

Pupil Premium Strategy Statement (Primary) 2018-19

1. Summary Information					
School		Little Hill Primary School			
Academic Year	2018-19	Total PP Budget	87,120	Date of most recent PP review	Sept 18
Total number of pupils	418	Number of pupils eligible for PP	66	Date of next strategy review	Jan 19

2a. Current attainment: Key Stage 2 SATs 201			
% pupils achieving at least the expected standard by the end of KS2	Pupils eligible for PP (9 pupils)	All pupils	National average All /Non PP
% achieving the expected standard in reading	62	72	75
% achieving the expected standard in writing	61	87	78
% achieving the expected standard in mathematics	39	73	76
% achieving the expected standard in reading, writing and mathematics	46	60	64

2b. Current attainment: Key Stage 1 SATs 2017			
% pupils achieving at least the expected standard by the end of KS1	Pupils eligible for PP (6 pupils)	All pupils	National average All /Non PP
% achieving the expected standard in reading	25	78	75
% achieving the expected standard in writing	38	78	70
% achieving the expected standard in mathematics	50	83	76
% achieving the expected standard in reading, writing and mathematics	25	73	65

2c. Current Progress KS1-2			
	Average progress score Pupils eligible for Pupil premium	All pupils	National average Non PP
Disadvantaged pupils progress in reading	9.1	11.4	+0.33



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Disadvantaged pupils progress in writing	9.3	11.6	+0.17
Disadvantaged pupils progress in mathematics	9.4	11.6	+0.28

2d. Phonics check

	Pupils eligible for Pupil premium (5 pupils)	All pupils	National average
% Pass	60	83	82

2e. EYFS

	Pupils eligible for Pupil premium (2 pupils)	All pupils	National average
% of children that achieved GLD	50	55	72
% at expected for reading	57	57	77
% at expected for writing	50	55	74
% at expected for mathematics	50	63	78

3. Barriers to Future Attainment

Internal barriers (issues which require action inside school, such as poor oral language skills)

<p>A. Literacy difficulties, including skills on entry and SEN</p>	<ul style="list-style-type: none"> • Some of our disadvantaged pupils have poor literacy skills. • Skills in language and communication are lower upon entering the school. 16% of disadvantaged pupils have a diagnosed communication and language difficulty. • 28% of disadvantaged pupils have identified special educational needs, many of these are linked to literacy. 16% have dyslexia identified. • Data analysis shows in-school gaps against non-disadvantaged pupils and against pupil national attainments in English.
<p>B. Mathematical difficulties, including GLDs</p>	<ul style="list-style-type: none"> • Some of our disadvantaged children have mathematical difficulties, including with calculations. • Gaps in learning have been identified. • Data analysis shows in-school gaps against non-disadvantaged pupils and against pupil national attainments in Maths.
<p>C. Attitudes and approaches to learning</p>	<ul style="list-style-type: none"> • Identified difficulties include developing independent learning strategies as well as engagement for learning. • ADHD and difficulties with executive functions have been identified in some learners. 10% of disadvantaged pupils now have an ADHD diagnosis. • Data analysis shows in-school gaps against non-FSM pupils and against pupil national attainments, specifically in some year groups e.g. Y5 (last year's cohort) where there is a large proportion of PP children.
<p>D. Difficulties achieving greater depth levels</p>	<ul style="list-style-type: none"> • High ability pupils who are disadvantaged are sometimes less likely to achieve or sustain greater depth than other high ability pupils. • Data analysis shows in school gaps against non-disadvantaged pupils achieving greater depth and against pupil national attainments.

External barriers (issues which also require action outside school, such as low attendance rates)

<p>E. Emotional, mental health and wellbeing</p>	<ul style="list-style-type: none"> • Some of our disadvantaged children have additional difficulties with emotional regulation, anxiety or mental health difficulties. • Poor emotional resilience and self-regulation skills impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning • 14% have experienced trauma, including LAC pupils. • 32% of disadvantaged pupils have required additional support for wellbeing and mental health needs.
<p>F. Social deprivation and social care needs</p>	<ul style="list-style-type: none"> • Some families within our community face social and economic challenges.

