Pupil Premium Strategy Statement (Primary) 2018-19 Review

1. Summary Information					
School		Little Hill Primary School			
Academic Year	2018-19	**Total PP Budget**	*87,120*	**Date of most recent PP review**	Sept 19
Total number of pupils	418	**Number of pupils eligible for PP**	66	**Date of next strategy review**	Jan 2020

2a. Current attainment: Key Stage 2 SATs 2019			
% pupils achieving at least the expected standard by the end of KS2	Pupils eligible for PP (16 pupils)	All pupils	National average All /Non PP
% achieving the expected standard in reading	75%	78%	73%
% achieving the expected standard in writing	88%	90%	78%
% achieving the expected standard in mathematics	63%	82%	79%
% achieving the expected standard in reading, writing and mathematics	56%	67%	64%

2b. Current attainment: Key Stage 1 SATs 2019			
% 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	67%	77%	75%
% achieving the expected standard in writing	50%	72%	70%
% achieving the expected standard in mathematics	67%	77%	76%
% achieving the expected standard in reading, writing and mathematics	50%	65%	65%

2c. Phonics check			
	Pupils eligible for Pupil premium (5 pupils)	All pupils	National average
% Pass	80%	72%	83%

2d. EYFS			
	Pupils eligible for Pupil premium (6 pupils)	All pupils	National average
% of children that achieved GLD		80%	72%
% at expected for reading	16%	81%	77%
% at expected for writing	16%	79%	79%
% at expected for mathematics	33%	84%	84%

3. Barriers to Future Attainment
Internal barriers (issues which require action inside school, such as poor oral language skills)

A. **Literacy difficulties, including skills on entry and SEN**	• 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.
B. **Mathematical difficulties, including GLDs**	• 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.
C. **Attitudes and approaches to learning**	• 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.
D. **Difficulties achieving greater depth levels**	• 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.

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External barriers (issues which also require action outside school, such as low attendance rates)	
E. Emotional, mental health and wellbeing	• 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.
F. Social deprivation and social care needs	• Some families within our community face social and economic challenges. • 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	• 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	• 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 Reading and Writing for EYFS, KS1 and KS2 children, especially disadvantaged pupils.	• 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-At least 74% of disadvantaged at end of KS2 to reach expected levels in reading and writing.
B	Raise attainment in Maths for EYFS, KS1 and KS2 children, especially disadvantaged pupils.	• 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 74% 0f disadvantaged at end of KS2 to reach expected attainment in mathematics.
C	Pupils have good attitudes to learning and develop independent learning strategies. High aspirations and expectations are evident.	• 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. • 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.	• 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. ○ *20% of disadvantaged pupils to achieve greater depth in reading* ○ *15% of disadvantaged children to achieve greater depth in writing* ○ *20% of disadvantaged children to achieve greater depth in mathematics.*
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.	• 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.	• 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.	• 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.	• 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.	**Reading** 1. Promotion of high quality guided reading and in class reading opportunities. 2, Reading project continuing to promote good practice (reciprocal reading/peer reading/ Book talk etc) 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. **Leadership and management** Additional support From:	As a school we believe that QFT is crucial and must come first if we are to have a significant impact on pupils' progress. Percentages of pupils with low levels of literacy attainment (56% not reached secure in current 1-6 cohort) Percentages of pupils with literacy difficulties including SEN (28% on SEND register) Oracy and reading comprehension programmes have strong efficacy.	• 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.	Acting HT Literacy Lead Inclusion manager	Regular monitoring of teaching quality through SLT: • Learning walks • Book looks • Observations • Intervention monitoring (entry and exit) • Half termly data analysis and test score analysis. Monitoring of assessment and planning and LSA/teacher reviews by DHT Pupil premium meetings with Inclusion manager

