

# Hatherleigh Community Primary School Pupil Premium Strategy 2019-2020

1. Summary information					
<b>School</b>	Hatherleigh Community Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£55684	<b>Date of most recent PP Review</b>	March 2019
<b>Total number of pupils</b>	186	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	Sept 2019

Breakdown of PP funding: £13800 Children adopted from care; £40920 fSM, £964 1 child in care

2. Current attainment 2018		
Year 6	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (our school)</i>
% achieving in reading, writing and maths	38	66
% making expected standard in reading	50	86
% making expected standard in writing	50	83
% making expected standard in maths	38	69
Year 2	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (our school)</i>
% making expected standard in reading	71	77
% making expected standard in writing	29	63
% making expected standard in maths	71	74
Year 1 phonics	100	86
EYFS GLD	100	77

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Early language development – clarity of speech, quality of vocabulary and grammar, communication and interaction	
<b>B.</b>	Delayed fine/gross motor skills	
<b>C.</b>	Social and emotional needs of children (short term and long term)	
<b>D.</b>	Increasing numbers of children at risk of exclusion or coming to school as managed/pre-managed moves	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Families in need of early help – family upheaval, mental health issues, rural isolation and poverty – and unable to fully meet the needs of their children including educationally	
<b>4. Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Strong transitions and early parental engagement (feedback from children, parents and staff)	Children are well supported physically, emotionally and academically by their families who engage well with the school for positive outcomes for their children.
<b>B.</b>	All children to have strong communication skills (learning progress not hindered by speech, language and communication issues)	Children are able to speak clearly and form grammatically correct sentences. They enjoy exploring and experimenting with new vocabulary.
<b>C.</b>	Accelerated progress for disadvantaged children to lessen the learning gap in maths and writing	All children achieve well.
<b>D.</b>	All children to access learning in school through effective social and emotional support which enables children to feel happy and confident in school	No exclusions and no disruptions to learning.

## 5. Planned expenditure

Academic year		2019-2020			
A. 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?
<b>A1</b> Children to learn to read quickly and confidently in order to be able to access all areas of the curriculum	Robust phonics teaching with early interventions for those who find it difficult Phonics play £100 ELS/Phonics booster % of Y1 learning support £750 Parent meetings to include phonics and reading awareness raising (cover needed and printing resources) £300	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches); Effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. (EFF Research)	Subject leader and SLT monitoring Phonics and book band tracking Analysis of impact of intervention groups	KT DF JF	Nov 2019 Feb 2020
<b>A2</b> Standards in writing to be raised across the school and across the curriculum Link to SIP 2a and 2b	CPD and cover £500 Letter join £196 Additional teacher/HLTA support in Y2 for literacy support incl precision teaching £1500	For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential'. OFSTED Report on Disadvantaged Children 2017	Subject leader and SLT monitoring	SC Head	July 2019 Nov 2019 Feb 2020
<b>A3</b> Standards in maths to be raised across the school and across the curriculum	CPD and cover £500 <i>See SIP plan objective 1</i>	For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential'. OFSTED Report on Disadvantaged Children 2017	Subject leader and SLT monitoring	NP /NM Head	July 2019 Nov 2019 Feb 2020
<b>A4</b> Strengthened transition Pre-school to EYF	Additional time for EYFS staff member to visit pre-school. Early identification of children's health, development and learning needs and strategies to support 'school readiness' (including use of outdoor areas) £300	Strong transition impacts on outcomes for Learners EYFS/Induction: 'Unknown Children: destined for disadvantage?' OFSTED 2015  'Common strengths in most effective support for disadvantaged pupils include...strategic planning at points of transition having high impact on outcomes and destination' Pupil Premium – What OFSTED looks at 2017	School calendar Feedback from visits Responses from parents and pre-school Baseline assessment	KT DF Head	October 2019
<b>A5</b> Strengthened transition Y6 to Y7	Additional visits escorted by learning support staff and attendance at meetings  £300	Past experience of strengthened transition has produced good feedback from children, their parents and secondary schools. 'Common strengths in most effective support for disadvantaged pupils include...strategic planning at points of transition having high impact on outcomes and destination' Pupil Premium – What OFSTED looks at 2017	School calendar Feedback from visits Responses children and staff	HL: Head	July 2019 September 2019
<b>Total budgeted cost</b>					<b>£4446.00</b>