	<ul style="list-style-type: none"> • 30% of our pupil premium and FSM families have additional support services involved. Some of these parents need joined up working approaches between themselves, school and other services (family support workers, children's services, social workers etc) to help overcome barriers to learning.
G. Parental aspirations and ability to support learning	<ul style="list-style-type: none"> • Additional challenges for our most vulnerable families include parental mental health difficulties or chronic illness. Some of our families face challenges with adopting consistent parenting routines and this can impact on punctuality, attendance, homework etc. • Many of our parents need more support for dealing with behavioural challenges at home and experience difficulty accessing services that can support them with this. • Ability to support learning at home and develop outside of school hobbies or opportunities to develop learning in the wider community is also compromised in some families.
H. Poor attendance	<ul style="list-style-type: none"> • Some of our disadvantaged pupils have poor attendance which is contributing to lower than expected academic progress. • 38% of disadvantaged children have attendance below 95%. • 14% have attendance below 90%. The school has measures in place to support families with persistent difficulties.

4. Desired Outcomes

(Desired outcomes and how they will be measured)

Outcome		Success Criteria
A	Raise attainment in Maths for EYFS, KS1 and KS2 children, especially disadvantaged pupils.	<ul style="list-style-type: none"> • Master tracking grids analysis shows that PP children are outperforming or matching progress of non PP in all year groups in maths. • Pupil Premium pupils perform in line with Non Pupil Premium counterparts in EYFS • Attainment and progress in maths at the end of KS outcomes shows all pupils closing the gap with national benchmarks. • Overall 70% Of disadvantaged at end of KS2 to reach expected attainment in mathematics.
B	Raise attainment in Reading and Writing for EYFS, KS1 and KS2 children, especially disadvantaged pupils.	<ul style="list-style-type: none"> • Master tracking grids analysis shows that PP children are outperforming or matching progress of non PP in all year groups in reading and writing. • Pupil Premium pupils perform in line with Non Pupil Premium counterparts in Phonics in Year 1 and 2 • Pupil Premium pupils perform in line with Non Pupil Premium counterparts in EYFS • Attainment and progress in reading and writing at the end of KS outcomes shows all pupils closing the gap with national benchmarks. • Overall-70% of disadvantaged at end of KS2 to reach expected levels in reading and at least 60% in writing.
C	Pupils have good attitudes to learning and develop independent learning strategies. High aspirations and expectations are evident.	<ul style="list-style-type: none"> • PP pupils display equal resilience, self-confidence and achievement with their non- disadvantaged counterparts • Book looks show high expectations and consistent progress and quality of work in all year groups and all disadvantaged pupil's books.

		<ul style="list-style-type: none"> • Lesson observations show outstanding attitudes to learning for all disadvantaged pupils. • All lesson observations are graded at least good and an increasing amount graded outstanding.
D	Increase the percentages of disadvantaged pupils achieving greater depth at the end of year group and key stage outcomes.	<ul style="list-style-type: none"> • Percentages of pupils achieving greater depth in each year group and subject increases, in particular writing/maths. • Increase in percentages achieving greater depth in end of KS outcomes. • All higher ability PP pupils maintain greater depth levels. <ul style="list-style-type: none"> ○ <i>20% of disadvantaged pupils to achieve greater depth in reading</i> ○ <i>15% of disadvantaged children to achieve greater depth in writing</i> ○ <i>20% of disadvantaged children to achieve greater depth in mathematics.</i>
E	Remove emotional and mental health and wellbeing barriers to learning. Ensure pupils have access to targeted support for mental health and wellbeing, including counsellor and ELSA.	<ul style="list-style-type: none"> • Increase in self-esteem, confidence and resilience is reported. • Measures on Boxall, SDQs and emotional literacy scales show the impact of mentoring, interventions and counselling.
F	Ensure a joined up approach between school, families and external services. A wellbeing staff team to co-ordinate this approach.	<ul style="list-style-type: none"> • All families of disadvantaged pupils are engaged with the school. • A wellbeing team co-ordinates support for vulnerable families.
G	Ensure all disadvantaged pupils have opportunities to attend enrichment activities to further aspirations.	<ul style="list-style-type: none"> • Increase in the number of pupils accessing trips and extra-curricular activities • 100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities.

H	Work with pupils, families, outside agencies and teaching staff to ensure a joint approach to improving attendance.	<ul style="list-style-type: none"> • Attendance of PP is in line with/above national average. • Attendance of pupils with persistent attendance difficulties to remain at least above 90%.
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5. Planned expenditure

Academic year

2018-19

The headings below enable schools to identify how they are using their Pupil Premium to improve academic, wellbeing and enrichment and engagement outcomes through their overall teaching and pedagogy and through targeted support.

