.&lt;br&gt;2. Teachers and TAs will be able to say how their CPD and input from maths SL has improved pupils’ mastery techniques.</td>
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<td><strong>To ensure there is a rich oral language in the classroom in order that pupils can choose to speak and write Standard English, and they develop a wide vocabulary, can express themselves eloquently through their writing and have the ability to fully read and engage with a text.</strong>&lt;br&gt;Budget £6,000</td>
<td>1. Classrooms to have displays and resources which encourage a wide vocabulary.&lt;br&gt;2. Staff to model correct Standard English at all time when speaking.&lt;br&gt;3. Children from Y1 through to Y6 to make effective use of Accelerated Reader.&lt;br&gt;4. Class teachers and TAs to keep thorough checks on reading records.&lt;br&gt;5. Reading SL to promote ‘Strive for 5’ to encourage as many pupils as possible to read 5 times a week.&lt;br&gt;6. Writing SL to implement ‘Talk for Writing’ throughout the school through CPD and resources.</td>
<td>1. All classrooms will include displays which inspire pupils to use an extensive vocabulary.&lt;br&gt;2. Examples of incorrect Standard English will be increasingly rare throughout the school.&lt;br&gt;3. Monitoring of AR will show the consistent and effective use of AR, and the positive impact on outcomes in reading and enthusiasm for reading.&lt;br&gt;4. Monitoring of pupil reading records will show consistency of expectations throughout school.&lt;br&gt;5. Pupils, parents and staff will be able to talk about the positive impact of Strive for 5 of reading progress.&lt;br&gt;6. Staff training and pupils’ books will show clear evidence of progress linked to implementation of Talk 4 Writing throughout school.</td>
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<td><strong>To further develop the use of pre-teaching and post-teaching before and after lessons in order to develop mastery and improve self-esteem.</strong>&lt;br&gt;Budget £3,000</td>
<td>1. CPD for teachers and TAs on effective pre &amp; post-teaching for PP pupils.&lt;br&gt;2. Monitoring of teaching and learning by SL, DHT and HT to include effective use of pre and post-teaching.&lt;br&gt;3. Teachers and TAs to monitor impact of interventions by setting up groups on ScholarPack.&lt;br&gt;4. HT, DHT and governors to monitor impact of interventions.</td>
<td>1. CPD will have taken place by SLs for staff on effective pre and post teaching.&lt;br&gt;2. Monitoring reports will include evidence of effective use of pre and post teaching and the positive impact on pupil outcomes.&lt;br&gt;3. Data from ScholarPack will highlight progress made by intervention groups.&lt;br&gt;4. Governors will be able to talk about impact of interventions.</td>
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<td><strong>To ensure that leaders at all levels, including governors, prioritise the achievement of disadvantaged pupils.</strong></td>
<td>1. All teachers &amp; TAs made fully aware of which pupils are PP.&lt;br&gt;2. DH &amp; HT &amp; Subject Leaders to regularly monitor the progress of PP pupils.&lt;br&gt;3. Governors to have monitoring visits with a focus on PP outcomes including looking at progress in books.&lt;br&gt;4. PP to be standing item on full governing body and sub-committee meetings.&lt;br&gt;5. PP pupils to be monitored closely during pupil progress meetings: half-termly.</td>
<td>1. All staff will be confident in naming their PP pupils and describe approaches they use to maximise progress academically, socially, emotionally and in terms of behaviour where applicable.&lt;br&gt;2. Leaders will have evidence of the positive impact of initiatives on PP pupils and, if applicable, examples of modifications made if something tried is not impacting positively.&lt;br&gt;3. Monitoring reports, minutes and conversations with governors will show clear focus on PP.&lt;br&gt;4. PPMs will show evidence of focus on PP pupils.</td>
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<td><strong>Budget £0</strong></td>
<td>6. Reports to governors to show comparisons between PP and Non PP pupils and any MA or SEND PP.</td>
<td>5. Governor minutes and monitoring reports will show evidence of comparisons being made between PP and Non PP, MA PP and SEND PP.</td>
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| **To ensure that pupils’ personal development, behaviour and welfare needs are valued, and are not used as excuses for low achievement.** | 1. Staff to review ‘disadvantaged pupil case studies’ every half term including personal development, behaviour and welfare aspects to ensure progress being made in those aspects.  
2. Pupil Progress Meetings to include discussions on how non-academic needs are being met to help PP pupils and the impact on their academic progress.  
3. SENCO to closely monitor progress of PP SEND pupils.  
4. SENCO / DSL to regularly monitor and update ‘school wedge’ to ensure all staff are fully aware of any welfare needs which may need addressing for individual pupils and / or siblings / families. | 1. Individual case studies will show progress and areas for further development to help PP pupils.  
2. PPM proforma will show evidence of discussions.  
3. SENCO will have evidence of how PP SEND pupils have been closely monitored for progress in academic and non-academic aspects.  
