

Pupil premium strategy statement

| 1. Summary information | | | | | |
|------------------------|------------------------------|----------------------------------|----------|------------------------------------------------|----------|
| School | Hatchell Wood Primary School | | | | |
| Academic Year | 2017-2018 | Total PP budget | £126,662 | Date of most recent PP Review | |
| Total number of pupils | 410 | Number of pupils eligible for PP | 75 | Date for next internal review of this strategy | Jan 2018 |

| 2. Current attainment | | |
|-------------------------------------------|---------------------------------------------|------------------------------------------|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (HWSA)</i> |
| % achieving in reading, writing and maths | 38% | 53% |
| % making progress in reading | 52% | 65% |
| % making progress in writing | 67% | 78% |
| % making progress in maths | 71% | 76% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Significant number of pupil premium children are also SEND |
| B. | Some year groups came into school in reception well below national average (older year groups) |
| C. | A large number of Pupil Premium children in Year 6 last year had significant social care issues. This is not as prevalent in other year groups |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Significant number of pupil premium children have early help or social care support |

| 4. Desired outcomes | | |
|---------------------|------------------------------------------------------------------|-------------------------|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve percentage of attainment at Key Stage 2 across the board | |
| B. | Improve greater depth attainment at key Stage 1 | |
| C. | | |



5. Planned expenditure

Academic year

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. 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? |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------|
| Improved progress and attainment for SEND / Vulnerable pupils (large overlap with PP Pupils) | Inclusion Team SENCO / Attachment Lead (K Merritt) | Targeted intervention and measurable small steps outcomes for SEND children will impact positively on those children who are also pupil premium | Inclusion manager overview (Member of SLT), pupil progress reviews, intervention support monitoring and tracking | K Merritt | End of each term in pupil progress meeting Each half term for those on Stage 2 |
| Remove barriers to learning and getting vulnerable children ready to learn in school | Inclusion Team Learning Mentors x 2 (£17,098 each PA) | Targeted intervention including Thrive and clear support strategies for vulnerable children will impact positively on those children who are also pupil premium | Reduction in the number of referrals to social care and effective use of early help Case studies show a positive impact on children and families through: <ul style="list-style-type: none"> • Self esteem • Relationships within families | G Snow | End of each term in pupil progress meeting |
| Remove barriers to learning and getting vulnerable children ready to learn in school | Inclusion Team Play Therapist To work with vulnerable children identified through inclusion team | Targeted intervention including Thrive and clear support strategies for vulnerable children will impact positively on those children who are also pupil premium | Case studies and pre / post surveys of children, staff and parents show a positive impact on children's self-esteem and attitude to relationships, school and learning | G Snow | End of each term in pupil progress meeting |
| Remove barriers to learning and getting vulnerable children ready to learn in school | Learning Support Assistant Not child specific to work with identified vulnerable children in class (£11,972 each PA) | Giving identified children soft starts and a 'go to' person for emotional and academic support so that they are ready to learn | Identified children show <ul style="list-style-type: none"> • higher attainment and progress • Settled and happy in school with reduced high stress incidents | G Snow | End of each term in pupil progress meeting |



| | | | | | |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------|
| Remove barriers to learning and getting vulnerable children ready to learn in school | Inclusion Unit Staffing and resources within unit (£2,000 – provisions) | Inclusion unit to provide a safe environment for children who are in an emotional or behaviourally stressed state to vent their anger and frustration and then have a calm space to be able to regulate their behaviour | Identified children show <ul style="list-style-type: none"> • higher attainment and progress • Settled and happy in school with reduced high stress incidents | G Snow | End of each term in pupil progress meeting |
| Total budgeted cost | | | | | |
| Total budgeted cost | | | | | 126,000 |
| 6. Review of expenditure | | | | | |
| Previous Academic Year | | | | | |
| 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 | |
| Improved progress and attainment for SEND pupils (large overlap with PP Pupils) | Inclusion Team | <ul style="list-style-type: none"> • Large percentage increase in children achieving age related expectation in Key Stage 2 <ul style="list-style-type: none"> ○ 17% - Reading ○ 9% - Writing ○ 36% - Maths • Larger group of PP children in this year than last | Further integration of teacher led interventions alongside pastoral support | 115,000 | |
| Remove barriers to learning and getting vulnerable children ready to learn in school | Inclusion Team / Roving LSA | <ul style="list-style-type: none"> • Pupil Premium children achieved better than national non-disadvantaged progress in writing and maths • Reading affected by missing by 2 marks ARE | | 20,000 | |