Academic Outcomes

1. Quality teaching for all

Desired Outcome	Chosen action/approach	What is the evidence /rationale for this approach?	How will you ensure it is implemented well?	Staff Lead	When will you review and how?
A. To raise the attainment of pupil premium/disadvantaged pupils in English/literacy.	<p>Reading</p> <p>1. Promotion of high quality guided reading and in class reading opportunities.</p> <p>2. Reading project continuing to promote good practice (reciprocal reading/peer reading/ Book talk etc)</p> <p>2. Interventions Monitor interventions for reading including SEND pupils, continued use of bespoke approaches including reading inference, coaching (reading recovery based) and moving reading on as appropriate.</p> <p>Leadership and management</p> <p>Additional support From:</p>	<p>As a school we believe that QFT is crucial and must come first if we are to have a significant impact on pupils' progress.</p> <p>Percentages of pupils with low levels of literacy attainment (56% not reached secure in current 1-6 cohort)</p> <p>Percentages of pupils with literacy difficulties including SEN (28% on SEND register)</p> <p>Oracy and reading comprehension programmes have strong efficacy.</p>	<ul style="list-style-type: none"> • Termly monitoring schedule adapted to evaluate 'teaching over time' identifying strengths and areas for development and ensure consistency across the school. • Literacy lead, Acting Headteacher and Inclusion manager to monitor including progress of reading project. Identify and address any areas for staff development. • Regular lesson observations for reading and book checks will look at quality of feedback and marking for writing. • Performance management linked to PP and literacy 	Acting HT Literacy Lead Inclusion manager	<p>Regular monitoring of teaching quality through SLT:</p> <ul style="list-style-type: none"> • Learning walks • Book looks • Observations • Intervention monitoring (entry and exit) • Half termly data analysis and test score analysis. <p>Monitoring of assessment and planning and LSA/teacher reviews by DHT</p> <p>Pupil premium meetings with Inclusion manager</p>

	<p>Acting Head English lead teacher Inclusion manager Pupil premium meetings termly Pupil progress meetings Tracking data Lesson observations and book looks (whole school and PP focused)</p> <p>Writing Monitoring of new approaches spelling, grammar and editing and ensure quality of teaching and learning in writing for disadvantaged pupils Ensure AFL and feedback approaches support progress.</p> <p>Speaking/listening/language Continue focused approaches/tracking using speech and language packages- County and Wellcomm in EYFS</p>	<p>EEF toolkit identifies the following as significantly improving children's progress:</p> <ul style="list-style-type: none"> • Feedback + 8 months • Oracy + 5 months • Phonics + 4 months • EYFS Support + 5 months <p>The schools approaches to reading and reading project support all of these approaches.</p> <p>Impact analysis shows QFT and teacher led catch up sessions impact on progress.</p>	<ul style="list-style-type: none"> • Analysis of scaled scores on Rising Stars matched to national picture. • Targets: End of KS2: Reading Writing End of KS1: Reading Writing EYFS CAL 		<p>Governor reviews- English and PP</p>
Total Budgeted Cost					£11,765.5
<p>B. To raise the attainment of pupil premium/disadvantaged children in Mathematics.</p>	<p>Approaches Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next</p>	<p>As a school we believe that QFT is crucial must come first if we are to have a significant</p>	<ul style="list-style-type: none"> • Robust 'teaching over time' monitoring schedule in place to ensure both high standards and expectations as well as a 	<p>Maths Lead Acting HT</p>	<p>Regular monitoring of teaching quality through SLT:</p> <ul style="list-style-type: none"> • Learning walks • Book looks

	<p>steps' and move children's learning on Continued development of mastery teaching, metacognitive approaches and flexible grouping, reasoning.</p> <p><u>Leadership and management</u> Mathematics lead monitors the delivery of effective teaching and learning through regular book looks, learning walks and observations. Class teachers lead deployment of LSAS in each class to deliver focused in-class support/ linked to classroom learning.</p> <p><u>Intervention</u> Pre-teaching and overlearning techniques - Concepts taught to be reinforced through impact sessions and recap tasks. Pupils receive additional, high quality individual and/or small group support and challenge in English and Maths</p>	<p>impact on pupils' progress.</p> <p>Percentages of pupils with low maths attainment. (42% of current 1-6 cohorts below secure at end of last year)</p> <p>SLT, along with the Trust review (Spring 2018) emphasised the importance of developing mastery teaching, reasoning and metacognitive approaches. These are also identified in the EEF toolkit.</p> <ul style="list-style-type: none"> • Mastery Learning + 5 months • Metacognition + 7 months • Collaborative Learning + 5 months <p>Pre-teaching, over learning and impact sessions have been effective and simple interventions for mathematics in our school:</p>	<p>high level of consistency across the school</p> <ul style="list-style-type: none"> • Ongoing reviews by SLT, mathematics lead and Inclusion manager. <p>Using:</p> <ul style="list-style-type: none"> • Rising Stars data • Entry and exit test scores for specialist teachers/ HLTAs/LSAs support. • Book looks • Observations and learning walks. <p>Target End of KS2 Maths: End of KS1 Maths:</p>	<p>Inclusion manager</p>	<ul style="list-style-type: none"> • Observations • Intervention monitoring (entry and exit) • Half termly data analysis and test score analysis. <p>Monitoring of assessment and planning and LSA/teacher reviews by DHT</p> <p>Pupil premium meetings with Inclusion manager</p> <p>Governor reviews- maths and PP</p>
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	Additional groups – Year 6 booster groups led by maths teachers 1 to 1 tuition for LAC pupils	'The one teaching intervention that could most benefit a range of pupils, including EAL and SEN, is – according to Daniel Sobel – the use of pre-learning and over-learning.' <i>Pupil premium update June 2018</i>			
Total Budgeted Cost					£18,740