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	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) **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. **Speaking/listening/language** Continue focused approaches/tracking using speech and language packages- County and Wellcomm in EYFS	EEF toolkit identifies the following as significantly improving children's progress: • **Feedback + 8 months** • **Oracy + 5 months** • **Phonics + 4 months** • **EYFS Support + 5 months** The schools approaches to reading and reading project support all of these approaches. Impact analysis shows QFT and teacher led catch up sessions impact on progress.	• Performance management linked to PP and literacy • Analysis of scaled scores on Rising Stars matched to national picture. • Targets: End of KS2: Reading Writing End of KS1: Reading Writing EYFS CAL		Governor reviews- English and PP
			Total Budgeted Cost	**£11,765.5**	
B. To raise the attainment of pupil premium/disadvantaged children in Mathematics.	**Approaches** Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next	As a school we believe that QFT is crucial must come first if we are to have a significant	• Robust 'teaching over time' monitoring schedule in place to ensure both high standards and expectations as well as a	Maths Lead Acting HT	Regular monitoring of teaching quality through SLT: • Learning walks • Book looks

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			Inclusion manager	• Observations • Intervention monitoring (entry and exit) • Half termly data analysis and test score analysis.

steps' and move children's learning on Continued development of mastery teaching, metacognitive approaches and flexible grouping, reasoning. **Leadership and management** 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. **Intervention** 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	impact on pupils' progress. Percentages of pupils with low maths attainment. (42% of current 1-6 cohorts below secure at end of last year) 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. • **Mastery Learning + 5 months** • **Metacognition + 7 months** • **Collaborative Learning + 5 months** Pre-teaching, over learning and impact sessions have been effective and simple interventions for mathematics in our school:	high level of consistency across the school • Ongoing reviews by SLT, mathematics lead and Inclusion manager. Using: • Rising Stars data • Entry and exit test scores for specialist teachers/ HLTAs/LSAs support. • Book looks • Observations and learning walks. Target End of KS2 Maths: End of KS1 Maths:		Monitoring of assessment and planning and LSA/teacher reviews by DHT Pupil premium meetings with Inclusion manager Governor reviews- maths and PP

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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.' *Pupil premium update June 2018*			
			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. **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: - Learning walks - Book looks - Observations - Intervention monitoring (entry and exit) - Half termly data analysis and test score analysis.

		aspirations and expectations for all. • **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**	
D. To increase the percentages of higher ability pupil premium/disadvantaged pupils achieving greater depth in reading, writing and mathematics.	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.	Currently 10% of PP pupils are working at greater depth in 1 or more subjects. Some pupil premium pupils who achieved greater depth in previous year have been unable to sustain this in the nest year, Percentages of Pupils achieving greater depth at the end of KS1 and KS2 has been inconsistent	On-going monitoring of teaching and learning of higher ability PP children. Outcomes of higher ability PP children linked to teachers' appraisal targets Focus for pupil progress meetings, meetings with inclusion manager. Regular data analysis focused on pupils targeted to reach greater depth Additional support for pupils falling below targets	English/Maths lead Inclusion manager	Pupil progress meetings HT and Inclusion manager termly Analysis of test scores and data half termly

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		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.			
			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 ensure early identification of	Inclusion manager ELSA	SLT ongoing review of behaviour and attitudes to learning. HT and Inclusion manager to review Counsellor and ELSA role termly

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

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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.	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	• 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**	

6. Review of planned expenditure					
Previous Academic Year			**2018-19**		
Academic Outcomes 1. Quality teaching for all					
Desired outcome	**Chosen action/approach**	**Estimated Impact**		**Lessons Learned**	**Cost**
A. To raise the attainment of pupil premium/disadvantaged pupils in English/literacy.	**Reading** 1. Promotion of high quality guided reading and in class reading opportunities. 2, Reading project continuing to promote good practice (reciprocal reading/peer reading/ book talk etc) 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. **Leadership and management** Additional support	•The Trust review confirmed the quality of the impact of the guided reading input. •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. **Success Criteria** • **Master tracking grids analysis shows that PP children are outperforming or matching progress of non PP in all year groups in reading and writing.** **Actual- Some pockets of outperforming, some closing the gap. Some significant year groups to target e.g. year 3**		• Where there is consistent quality teaching of guided reading the pupils make good progress. Trust review showed areas of outstanding teaching of guided reading using book talk this can now be disseminated further. (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. • Ensure areas of success (year 4 and 6) are repeated across year groups- Focus on	£ 6758.29

