

# Hawridge and Cholesbury Pupil premium strategy statement



1. Summary information					
School	Hawridge and Cholesbury Church of England School				
Academic Year	2016/17	Total PP budget	£32,360	Date of most recent PP Review	
Total number of pupils	183	Number of pupils eligible for PP	25 + 1 LAC	Date for next internal review of this strategy	21.5.18

2. Current attainment		
KS2 SATS 2017	<i>Pupils eligible for PP (your school)</i> (3)	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33% (1 out of 3)	75% (15 out of 20)
% making progress in reading	33% (1 out of 3)	95% (19 out of 20)
% making progress in writing	33% (1 out of 3)	75% (15 out of 20)
% making progress in maths	33% (1 out of 3)	75% (15 out of 20)

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.	Percentage with SEN
B.	Learning skills eg. Listening and memory
C.	Self esteem and personal resilience
External barriers <i>(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

<b>B.</b>	Pupils to show more self confidence in class	Children to be participating more actively in class. Impact of social skills seen in PPG review
<b>C.</b>	Pupils to show greater independence in class	Children seen to be working more independently in class. Impact to be visible at PPG review

5. Planned expenditure					
Academic year	2016/2017				
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% to achieve expected progress in reading maths and writing	Maths teacher to support Years 3, 4, 5 and 6	To focus on providing specialist maths teaching across KS2.	½ termly reviews of pupils progress	Rosie Phillips	½ termly via summative testing
Ensure Quality Teaching across the school	External moderation	Quality First teaching ensures pupils make the most progress possible (Sutton Trust)	Rolling programme of teacher observations along with data	Rosie Phillips	Ongoing
Total budgeted cost					£3400
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?
Raise achievement in reading - 80% ARE with 35% GD for all chn. PPG chn 70%	PPG pupils to have dedicated time to read with an LSA	'Reading for Pleasure' research carried out by the National Literacy Trust 2016 identifies a link between reading and wellbeing/social and emotional development	Monitoring through book band progress Summative assessment eg KS1 and KS2 SATS, Rising stars, Headstart reading assessments, NFER reading ages at beginning and end of school year and weekly spelling tests. Formative assessment: Planning and assessment in Learning Ladders. Teachers own judgement when hearing chn read as well as marking and feedback.	Claire Hardy Literacy Lead	Summative assessments and end of Key Stage test results

To achieve 70% ARE for RWM	Free weekly session of story start and homework club	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  By using individual PPG and SEN support plans	Ms Ottaway	Termly
Closing specific gaps and meeting individual needs	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	Personalised checklist created for each PP pupil to track and ensure impact of the interventions	KS1 and KS2 Lead	Termly/Annually
<b>Total budgeted cost</b>					£26,600

### 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. Observe other Forest School environments and teaching.	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 Pyschotherapy 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

To develop independence, resilience and self esteem.	Nuture Group	International Journal of Nuture in Education, Bennett 2015 found that nuture groups have a favourable impact on SEBD (social, emotional and behavioural development) at least in the short term as well as improving the whole school environment along with home/school relationships. Found to be very cost effective educational intervention.	Pupil voice – how did children feel before the nuture group started and after they had attended for at least six weeks.	Suzannah Howard	Termly
To encourage all children to love and engage with reading, particularly focusing on boys	Reading corner improvements	Guardian 2014 Report suggests the importance of making life long readers. The National Literacy Trust says this occurs by developing a deep love of reading. It is said the motivation to read decreases with age so aim is to get them enjoying reading when they are young so it continues as they get older.	Use of reading corners. Chn reading x5 per week. Numbers of children attending Headmistress reading tea party.	Claire Hardy, Literacy Lead	½ termly
<b>Total budgeted cost</b>					£7628

6. Review of expenditure			
Previous Academic Year		2015/2016	
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)
To achieve 65% at age related expectations for Reading, writing and maths	Specialist English teacher appointed for Literacy lessons. Maths tutor used to teach maths	Reading 76% - same as Bucks average and above National average  Maths 76% - above National and Bucks average	Continued with maths tutor to support individual children and whole class. Employed a Year 6 Literacy specialist as the class teacher for 2016/17 year.
	Literacy and maths boosters during school day	KS1 reading, writing and maths for pupils achieving ARE to reflect Bucks KS2 Average Scaled scores match Bucks and exceed national in maths and reading. Writing exceeds Bucks and national.	Focus teaching in Year 6 can enhance results. Want to ensure Quality First teaching from Reception class up to ensure not just catching up in Year 6. Marc (School Improvement Partner) corroborated this during Joint Annual Review visit on 26th March
To increase phonics check results	Phonics booster groups	Increase phonics pass from 73.3% to 80%	Focus on phonics learning to boost chances of children in Year 1. Buy in a new scheme to help – Pearson Bug Club.
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)
Support vulnerable children in and outside the classroom	Training and funding for an LSA to work as 'Inclusion Officer' to support vulnerable children at lunchtimes.	All vulnerable pupils are closely monitored and supported with plans in place as required. OFSTED identified PDW& B as outstanding (Sept '15)	Continue next year. However, decided to move to dedicate LSA's for each class out on the playground to enable welfare/behavioural issues to be dealt with in a swift manner.
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 improve social, emotional and behavioural development.	Nuture group with trained staff	Children report that they enjoy the sessions and are keen to attend. Staff feel it is helpful. MMS CAHMS pupil questionnaires being used to collect views moving forward. Pupil voice – positive feedback from pupils attending	Continue next year with both nurture group and Art group.
	Small group working with local artist		

## 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](http://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.

2015/2016 – 14

2016/2017 – 25 + 1 LAC

2017/2018 – 21

SEN