Academic Outcomes

2. Targeted approaches

Desired Outcome	Chosen action/approach	What is the evidence /rationale for this approach?	How will you ensure it is implemented well?	Staff Lead	When will you review and how?
C. To improve attitudes and approaches to learning and ensure high aspirations and expectations for all pupil premium and disadvantaged pupils	Additional staff focus on raising aspirations and expectations for PP. Focus on: Additional learning support sessions with LSAS Additional LSA support in focus year group to provide additional targeted support (Year 6) Priority marking of PP books Focus on PP during performance management. Aspiration raising events:	Analysis of barriers to learning, pupil and parent voice and staff consultation. Views of additional stake holders and community members. Former Pupil Premium champion Sir John Dunford recommends schools adopt high-impact strategies for maintaining the momentum of school improvement. <ul style="list-style-type: none"> An ethos of attainment for all pupils – high 	SLT and Inclusion manager led. Dedicated staff meeting time/training opportunities	Inclusion manager SLT	Regular monitoring of teaching quality through SLT: <ul style="list-style-type: none"> Learning walks Book looks Observations Intervention monitoring (entry and exit) Half termly data analysis and test score analysis.

		<p>aspirations and expectations for all.</p> <ul style="list-style-type: none"> • An unerring focus on high-quality teaching. • Complete, 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils. 			
Total Budgeted Cost					£16,330.5
<p>D. To increase the percentages of higher ability pupil premium/disadvantaged pupils achieving greater depth in reading, writing and mathematics.</p>	<p>Identifying children that are not on track to achieve GDS Teachers ensure that high quality interventions are used to target those pupils. Identifying children that have the potential to reach GDS and ensuring that better than expected progress is then made.</p>	<p>Currently 10% of PP pupils are working at greater depth in 1 or more subjects.</p> <p>Some pupil premium pupils who achieved greater depth in previous year have been unable to sustain this in the next year,</p> <p>Percentages of Pupils achieving greater depth at the end of KS1 and KS2 has been inconsistent</p>	<p>On-going monitoring of teaching and learning of higher ability PP children.</p> <p>Outcomes of higher ability PP children linked to teachers' appraisal targets</p> <p>Focus for pupil progress meetings, meetings with inclusion manager.</p> <p>Regular data analysis focused on pupils targeted to reach greater depth</p> <p>Additional support for pupils falling below targets</p>	<p>English/ Maths lead Inclusion manager</p>	<p>Pupil progress meetings HT and Inclusion manager termly Analysis of test scores and data half termly</p>

		By identifying children that are not on track to achieve GDS We can ensure that high quality interventions are used to target pupils. Identifying children that have the potential to reach GDS will ensure that better than expected progress can be made.			
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Total Budgeted Cost £7680.5

Wellbeing outcomes

Desired Outcome	Chosen action/approach	What is the evidence /rationale for this approach?	How will you ensure it is implemented well?	Staff Lead	When will you review and how?
E. To remove emotional and mental health and wellbeing barriers to learning. To ensure pupils have access to targeted support for mental health and wellbeing	Inclusion manger and ELSA to continue to meet half termly to identify support Ensure good use of wellbeing trackers by all SLT Establish clear focus for ELSA intervention Continue to promote in class interventions, ethos and support. ESSCo, The Inclusion manager and ELSA to organise parental work as part of	Some PP children have identified SEMH needs. 14% have experienced trauma, including LAC pupils. 32% of disadvantaged pupils have required additional support for wellbeing and mental health needs. DFE reports that working in small groups to develop social and emotional skills will support pupil's	Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning either before school or lunchtimes. Reduced number of playtime 'incidents' Teachers report children return to class ready to learn. Regular meetings with AHTs/Inclusion manager to	Inclusion manager ELSA	SLT ongoing review of behaviour and attitudes to learning. HT and Inclusion manager to review Counsellor and ELSA role termly



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	<p>wellbeing project including work on ADHD kitemark.</p> <p>'Routes to Resilience' project character champions focus work.. Continued playground support and 'Time to Talk' drop in opportunities.</p> <p>Timely referrals to school based counsellor- 'Time for You' sessions (through Relate) for targeted pupils.</p> <p>Continue projects – mindfulness, mentor schemes etc.</p>	<p>engagement in learning.</p> <p>The school's support for SEMH work including mentor support has reduced the number of incidents in school.</p> <p>Outside agency recognition and Parental response shows the school does well in establishing ethos and supporting mental health and wellbeing.</p> <p>Pupil feedback shows that they benefit from mentoring and support.</p> <p>Progress measures evident when this has been used.</p>	<p>ensure early identification of children with wellbeing issues.</p> <p>Weekly SLT -whole school behavioural data is referred to and actions are put into place for key individuals.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Case Studies of pupils.</p> <p>Regular liaison with external agencies</p> <p>Use of behaviour support plans.</p> <p>Use of Emotional literacy scales, SDQs and Boxall profiles to track progress.</p>		
Total Budgeted Cost					£13,555
<p>F. To support vulnerable families with a joined up approach with other services.</p>	<p>Use additional funding to support parental engagement in SEMH support. Include support for behaviour from fun and families and ADHD solutions.</p> <p>Establish a wellbeing group of staff to promote family support (inclusion manager, ESSCo, ELSA etc)</p>	<p>Working with families is very much part of Little Hill culture, informing our School improvement and emulated by other schools.</p> <p>Proportions of pupils with emotional regulation difficulties</p>	<p>Inclusion manager to oversee wellbeing team</p> <p>Additional events and feedback from parents</p> <p>Funded parent project to be led as part of TLR role for ESSCo.</p>	Inclusion manager ELSA	

	Opportunities to further extend parental engagement via Twitter and review of Parent Voice, to include vulnerable 'parents and carers'.	and a rise in ADHD being identified. Some of our most vulnerable families are effected by mental health difficulties or illness. Many have requested support with dealing with behavioural challenges.			
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Total Budgeted Cost £4,000

Enrichment and engagement outcomes

Desired Outcome	Chosen action/approach	What is the evidence /rationale for this approach?	How will you ensure it is implemented well?	Staff Lead	When will you review and how?
G. Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning	<p>Planned residential visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience.</p> <p>Planned educational visits that will provide a stimulus for learning and 'diminish the difference'</p> <p>Additional opportunities for children including visitors, workshops, music tuition etc.</p>	<p>A proportion of our PP children are experiencing social deprivation and some have social care involvement. We believe that the more opportunities a child has to access activities and experiences that are not generally available to them, the higher their aspirations will be. The Sutton Trust toolkit identifies Arts participation, outdoor</p>	<ul style="list-style-type: none"> • monitor pupils attending clubs and ensure we provide the clubs they are interested in • survey PP pupils about clubs, trips and other opportunities and the impact of them • DHT to monitor quality of the enhanced curriculum opportunities. • Continued planning and refining of residentials, trips and 	HT/DHT Inclusion manager	<p>Termly review of spending (HT/Bursar/Inclusion manager)</p> <p>Termly individual provision mapping review</p>



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	Continue to use staff, parent and pupil feedback to plan for personalised enrichment provision.	learning and sports participation as having positive effects on pupil outcomes. In pupil and parent questionnaires feedback is overwhelmingly positive about the quality of provision through trips and residential visits.	<ul style="list-style-type: none"> overnight stays to ensure breadth. Inclusion manager to monitor engagement opportunities for all PP pupils through provision mapping. 		
Total Budgeted Cost				£9858	
H. To improve attendance for disadvantaged pupils.	Headteacher and Inclusion manager to continue to work to support families where children's attendance is having an impact on progress.	Research shows that good attendance supports pupils in their learning. If pupils arrive to school on time and ready to learn they will make progress and this will improve outcomes. 20% of pupil premium children have attendance below 95%. We can't improve outcomes for children if they are not attending school regularly. The work already done in supporting families has been shown to have improved attendance in the school for some key	<ul style="list-style-type: none"> Meetings with parents and carers to improve punctuality/ attendance. Early identification of children with attendance issues. Systematic calling for children who have not attended school Meet and greet for targeted pupils Workshops/ parent meetings to promote attendance Regular review of attendance data Target: Continued reduction in overall attendance data. Reduction in %s below 95% and 90% 	HT Inclusion manager	Half termly attendance data checks

		pupils as well as improving overall attendance.	Reduction in low attendance for key pupils with persistent difficulties.		
				Total Budgeted Cost	£1212.0



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6. Review of expenditure

Previous Academic Year	2017-18
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Academic Outcomes

1. Quality teaching for all

Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost
<p>A. Teaching for mastery and metacognition is embedded in practice and supporting children to make age related expectations. Teaching, marking and feedback is consistently good or better across the school.</p>	<p>Additional support from Deputy Head (Teaching and Learning) and Maths and English lead teachers, to ensure that:</p> <ul style="list-style-type: none"> • All pupils, including disadvantaged pupils, achieve highly and that the gap between PP and NPP is closed • All staff adopt mastery learning and teaching metacognition approaches which impacts on pupil attainment and progress. 	<ul style="list-style-type: none"> • Learning updates from the AHTs and Inclusion manager impacted on lessons. Areas for development were rapidly dealt with, including through coaching and peer observation schedules. • Regular book checks ensured the continued quality of feedback and marking. • Data tracking through analysis of test data and scaled scores on Rising Stars matched to national picture ensured that dips and areas to develop were addressed. <p><i>Target 70% achieving or exceeding expected in RWM combined at KS2.</i> Actual: 67% of pupil premium pupils achieved expected or above in reading, writing and mathematics at end of KS2.</p> <p><i>Target 75% of PP students to reach age related standard</i> Actual: 73% achieved a W+ or above in reading. 70% in writing and 65% in mathematics</p> <p><i>Target 100% of PP to achieve progress targets.</i></p>	<ul style="list-style-type: none"> • Target pupils at w+ to achieve secure scores. • Focus on key year groups to ensure progress levels do not dip and high expectations and aspirations remain. • Focus on areas where year group teaching has more areas of flux and ensure key messages are got across. • Continued development of reasoning skills and teaching for mastery, including meta-cognitive approaches will have impact. 	<p>£ 6758.29</p>



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		<p>Making expected progress in reading 74%</p> <p>Making expected progress in writing 82%</p> <p>Making expected progress in maths 74%</p> <p>In addition all SEN pupils made individual progress targets and small steps targets.</p>		
<p>B. For teaching of mathematics to develop skills of reasoning and mastery and continue to address gaps in understanding, through impact sessions and interventions.</p>	<p>Mathematics lead monitors the delivery of effective teaching and learning through regular book looks, learning walks and observations. Class teachers lead deployment of LSAS in each class to deliver focused in-class support/ bespoke intervention linked to classroom learning. Concepts taught to be reinforced through impact sessions, fluency and recap tasks. Use of specialist teachers and booster classes (year 6)</p>	<ul style="list-style-type: none"> • Book looks showed evidence of progress and the impact of additional targeted support. • Book looks showed increase in skills of reasoning being taught. • Lesson observations and learning walks confirmed the quality of maths teaching including reasoning (vast majority graded good to outstanding) <p><i>Target 20% of PP children to achieve higher standard in mathematics at end of KS2</i></p> <p><i>Actual: 33% of pupil premium children achieved a scaled score of 110+ in mathematics.</i></p> <p><i>Target 75% to reach expected in maths at end of KS2</i></p> <p><i>55.6% of pupil premium children reached the expected standard- see lessons learned.</i></p>	<ul style="list-style-type: none"> • The impact of reasoning and mastery teaching is evident. • Impact sessions provide targeted and bespoke support and work well when clearly tied to QFT. • Barriers to learning including gaps in mathematical knowledge will need continued support. • Additional provision opportunities for pupils who have joined in KS2 and have had periods of poor uptake of learning or periods of time off school. (This accounts for 50% of disadvantaged children below maths levels in last years' year 6 cohort) • Continued joined up approaches to address barriers to learning for those pupils with social services and multi-agency involvement (This accounts for 100% of disadvantaged children 	£ 4569.41

			working below expected in mathematics at the end of year 6)	
Academic Outcomes				
2. Targeted intervention				
<p>C. For disadvantaged children's progress in reading to be national average and better. For disadvantaged children's attainment in reading to be at national average benchmark or rapidly closing the gap.</p>	<p>Establish talk for reading and metacognition approaches through new guided reading focus. English lead to ensure that teachers/ LSAs are well trained and deployed effectively to accelerate progress. Inclusion manager to provide full assessments and create personalised programmes. Continued use of established intervention programmes:</p> <ul style="list-style-type: none"> • 'Reading Coaching' for pupils to accelerate progress • 'Moving reading/Phonics On' for pupils with Dyslexia • 'Reading Inference' for pupils with comprehension difficulties. 	<ul style="list-style-type: none"> • Triangulation of book looks, learning walks and observations showed a clear impact trail. • Reading coaching and moving reading on approaches demonstrated progress across reading statements, book bands and using standardised data. Pupils in small group and 1 :1 reading programmes made accelerated gains. • Performance management of LSAs confirmed reading as a focus. • Reading training and new initiatives including Book talk have impacted on quality of teaching and progress evidenced in book band progress and test scores. <p><i>Target 80% of PP to reach expected standard in reading in KS2</i> Actual: 78% of pupil premium pupils reached expected standard in reading. <i>Target 20% of PP to reach higher standard in KS2 reading.</i> 11% reached higher standard</p>	<ul style="list-style-type: none"> • Language approaches and links to vocabulary improve inference and understanding. • Regular use of test data and standardised assessments enables addressing of difficulties, whole class and group focuses and impacts on progress. • Regular input from AHT/IM and liaison between PP Teacher and Class Teachers ensure that programmes have a high impact on learning and progress. • Intervention that puts the emphasis on pre-teaching, over learning and impact sessions has continued to help PP pupils outperform in a number of year groups and subjects. • Continue to target underperforming year groups and groups of children. • Increasing numbers of SEND pupils and pupils with literacy difficulties can impact on data and will need continued monitoring. 	£14,699.22

	Family forum/ parent's evening drop in on reading and dyslexia		<ul style="list-style-type: none"> • Small group and individual approaches including reading coaching remain important for pupils with literacy difficulties. • Further support for pupils with literacy difficulties not on the SEN register needed in key year groups. • LSA training and skills needs to kept updated and in mind. 	
D. Improve oral language skills and vocabulary for PP pupils and across the school. The development of vocabulary, language and communication to be impacting on overall attainment for PP pupils.	Introduce an oral vocabulary teaching initiative across school alongside 'Book Talk' Use the 'Welcomm' pack to assess and plan provision for pupils in the EYFS and identified pupils in KS1 with SLC needs.	<ul style="list-style-type: none"> • Support from English lead and Inclusion manager helped to initiate approaches. • EYFS release time enabled assessments to be implemented <p><i>Target 100% of PP EYFS to reach expected in communication.</i> 100% of disadvantaged children reached expected standard for speaking. 33.3 % reached expected in combined (1 pupil below for listening and 1 below for understanding) Target all PP pupils question analysis to match or exceed national in vocabulary and comprehension of words. Check when ASP data is out BPVS standardised score data to reflect progress Assessments not used</p>	<ul style="list-style-type: none"> • Focused approaches to assessing and monitoring communication skills have impact. • The learning environment can be instrumental in ensuring communication and language opportunities. • Delays on entry and SLCN gaps will benefit from specific planning and intervention groups e.g ELSA work, ECAT approaches etc. 	£ 595.95
Wellbeing Outcomes				