<b>B. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B1</b> To improve language skills of all children in order to enable access to full curriculum ; skilling up teachers and learning support staff to improve teaching and learning	Communication Champion to lead communication, speech and language interventions in school, promoting narrative group, liaising with S&L therapy and TAs Communication Champion WGs £1578 DC £907 Speech link £306	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: •Targeted reading aloud and discussing books with young children •Explicitly extending pupils' spoken vocabulary •The use of structured questioning to develop reading comprehension	Regular Feedback and written reports from Communication Champion teacher  Analysis of intervention children's data across core curriculum subject areas  Feedback from speech and language therapists	DO W	termly
<b>B2</b> to boost phonics progress of children not making enough progress by end of Spring term 2019	Employment of PHONICS BOOSTER 1 afternoon a week for 12 weeks in Y1 £907	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.. (EFF Research)	Phonics tracking and final phonics check	JF	June 2019
<b>B3</b> Early identification of children making slow progress in maths but also to extend more able learners in maths •Maths intervention teacher providing booster lessons •Counting to Calculating Y2/Y3 Multiplicity Project in U KS2	Maths intervention teacher 0.1 £3509  Maths intervention TA NC £2068 Counting to Calculating 1 afternoon a week £1117 Additional training for TAs £300  Maths 1 hour a week for GD maths 24 weeks £840	Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF)	Time allocated for staff to deliver effectively.  Intervention grids completed by lead staff and monitored by SLT  Children's progress and next steps decided between intervention lead and class teacher	NC	Nov 2019 July 2019 February 2019
<b>B4</b>	Thrive sessions 1:1 EYFS /ks1Thrive practitioner £3684 KS2 Thrive practitioner HLTA £11661 Additional HLTA 1 day £4033 TA 0.4 £4685 Renewal of thrive licences through high quality CPD and purchase of Thrive licences for children £800 PP resources £200	Thrive draws on neuroscience, attachment theory, child devt and research into the role of creativity and play in developing emotional resilience. It focuses on what can be done differently to re-engage children with learning. Whole class screening followed up by individual action plans for home and school; Evidence suggests behaviour interventions produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. The direct involvement of parents with their child's school (e.g. through meetings with teachers or volunteering in school) has also been shown to be positively related to behaviour (Pomerantz, 2007).	Evaluation of • Thrive action plans • Thrive intervention plans  Feedback from families and children  Staff CPD forms	SF Head DO	September 2019 December 2019 March 2020

<b>B5</b> To reduce social/emotional barriers and lessen impact of family issues on learning.	Thrive family support and home action planning PPSA - 24 sessions £5460 Thrive family workshops £500	SEL (social and emotional) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EFF). Report: Creating a Culture: How school leaders can optimise behaviour Tom Bennett March 2017 Ensure school leaders have access to training in a range of behavioural strategies and examples of best practice in the school system	Evaluation of <ul style="list-style-type: none"> <li>Thrive action plans</li> <li>Thrive intervention plans</li> </ul> Feedback - families children Staff CPD forms	SF Head DO	September 2019 December 2019 March 2020
<b>B6</b> Increase family engagement in children's learning	Nessie club and home learning £360  Family learning workshops in targeted areas e.g. phonics and maths Production of booklets to support home learning <i>Funded through SIP</i>	State of the Nation report on social mobility in Great Britain Social Mobility Commission First published:16 November 2016 found that families where both parents are highly educated now spend on average around 110 minutes a day on educational activities with their young children compared to 71 minutes a day for those with low education; the early years of a child's life have a lasting impact, but there are stark social class differences in how ready children are for school: in the last decade 500,000 poorer children were not school-ready by age five; What happens in the home is key to child development, but support for parents is weak and provision patchy, even though most want better advice.	Parent questionnaire  Participation in events and evaluation sheets  Headteacher's reports to Governors	DO NP KT/JF  VJ	October 2019 June 2020
<b>B7</b> Children who have limited access to support at home have additional help in school with homework	Teacher and teaching assistant led weekly club for supervised home learning and personal study skills £1300	Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF)	Parent questionnaire Feedback form children Analysis of data of children attending	HL CP	June 2019
<b>B8</b> Additional support for Children in Care including prep and attendance at CIC and PPE meetings and CPD	Child in Care champion Attendance at PEP meetings £600	'Appoint a senior leader to raise the profile and champion the learning of disadvantaged pupils' OFSTED Report on Disadvantaged Children 2017	PEP evaluation reports CIC progress data Headteacher's reports to Governors	Head VJ	Termly reports Termly data analysis PEP review dates
<b>B9</b> To ensure equal access and enrichment opportunities for all children.	Personalised action plans £500	Learn away project 2015 (6 year project) presented to National Geographic Society claims residential trips impact on self-esteem, relationships with others and ability to work in team as well as improving disposition to learning OFSTED Pupil Premium Report 2014-5	Parent questionnaire Feedback form children  Staff analysis of use of funding and impact Headteacher's reports to Governors	SLT incl SBM  VJ	October 2019 February 2020
<b>B10</b> Additional use of forest school to support children at significant risk of exclusion	Summer term attendance at Forest School 24 session ( 2 a week)	Previous experience in Autumn and Spring Term Feedback from PEP and CIC meetings	Reports from summer school Exclusion rates remains nil	Head	July 2019
<b>B11</b> Additional support for vulnerable/disadvantaged children and their families to overcome barriers to learning	Team Around the child meetings – Early help strategy Attendance, cover and transport £1200 DO time	'expecting high levels of parental engagement and good attendance and pursuing these relentlessly' The Pupil Premium: what Ofsted looks at March 2017	TAF evaluation reports PP progress data Headteacher's reports to Governors	DO/Head VJ	Termly reports Termly data analysis PEP review dates
<b>Total budgeted cost</b>					<b>£48915</b>

