

### Haddenham St Mary's CE School Pupil Premium Strategy Statement 2017-18

At HSM, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. Governors have allocated funding which is beyond the grant provided by Pupil Premium to ensure that those learners who are entitled to additional support have every opportunity to make accelerated progress.

<b>Summary Information</b>				
<b>School</b>	<b>Haddenham St Mary's Church of England School</b>			
<b>Academic Year</b>	<b>2017-18</b>	<b>Total PP budget</b>		<b>£8520</b>
<b>Total number of pupils</b>	<b>163</b>	<b>Number of pupils eligible for PP</b>		<b>10</b>
<b>Attainment End of Academic Year 2016-17</b>				
	<b>HSM CE Number of PP children</b>	<b>Pupils eligible for PP % reaching expected standard</b>	<b>National average Pupils eligible for PP % reaching expected standard 2016-17</b>	<b>National average Pupils % reaching expected standard 2016-17</b>
End of EYF Good Level of Development	7	75%	56% (Buckinghamshire)	??%
Phonics end of Year 1	6	100%	68%	70%
Phonics End of Year 2	n/a	n/a	68%	92%
Reading End of KS1	2	100%	62%	76%
Writing End of KS1	2	100%	53%	68%
Maths End of KS1	2	100%	60%	75%
<b>Barriers to future attainment for pupils eligible for Pupil Premium</b>				
<b>In – school barriers</b>				
<b>Additional Learning Needs</b>				
<b>External barriers</b>				
<b>Home learning environment</b>	Some pupils have less support available from home			
<b>Movement of schools</b>	One child has joined the school in-year			
<b>Previous Life Experience</b>	Some children have had Social care involvement			
<b>Individual Needs</b>	Some children had specific individual needs identified and had specific interventions in place, provided internally or by external agencies			
<b>Cultural heritage</b>				
<b>Outcomes</b>		<b>Success Criteria</b>		
<b>Further increase proportion of pupils meeting or exceeding end of KS expectations</b>		<b>End of KS assessments are in line with or better than national</b>		

Planned Expenditure					
Quality of teaching for all					
Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
PP children to achieve age related expectations in Reading, Writing & Maths is equal/greater than National	Teachers to provide quality first teaching Teachers to ensure that PP pupils are identified on planning Teachers to address misconceptions immediately ensuring pupils 'keep up' and gaps are being addressed Training for new staff Specific interventions are put in place to support PP pupils	Evidence sourced from the National College for Leadership of schools and children's services document 'Coaching for teaching and learning: A practical guide for schools (2010). Document states 'Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving.'	Regular lesson observations/Planning scrutiny/pupils voice interviews by SLT/subject leaders Termly data analysis		Termly
Quality feedback supports children to make good progress in all subjects	Teachers to <i>consistently</i> mark according to the Marking & Feedback Policy reviewed in September 2017 Teachers to give immediate feedback Teachers to mark PP books first Teachers to ensure PP children	Evidence base of research suggests quality feedback enables children to make good progress (John Hattie) This is also demonstrated in the research undertaken by the EEF	Regular work scrutinies by SLT/Staff Meetings Regular lesson observations by SLT Termly data analysis		Termly

	<p>response to marking is undertaken</p> <p>Teachers to address misconceptions immediately</p> <p>Training for new staff</p>				
<p>Quality of provision is good to outstanding.</p>	<p>Coaching for teaching/support staff in order to raise standards through self-evaluation/reflection of practise.</p>	<p>Evidence sourced from the National College for Leadership of schools and children's services document 'Coaching for teaching and learning: A practical guide for schools (2010). Document states 'Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving.'</p>	<p>Regular lesson observations/Planning scrutiny/pupils voice interviews by SLT/subject leaders</p> <p>Termly data analysis</p>		<p>Termly.</p>
<p>PP children are provided with the correct equipment to support their learning within the classrooms.</p>	<p>Quality resources are provided for scaffolding learning within the classroom.</p>	<p>Education Endowment Trust research into best ways to support pupils with learning within the classroom state; use of digital equipment is effective with younger learners and studies suggest that individualising learning with technology may not be as helpful as small group learning or</p>	<p>Review of how effective new equipment is used in classrooms through lesson observations, work scrutinies.</p>		<p>Termly</p>

		collaborative use of technology. There is clear evidence that it is more beneficial for areas like writing rather than spelling or mathematics practice rather than problem solving.			
<b>Total budget cost for quality teaching for all</b>					<b>£421,763 (Total Teaching &amp; TA budget FY17/18)</b>
<b>Targeted Support</b>					
PP children will be provided with specific interventions to meet and improve their learning outcomes.	Targeted Interventions in each class to support and move PP children on with their learning. These may include, talking partners, pre learning of skills, reinforcement of skills, specific weaknesses targeted at an individual or small group level.	Evidence of pupil progress with interventions from previous years. Education Endowment Trust research and What works for children and young people with literacy & numeracy difficulties	Review of class provision maps, progress on assessment system, assessment dialogues		Termly
PP children will be set regular targets to improve their outcomes.	Data review Book scrutiny Assessment dialogues High expectations	Previous use of this outcome has proven to be effective in moving PP children on in their ability.	Work scrutiny, progress on assessment tool, assessment dialogues		Half Termly.
<b>Total budget cost for targeted support</b>					<b>£3200</b>

<b>Other Approaches</b>					
Children home learning is completed to a high standard	Set up lunch club targeted to PP identified children 1 session per week	Evidence shows that supporting study skills improves Outcomes (John Hattie)	Monitor attendance of PP Pupils Home Learning Club		Termly
Further improve reading habits of PP children	Create opportunities for pupils who do not read regularly at home to do so at school with an adult Ensure that PP children are regularly listened to read in school	Reading is a life skill essential for accessing the NC. Reading to an adult models positive attitudes towards reading and learning in general	Interpret survey results and allocate adult reading time as and when required		Termly
Children's emotional wellbeing is good and high levels of attendance are maintained	Individualised targeted support for identified children with opportunities to discuss concerns and seek solutions Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 95% for PP children Breakfast club offered to all PP pupils	Attendance and good mental health is essential for learning	Monitoring of attendance data half termly		Half termly
All children to participate in enrichment activities	Financially support individual children to access enriched curriculum activities by ensuring PP parents are aware of financial support.	Education Endowment Trusts Teaching and Learning Toolkit. Pupils in previous years have developed greater resilience and emotional wellbeing due to attending these activities. Samples of written work indicate that trips enhance pupils language development	Review of Extracurricular activities attended by PP children. Ensuring access to trips and residential stays by PP children.		Termly
Parents of PP children engage more with the school in order to help support their child in	Ensure that PP parents are contacted and encouraged to attend curriculum evenings and	The association between parental involvement and a child's academic success is well established (Education	Progress, surveys, parental engagement during school		As and when

their learning and understand what level is expected in their development.	other events that will support their children	Endowment Foundation)	meetings/events (evidence kept)		
<b>Total budget cost for other approaches</b>					<b>£4123</b>
<b>Total budget cost</b>					<b>£8520</b>
<b>Variance</b>					<b>£1197</b>