4. School wedge will be up to date and shared with relevant staff, as appropriate. |            |
| **Budget £1,000** | 1. Staff to update ‘disadvantaged pupil case studies’ every term in preparation for transition meetings in summer term.  
2. Collective discussion of case studies during collective Pupil Progress meetings. | 1. Transition meetings between staff will include discussions around case studies.  
2. Key Stage / whole staff / year group PPM discussions will include reference to case studies. |            |
| **Strategic planning at points of transition which have high impact on outcomes.** | 1. Subject leaders and class teachers to make sure daily, weekly and termly curriculum is broad and contains rich educational experiences.  
2. School to subsidise residential visits and other educational trips for PP pupils.  
3. Classes to make global links via CDEC. | 1. SLs and other staff will be able to show how broad and rich the curriculum is.  
2. Take-up by PP pupils on trips and residential visits will be high.  
3. All classes will have made global links. |            |
| **Budget £3,000** | 1. Nursery and reception staff to implement intervention activities for early reading and number in autumn term.  
2. EYFS staff to visit other establishments to learn / share good practice.  
3. Reading and Maths SL to monitor and support the use of early intervention activities in EYFS.  
4. Phonics SLE to monitor and support the teaching of early reading in EYFS. | 1. Monitoring by SLs and governors will show how early interventions are impacting positively on PP pupils in EYFS.  
2. EYFS staff will be able to talk confidently about positive changes in practice linked to visits to / from other establishments.  
3. SLs will have evidence of how their input has resulted in improved outcomes for pupils.  
4. EYFS staff will be able to show how input from Phonics SLE has impacted positively on their development and on pupil outcomes. |            |
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<td>5.</td>
<td>Continuing to follow the Strategic School Improvement project to diminish disadvantage in Early Years. Including developing 'I Can’ and ‘Peeple’ training in Nursery and reception classes.</td>
<td>Communication outcomes for disadvantaged pupils will be closer to expectations in early years. The gap will be reduced.</td>
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<td><strong>To deliver strong phonics teaching in EYFS and KS1</strong></td>
<td>1. Phonics SLE to deliver training for teachers and TAs on effective teaching. 2. Phonics lead to monitor T &amp; L of phonics in EYFS and KS1.</td>
<td>1. KS1 &amp; EYFS staff will be able to show how input from Phonics SLE has impacted positively on their development and on pupil outcomes. 2. Monitoring by SLE will highlight strengths and areas for development in KS1 and EYFS.</td>
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<td><strong>Budget £1,000</strong></td>
<td>1. Increased use of 'Earwig' to engage with parents. 2. Modifications to homework to include more engagement from parents. 3. Governors to monitor attendance and punctuality. 4. Weekly analysis of attendance data and follow-up. 5. Attendance included on weekly newsletter. 6. Attendance awards for classes each term. 7. Admin staff ruthlessly chasing up non-attenders. 8. Case studies of pupils to include actions taken to improve parental engagement and / or attendance. 9. Using Peeple programme (supporting parents and children to learn together) in early years.</td>
<td>1. Staff and parents will be able to convey how Earwig has improved engagement. 2. Homework scrutinies, pupil voice and parents’ views will show how pupils and parents are positive about homework and the positive impact it has. 3. Governors will be able to talk about procedures for attendance and punctuality, and how our school compares nationally. 4. Attendance data will be checked weekly and any pupils causing concern for attendance or punctuality will be flagged up and action taken leading to measurable improvements. 5. Weekly newsletters will include breakdown of attendance for each class. 6. Admin staff will chase up any non-attenders with no reason for absence. 7. SLs and governors will have examples of how pupil attendance has improved because of intervention. 8. Parental confidence and involvement with school and children (homework and communication) will be increased. Children will start to gain more support from home.</td>
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<td><strong>To develop high levels of parental engagement and good attendance and to pursue these relentlessly.</strong></td>
<td>1. Nurture group to run Mon, Weds, Fri afternoons. 2. Boxhall profiles to be reviewed. 3. Disadvantaged pupil case studies to be reviewed and to include a review of impact of nurture group. 4. Governors to monitor impact of nurture group through pupil voice. 5. Staff to undertake CPD on mental health and cascade.</td>
<td>1. Commitment to staffing of nurture group will mean it runs regularly. 2. Profiles will be reviewed hal termly and any changes necessary will be made. 3. Impact of nurture group will be included in reviews of disadvantaged pupil case studies. 4. Governors will be able to talk about positive impact of nurture group and how pupil voice has been used to measure this.</td>
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<td><strong>Budget £2,000</strong></td>
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<td><strong>To develop pastoral support and the nurture group to improve behaviour, mental health and social difficulties.</strong></td>
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<td>Budget £13,000</td>
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<td>5. CPD on mental health will be arranged for staff who will then cascade information to others, leading to greater knowledge and understanding and a positive impact on pupils.</td>
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