<b>C. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>C1</b> Access to high quality enrichment for more able learners	G+T £200 For MED theatre and a maths workshop	'For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential'. OFSTED Report on Disadvantaged Children 2017	Feedback from children Monitoring by G+T leader Reports to Governors	JF VJ SLT	February 2020
<b>C2</b> All children to attend school regularly and punctually with no gap between pupil premium and other children	Robust registration Good communication with families Certificates/stickers for good attendance and punctuality	'expecting high levels of parental engagement and good attendance and pursuing these relentlessly' The Pupil Premium: what Ofsted looks at March 2017	Daily monitoring by class teacher and admin Weekly monitoring by SLT Attendance reporting to EWO and Governing Board	PW Head	Monthly attendance reviews by Head and admin team (PW)
<b>C3</b> Improved induction for growing numbers of inwardly mobile pupils; additional admin time for welcome packages etc	3 afternoon per half term £300	Past experience of the importance of the first moments in school	Feedback from children and their families  Monitoring by SLT Reports to Governors	SLT VJ	On-going and termly HTs reports
<b>C4</b> All children to enjoy coming to school and to be able to access the curriculum even if unable to remain in the classroom	Development of 'Thrive hub' led by an experienced Thrive and SEN trained HLTA <i>Fundraising for Thrive Garden Room to use projected balance of £1423</i>	Thrive's approach to understanding and working with children's social and emotional development has developed in accordance with current findings in neuroscience. Thrive website 2018	Evaluation of <ul style="list-style-type: none"> <li>Thrive action plans</li> <li>Thrive intervention plans</li> </ul> Feedback families/children Staff CPD forms	DC Head DO	September 2019 December 2019 March 2020
<b>C5</b> Increase staff's confidence in handling children who are finding it difficult to self-regulate through PIPs/de-escalation training	PIPs training/update for those requiring t CPD £400	'The aim of Passive Intervention and Prevention (PIPs) training is to enable schools and other settings to develop a consistent, acceptable team approach to managing behaviour in a manner that maintains positive relationships and continues to care for pupils/clients at times of crisis' Babcock LDP Behaviour support team	CPD /evaluation from staff Log of incidents shows reduction No exclusions	SLT Governors	September 2019
<b>Total budgeted cost</b>					<b>£900</b>
<b>Total cost</b>					<b>£54261</b>
<i>Fundraising for Thrive Garden Room to use projected balance of £1423</i>					