From: 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) **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. **Speaking/listening/language** Continue focused approaches/tracking using speech and language packages	• **Pupil Premium pupils perform in line with Non Pupil Premium counterparts in Phonics in Year 1** **Actual** **Disadvantaged pupils are closing the percentage gap in phonics at Year 1.** • **Pupil Premium pupils perform in line with Non Pupil Premium counterparts in EYFS** **EYFS PP pupils are performing in line** • **Attainment and progress in reading and writing at the end of KS outcomes shows all pupils closing the gap with national benchmarks.** **Overall-74% of disadvantaged at end of KS2 to reach expected levels in reading and writing.** **Actual: 88% in writing and 75% in reading. Target significantly exceeded at end of KS2** **Additional comments** • **At the end of KS2, the schools disadvantaged pupils were above all pupils nationally by 10% in reading** • **In year data shows some pockets of disadvantaged pupils outperforming others e.g. in year 4 for reading. In year 5 for writing there was close matching of performance in all pupils.**	cohorts with significant difference in reading, (particularly year 3 and 5) • 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, including ways to support spelling, grammar and punctuation attainment as well as new initiatives to improve language, comprehension and vocabulary weaknesses.

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		• **At the end of KS1 disadvantaged pupils outperformed all pupils in writing (although this was not matched in reading)**		
B. To raise the attainment of pupil premium/disadvantaged children in Mathematics.	**Approaches** Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning on Continued development of mastery teaching, metacognitive approaches and flexible grouping, reasoning. **Leadership and management** 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. **Intervention** Pre-teaching and overlearning techniques - Concepts taught to be reinforced through impact sessions and recap tasks.	• Book looks showed evidence of progress and the impact of precise feedback. • Book looks showed the continued development of mastery teaching. • Lesson observations and learning walks confirmed that flexible grouping is used and reasoning skills are being taught. • Learning walks show that LSAs are well deployed to support mathematics and impact sessions etc are being used. • Pre-teaching and overlearning continue to be used as effective interventions and need further consolidation across classes and year groups • The use of specialist teachers e.g. in year 6 is having impact on end of key stage attainment. **Success criteria** • **Master tracking grids analysis shows that PP children are outperforming or matching progress of non PP in all year groups in maths.** **Actual- There are still discrepancies in in year data between**	• Reasoning and mastery teaching is having an impact e.g. by the end of key stage 2 but needs more consolidation to have the affect wider, especially end of KS1 data where the disadvantaged pupils are underperforming in maths compared to all pupils. • Impact sessions work well when providing a target and bespoke support for pupils, they need to again be further developed in key stage 1. • Booster groups and the use of specialist teachers has an impact on attainment for disadvantaged pupils and helps closing the attainment gap. • Barriers to learning including gaps in mathematical knowledge will need continued support. • There needs to be a continued joined up approaches to address barriers to learning for those	£ 4569.41

	Pupils receive additional, high quality individual and/or small group support and challenge in English and Maths Additional groups – Year 6 booster groups led by maths teachers 1 to 1 tuition for LAC pupils	**attainment however there is a closing gap from year 4 onwards** • **Pupil Premium pupils perform in line with Non Pupil Premium counterparts in EYFS** **Actual- small numbers of PP but matched non PP in EYFS** • **Attainment and progress in maths at the end of KS outcomes shows all pupils closing the gap with national benchmarks.** **Actual- PP data and the gap between PP and non PP is significantly up on last year's KS2 attainment in maths** • **Overall 74% 0f disadvantaged at end of KS2 to reach expected attainment in mathematics.** **Actual** **The figure achieved was 63%,** **Additional comment** • **The school disadvantaged attainment is closing significantly compared to the previous years end of KS2 data (Our disadvantaged pupils also performed 6% above disadvantaged pupils nationally)**	pupils with SEND needs, including SEMH and close work with any social services and multi-agency involvement. • In year data shows that there needs to be continued accountability for teachers in moving disadvantaged pupils from working towards to expected in mathematics.	