<p>E. For children with Emotional, social and wellbeing difficulties to receive mentor support, counselling and targeted interventions to reduce incidents and to ensure that they make progress in learning.</p>	<p>Inclusion manger and ELSA to develop and support children's emotional, social and behavioural needs. Develop targeted SEMH interventions for identified students. The Inclusion manager And ELSA to organise parental work alongside these interventions e.g. as part of the 'Routes to Resilience' project. ELSA to provide playground support and 'Time to Talk' drop in opportunities. A counsellor to provide 'Time for You' sessions (through Relate) for targeted pupils.</p>	<ul style="list-style-type: none"> • Use of wellbeing trackers and regular meetings with ELSA/AHTs/Inclusion manager ensured early identification of children with wellbeing issues. • SLT meetings including school behavioural policy/data allowed for adaptations and refinement and response to parent and pupil voice. • Observations of learning and behaviour of pupils through learning walks and trust reviews confirmed impact of wellbeing approaches. • Case Studies of pupils with at risk and vulnerable profiles are evidence of impact of whole child approaches and the quality of support. • Use of behaviour support plans and boxall approaches reduce incidents and support pupils alongside family support workers, Oakfield outreach etc. • The use of Emotional literacy scales, SDQs and informal approaches (blob posters etc) can be linked to focused entry and exit criteria and ensure support is measured. • Inclusion manager able to share impact of approaches with OLP schools as example of 	<ul style="list-style-type: none"> • A clear and focused approach and offer for mental health and wellbeing impacts on the school as a whole. • External feedback from wellbeing agencies (Relate, mindfulness inc etc confirms the importance of this and of overall ethos and approach) • Clear and regular liaison over difficulties and multi-agencies approaches enable pupils at risk to have positive school experiences. • Quality support for wellbeing impacts on ability to access the curriculum. • The provision of bespoke environments and support is integral to the approach. 	<p>£10,182.13</p>
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		<p>effective practice (well received)</p> <ul style="list-style-type: none"> Wellbeing accreditation confirms impact and the detailed evidence for support. Route to resilience events such as wellbeing week reflect leading practice. 		
<p>F. Ensure a whole school approach to supporting pupils with bereavement and family illness. Have specific, targeted ELSA or counselling support opportunities for pupils with short term difficulties.</p>	<p>Use wellbeing trackers and early identification systems to support the children through difficult times, e.g. transition or family difficulties. Share policies for mental health and wellbeing support and bereavement with staff. Continue to support ELSA in training in bereavement. Refer to counsellor support for short term difficulties as needed.</p>	<ul style="list-style-type: none"> Whole school approaches are in place including bereavement policy. Policy is referred to and used in specific cases and enables a co-ordinated and planned approach. All pupils who have experienced bereavement or parents with serious illnesses have been supported. In KS2 all pupils who have experienced bereavement have been able to have counselling provided by school. Mentoring and ELSA support has been provided for all pupils with difficulties on an ongoing basis 	<ul style="list-style-type: none"> The school can provide clear guidance for staff and a co-ordinated approach in response to situations. A policy can provide a solid framework for support. Counselling provision availability allows for early intervention or follow up and supplementary approaches Trained ELSA support impacts on all aspects of bereavement and family illness and enables the school to offer appropriate support and help. 	£2036.42
Enrichment and Engagement Outcomes				
<p>G. To fund a range of out of classroom experiences for pupils in order to:</p> <ul style="list-style-type: none"> Promote interests and talents. Participate in the arts. 	<p>A range of trips across the year groups planned for in the year. These will include a residential programme, outside visits, a</p>	<ul style="list-style-type: none"> Monitoring of events and clubs confirms the quality of the enhanced curriculum opportunities provided at Little Hill. 	<ul style="list-style-type: none"> Engagement activities allow access to experiences previously unavailable and the development of skills and talents. 	£ 2036.42

<ul style="list-style-type: none"> • Build understanding of the world. • Explore the rich artistic, cultural, spiritual and social heritage of the UK. 	<p>pantomime and sporting events.</p> <p>Additional opportunities for children including visitors, workshops, music tuition etc.</p> <p>Use staff, parent and pupil feedback to plan for personalised enrichment provision.</p>	<ul style="list-style-type: none"> • Book looks provide evidence of the quality of work linked to workshops, following trips and residential visits etc. • Questionnaires and feedback from children, parents and teachers for events show that parents appreciate support and advice and access to additional provision • The use of specific provision mapping enables the inclusion manager to monitor the impact or reach of this extended provision to all PP pupils. • 100% of PP pupils to have funded enrichment experiences. (evidenced through provision mapping- additional experiences provided during wellbeing week.) • Target 10% of individual PP to be spent on enrichment opportunities. 	<ul style="list-style-type: none"> • Continued focused approaches including provision mapping enable all pupils to have access to provision 	
<p>H. For PP attendance to be in line with national average or better.</p>	<p>Headteacher and Inclusion manager to continue to work to support families where children's attendance is having an impact on progress.</p>	<ul style="list-style-type: none"> • Work with parents and other agencies to improve punctuality and attendance has strong impact. Supporting families with parental illness and difficulties getting pupils to school can, and has, dramatically improve attendance and promoted 	<ul style="list-style-type: none"> • Attendance issues can be addressed and turned around with a co-ordinated school approach combined with multi-agency working. 	<p>£</p>

		<p>engagement with school learning</p> <ul style="list-style-type: none"> • Early identification of children with attendance issues enabled help to be targeted. • Systematic calling for children who have not attended school including by LSAS attached to vulnerable pupils has supported the process. • Promoting attendance in school continues to give the area a high priority <p><i>Target 95% of PP children to have attendance above 95%</i> 86% of current PP children have attendance above 90%.</p> <p><i>Target persistent attendance families to stay above 85%</i> All pupils with persistent attendance issues have improved attendance this year:</p> <ul style="list-style-type: none"> Pupil 1: 81% to 86% Pupil 2: 82% to 88% Pupil 3 69% to 96% Pupil 4: 78% to 84% 		
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2017-2020