## 6. Review of expenditure

Academic year		2018-2019	
D. Quality of teaching for all			
Desired outcome	Chosen action / approach	Impact	Lessons Learnt
<b>A1</b> Children to learn to read quickly and confidently in order to be able to access all areas of the curriculum	Robust phonics teaching with early interventions for those who find it difficult Phonics play £100 ELS/Phonics booster % of Y1 learning support £750	Phonics result strong in 2018 Phonics tracking remains robust with excellent phonics teaching and well trained learning support Class parent meetings included clear explanations of how phonics is taught and explained sound books	Earlier booster for those not making identified progress – look at Spring term. Engage parents with phonics workshop earlier in year and ask parents of children not making progress to come in sooner
<b>A2</b> Standards in writing to be raised across the school and across the curriculum	CPD and cover £520 Letter join £196 Additional TA support in Y2 for literacy support incl precision teaching £3000	2018 writing showing improvement Monitoring (internal and external) is positive e.g. EYFS and Y2 peer moderation events received strong feedback for sustained writing and quality. Precision teaching v effective	Staff meeting time well spent to moderate work from each year group as well as both end of KS
<b>A3</b> Standards in maths to be raised across the school and across the curriculum	CPD and cover £520	Attitudes to maths improving, Shadow maths co-ordinator has helped to raise profile in school. Staff more confident through CPD to develop teaching and learning But... Maths remains a concern in school.	Mastery CPD has been powerful and lots of ideas for improvement have been shared although too soon to measure impact
<b>A4</b> Strengthened transition Pre-school to EYF	Additional time for EYFS staff member to visit pre-school. Early identification of children's health, development and learning needs and strategies to support 'school readiness' (including use of outdoor areas) £500	Transition very strong. EYFS children settled sooner than ever helped by the knowledge the staff had of the children. Earlier interventions – supporting behaviour and speech and language – have been effective.	Continue to make meetings with pre-school a priority – involve class teacher and SENDCO
<b>A5</b> Strengthened transition Y6 to Y7	Additional visits escorted by learning support staff and attendance at meetings £360 Summer school £440	Additional visits and support of PSA prior to transition were really effective – e.g. case study of JC – great concerns re transition but successful start made to delight of parents. Transition days good – children reported they found them really helpful.	SLT and Y6 teacher to continue to work with Oke College despite not being mAT Also to make connections with other schools parents are choosing for children
<b>E.</b>			
Desired outcome	Chosen action/approach	Impact	Lessons Learnt
<b>B1</b> To improve language skills of all children in order to enable access to full curriculum ; skilling up teachers and learning support staff to improve teaching and learning	Communication Champion to lead communication, speech and language interventions in school, promoting narrative group, liaising with S&L therapy and TAs Communication Champion £4200	Excellent impact S+L therapist noted number of early closures of individuals on her list Change of teacher to HLTA in role did not impact on delivery and success. HJ ensured good handover	Continue to find funding in budget for this!

<p><b>B2</b> Early identification of children making slow progress in maths but also to extend more able learners in maths  •Maths intervention teacher providing booster lessons  •Counting to Calculating Y2/Y3  Multiplicity Project in Upper KS2</p>	<p>Maths intervention teacher 0.2  £8781  Maths intervention TA  £3709  Counting to Calculating  £520  Additional training for TAs  £300</p>	<p>Counting to Calculating effective – see on entry and exit assessment  Multiplicity intervention also effective – see on entry and exit assessment</p>	<p>Request from Y2 that C2C is re-introduced when resources enable this</p> <p>Pre-teaching has been introduced in many classes with teachers reporting increased confidence of pupils in participating in lessons</p>
<p><b>B3</b></p>	<p>Thrive sessions 1:1  EYFS /ks1Thrive practitioner £4077  KS2 Thrive practitioner</p> <p>Renewal of thrive licences through high quality CPD  £1200</p>	<p>Thrive sessions impacted on significant number of children.  Reduced waiting list by employing additional HLTA staff  Children  Positive feedback from external agencies e.g. behaviour support, CIC team, Family practitioner and social worker</p>	<p>Review of reporting and recording arrangements to enable more face to face time with children and families</p>
<p><b>B4</b> To reduce social/emotional barriers and lessen impact of family issues on learning.</p>	<p>Thrive family support and home action planning  PPSA  £7100  Thrive family workshops  £500</p>	<p>High uptake of drawing club drop in and very useful in identifying children who may be struggling. Approx. 15 children attending each sessions  Three families took part in Family workshops and all said how beneficial they were in finding solutions and talking through challenges. Catch up session held in Spring Term.</p>	
<p><b>B5</b> Increase family engagement in children's learning</p>	<p>Nessie club and home learning  £325  Family learning workshops in targeted areas e.g. phonics and maths  Production of booklets to support home learning  Funded through SIP</p>	<p>Nessie club well attended and some uptake of home learning opportunity  Feedback forms from families attending maths workshop were really positive</p>	<p>Booklets now available on website</p>
<p><b>B6</b> Children who have limited access to support at home have additional help in school with homework</p>	<p>Teacher and teaching assistant led weekly club for supervised home learning and personal study skills  £1300</p>	<p>Good levels of attendance at homework club – feedback from children and parents strong  PP homework club held in Autumn term helped to establish relationships with HT and SENDCO and children and children enjoyed attending</p>	
<p><b>B6</b> Additional support for Children in Care including preparation and attendance at CIC and PPE meetings and CPD</p>	<p>Child in Care champion  Attendance at PEP meetings  £800</p>	<p>Strong support for CIC  All PEP meetings attended and additional ones requested in Autumn term and hosted by school  One child still in school despite being at real risk of exclusion through strength of staff and use of forest school  Positive report from CIC team</p>	<p>PEP training may be useful for new Headteacher if available</p>
<p><b>B7</b> To ensure equal access and enrichment opportunities for all children.</p>	<p>Personalised action plans  £2000</p>	<p>See above –forest school ensured child at risk of exclusion was maintained in school  Other child also benefiting from Forest School and improvement seen in inclusion in class</p>	

<b>B8</b> Additional support for vulnerable/disadvantaged children and their families to overcome barriers to learning	Team Around the child meetings – Early help strategy Attendance, cover and transport <b>£1100</b>	Team around the child meetings v effective for some families e.g. input from Karen Richardson supported education, social and medical needs of one family as well as bring financial support to family. CPD/briefings have enabled DO to have a better understanding of the system and time/resources invested in non-contact time have been beneficial.	Right for children quite time consuming and need to be considered if beneficial for all families if other agencies are not going to be involved. Need to be clear with social care about step down procedures
<b>F. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Lessons Learnt</b>
<b>C1</b> Access to high quality enrichment for more able learners	G+T <b>£300</b>	MED theatre successful although did not include all PP children this time. Exeter Uni courses v popular last year (see feedback forms) but late notice Spring 2019 meant unable to access	Consider needs of Y5 and 6 PP children closely at end of Y4
<b>C2</b> All children to attend school regularly and punctually with no gap between pupil premium and other children	Robust registration Good communication with families Certificates/stickers for good attendance and punctuality	Really effective – close scrutiny and letters home have seen a rise in attendance from some families. Whole school attendance has been higher and parents are starting to try to make medical appts	Face to face meetings – some including EWO – can be worthwhile. Next step to consider fines for those few families still resisting change. Issues around dentist provision on the area is v difficult – parents often have no choice of apt times
<b>C3</b> Improved induction for growing numbers of inwardly mobile pupils; additional admin time for welcome packages etc	3 afternoon per half term <b>£540</b>	Most new children settle in quickly and staff and SLT have good feedback. Progress data remains a serious issue and more needs to be done to take rapid action to narrow the gap when new children arrive below ARE/not on track to meet potential	
<b>C4</b> All children to enjoy coming to school and to be able to access the curriculum even if unable to remain in the classroom	Development of 'Thrive hub' led by an experienced Thrive and SEN trained HLTA <b>£17000</b> <b>PP resources £200</b> <b>Contribution to Thrive log cabin £1000</b>	The employment of additional staff has made a huge difference to the number of children able to access the curriculum. E.g. Year 4 and Year 6. Families have felt supported. No exclusions Behaviour at lunchtimes much better	
<b>C5</b> Increase staff's confidence in handling children who are finding it difficult to self-regulate through PIPs/de-escalation training	PIPs training <b>£557 plus supply £500</b>	'PIPs training led by Babcock LDP Behaviour support team held as two twilights. Staff confident in more consistent, acceptable team approach to managing behaviour in a manner that maintains positive relationships and continues to care for pupils/clients at times of crisis'	

Our biggest project moving forward is the idea developing of a Thrive hub with fully trained staff who can support, challenge and extend children who are experiencing long, medium or short term barriers to learning. Planning permission has now been secured and we aim to fundraise to procure a log cabin/robust summer house (the Garden Room) which will provide a calming, multi-sensory environment for intervention and group meetings.