Academic Outcomes
2. Targeted intervention

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:	**Success criteria** - **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.** - **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.** **Comment** - **Triangulation of book looks, learning walks and observations showed a clear impact trail, year groups have high aspirations for their disadvantaged pupils. The curriculum is enriching and promotes high aspirations.**	- High expectations of **all** pupils will have the biggest impact in disadvantaged pupils. This needs to be combined with continued focus on in year disadvantaged data, particularly targeting from WTS to EXP and EXP to GDS - Regular use of test data and standardised assessments enables addressing of difficulties, whole class and group focuses and impacts on progress. - Support and regular progress meeting with SLT.HT/Inclusion lead will need to be prioritised to ensure Class Teachers plan programmes have a high impact on learning and progress for pupil premium pupils. - Intervention that puts the emphasis on pre-teaching, over learning and impact sessions has continued to help PP pupils close the gap with all pupils in a number of year groups and subjects. - It will be vital to use this in year data to continue to target underperforming year	£14,699.22

		• **Context for learning books reflect consistency and high standards, particularly in key year groups.** • **The focus on pupil premium/disadvantaged pupils during performance management ensures high expectations are maintained.** • **Trust review confirmed at least good teaching and good attitudes to learning across the school.**	groups and groups of children. • The increasing numbers of SEND pupils can impact on pupil premium data and will need continued monitoring and support from SENDCo.	
To increase the percentages of higher ability pupil premium/disadvantaged pupils achieving greater depth in reading, writing and mathematics.	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.	**Success Criteria** • **Percentages of pupils achieving greater depth in each year group and subject increases, in particular writing/maths.** **Actual: Increase in greater depth in year 1 in reading** • **Increase in percentages achieving greater depth in end of KS outcomes.** **Still need PP pupils to achieve greater depth in line with nationals in KS1and KS2**	Interventions will need to be targeted more effectively at disadvantaged pupils to ensure that larger proportions achieve greater depth across KS1 and in in year group targets KS2 attainment for GDS is improved with more focused teaching, specialist support, and additional interventions and booster groups targeted at their needs and carefully monitored.	
Wellbeing Outcomes				
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	**Success Criteria** • **Increase in self-esteem, confidence and resilience is reported.** • **Measures on Boxall, SDQs and emotional literacy**	• A clear and focused approach and offer for mental health and wellbeing impacts on the school as a whole. • External feedback from wellbeing agencies	£10, 182.13

	Continue to promote in class interventions, ethos and support. ESSCo, The Inclusion manager and ELSA to organise parental work as part of wellbeing project including work on ADHD kitemark. 'Routes to Resilience' project character champions focus work.. Continued playground support and 'Time to Talk' drop in opportunities. Timely referrals to school based counsellor- 'Time for You' sessions (through Relate) for targeted pupils. Continue projects – mindfulness, mentor schemes etc.	**scales show the impact of mentoring, interventions and counselling.** **Comment** • **Use of wellbeing tracking can be useful for identification. This combined with regular meetings with LSA/AHTs/Inclusion manager ensures support is targeted correctly at need.** • **Continued adoption of restorative practices/ emotion coaching and additional training aimed to develop practice has impact. SLT investment in reviews of school behavioural policy/data ensures continued adaptations and refinement and response to parent and pupil voice and in line with best practice** • **Additional best practice implementation e.g. from Oakfield school systems allows for better understanding of needs, increases opportunities for targeted funding (TUF and EHCP) and allows a more effective use of outreach support. The use of ABCs as part of behavioural analysis impacts on correct support**	(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.	

		• Using Boxall profiling and SDQS can help target the right support as appropriate targets are set. ELSA profiling e.g. through blob analysis and emotional literacy scales allows a clear programme of support and this to be measured well. • Observations of learning and behaviour of pupils through learning walks and trust reviews confirms the 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. These case studies have also been shared successfully (e.g. headteachers SEND conference and as part of national SEND awards) • Use of behaviour support plans and boxall approaches reduce incidents and support pupils alongside family support workers, Oakfield outreach etc. • Good outcomes for the use of therapists and the school based counsellor.		

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| F. To support vulnerable families with a joined up approach with other services. | Use additional funding to support parental engagement in SEMH support. Include support for behaviour from fun and families and ADHD solutions. Establish a wellbeing group of staff to promote family support (inclusion manager, ESSCo, ELSA etc) