

Hawridge and Cholesbury Pupil premium strategy statement



1. Summary information					
School	Hawridge and Cholesbury Church of England School				
Academic Year	2017/18	Total PP budget	£34,900	Date of most recent PP Review	
Total number of pupils	186	Number of pupils eligible for PP	21	Date for next internal review of this strategy	21.5.18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Self esteem and personal resilience
B.	Learning skills eg. Listening and memory
C.	Low parental aspirations and expectations of attainment
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Support from home and associated resources

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils to make at least expected progress and close the attainment gap in reading, writing and maths. KS1, KS2 and phonics	70% to achieve expected progress in reading, writing and maths 85% phonics Year 1 73% GLD for EYFS
B.	Pupils to show more self confidence in class	Children to be participating more actively in class. Impact of social skills developing indicated by teacher judgement

C.	Pupils to show growth mindset in class	Children to see failure as an opportunity to learn. To change negative views to positive words and actions – I can't do it yet. Teachers to provide examples of positive growth mindset. Comments on pupil voice
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5. Planned expenditure					
Academic year	2017/2018				
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?
70% achieve expected progress in reading maths and writing	Maths Mastery adopted across the school	Small steps in maths mastery to embed mathematical concepts and develop fluency	Lesson observation by internal Mastery expert Observe external mastery maths lessons	All teachers - Angela Hughes to collect data	½ termly via summative testing
90% of lessons to be Quality First Teaching	Consultant day to review teaching quality Employment of further LSA	Sutton Trust shows that most impact on learning comes from in class teaching	Headteacher lesson observations. Teacher self reflection	All teachers	Ongoing
Develop staff understanding on a range of difficulties and the impact they can have on children's learning Staff have a wider knowledge and understanding of areas affected by pupil premium, which will ultimately raise the attainment of children and staff knowledge	Staff meetings to discuss PPG and impact teachers can make daily	EEF toolkit suggests that feedback studies tend to show very high effects on learning. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.	Teachers work with PP champion to identify any barriers to learning and suggest ways of overcoming these. Identify any gaps in staff understanding of a range of difficulties and identify any CPD needs	Lucia White	End of year
Total budgeted cost					£10,500
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?
Emotional and behavioural needs of children to be met.	Sensory Room	Chn can be taught in mainstream schools with the help of sensory environments.	How often is it used? Once used can chn return to normal class setting and engage with their learning	Caroline Davey/Heather Woodward SENCO's	Termly

Free weekly session of story start and homework club	PPG need time, space and support with homework and access to reading	Benefit of interactive reading opportunities by Margaret Merga, Western Australian Study in Children's Book Reading 2017. Shared experience gives growth in skill and improves confidence. Adds a rich language exposure, spelling, vocabulary and essential foundation literacy skills. PPG chn often are unable to complete homework in a timely manner due to lack of support/home resources	Pupil voice Increase in homework achieved by pupils attending. Education Endowment Fund research at primary level indicates schools where homework is given 'tend to be more successful'. 2017	Ms Ottaway/Mrs Ditta and Miss Moore	Termly
LSA support in KS1 and KS2 giving targeted support	Formal, small group approach to consolidate learning eg maths, sentence construction, spelling, handwriting	Education Endowment Fund via Making the Best Use of Teaching Assistants (Spring 2015) says largest benefit when LSA's are used in this way. Internal review showed those chn who read on average x5 per week perform more strongly in all assessment tests/learning ladders	Personalised checklist created for each PP pupil to track and ensure impact of the interventions. View progress in books	KS1 and KS2 Lead	Termly/Annually
Total budgeted cost					£14 030

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?
To build self-esteem, independence, social skills, self awareness and self regulation. For teachers to see benefits of observing children in a different educational setting	Forest Schools	Forestry Commission funded research by New Economics Foundation to understand the benefits. Findings in 2007 showed it had a positive impact on confidence; social skills; communication; physical skills; motivation and concentration and also knowledge and understanding. The wider benefits found were new perspectives and ripple effects to the family/community.	Follow the Forest School Training and guidelines. See how childrens behaviour improves in Forest School environment over last two years	H Suckling	Termly
To provide a safe environment to explore social, emotional and behaviour issues	Art with Annie	EEF commissioned a report by Durham University published in 2015 on how using the arts can support disadvantaged young people achieve key educational outcomes. Another report entitled The Arts in Psychotherapy 2015 shows exposure to art can help with emotional and behaviour issues which can impede pupils ability to learn. After art mood is enhanced.	Pupil voice – how did the children feel before the art classes. Speak with the children after the art classes to see what/if positive change had occurred.	SEN Lead	Termly

Create independent, confident learners	Creation of an interactive, multi-sensory outdoor learning space for Reception	Help with fine and gross motor skills. Open University 2001 – development of linguistic, conceptual and communicative development	Use design team who have shown clear understanding of benefits of creating multi-use outdoor spaces. Review outdoor spaces of other schools	Hannah Suckling	Daily
To support families across the school	PAFT – Parents as First Teachers	Early Intervention Foundation 2017 – supporting families improves outcomes for children in school.	Ask parents to complete a questionnaire as to learning from the course	Sue Watteux	End of each term
Total budgeted cost					£9653

6. Review of expenditure			
Previous Academic Year		2016/2017	
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)
70% Expected in reading, writing and maths	Increased focus on reading	Reading scores meant H&C at top of League table for Reading in whole of Bucks at 83%	Focus on reading does help, along with passionate Y6 teacher in literacy and LSA in Year 6 who encourages children to read a range of books
	Maths support	Maths – positively helped develop confidence in individual students	Small group or 1:1 tuition does help individuals develop their self confidence in maths and help generate growth mindset values
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)
Raising achievement in reading	PPG pupils to have dedicated time to read with an LSA	Reading scores meant H&C at top of League table for Reading in whole of Bucks at 83%	Continue next year
Free weekly session of story start and homework club	PPG need time, space and support with homework and access to reading	More PPG children attending homework club and story start	Free sessions encourage these children to attend and allow for small group support across age groups fostering peer support

LSA support in KS1 and KS2 giving targeted support	Formal, small group approach to consolidate learning eg maths, sentence construction, spelling, handwriting	Individual chn making accelerated progress on Learning Ladders, taking steps up TTT's and in summative test results	TA or Teacher focus allows individual chn to plug gaps to help them to move from working towards to working at expected levels in phonics, KS1 and KS2
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)
To build self-esteem, independence, social skills, self awareness and self regulation. For teachers to see benefits of observing children in a different educational setting	Forest Schools	Benefit to the whole school as well as PPG chn. Chn engaged with outside learning. Helps them build confidence and independence. Allows them to see the world differently. Helps generate awareness of different behaviours and explore self control	Yes as part of the Schools Outdoor Learning strategy. All children benefit from the different environment. Helps staff to see chn in different learning environments and see different strengths.
To provide a safe environment to explore social, emotional and behaviour issues	Art with Annie	PPG are at top of the list to undertake art therapy. Allows chn to be seen in a different context and develop strengths or help them achieve in a new area by opening up different worlds.	Use of this technique over two years has developed strong relationships and allowed significant conversations with vulnerable children. Continue next year with Annie.
To develop independence, resilience and self esteem.	Nuture Group		Utilise as and when necessary. Forest Schools and Art with Annie work well in this space for those particular hard to reach children.
To encourage all children to love and engage with reading, particularly focusing on boys	Reading corner improvements	Increased achievement in Reading results at KS2.	As part of overall strategy to encourage reading across the school, in all forms, at all times to generate passion for life. In tandem with strategies such as Battle of the Books.

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Numbers of PPG children in Hawridge and Cholesbury Church of England School have been rising yearly for the past 3 years.

Index of Research used for justification?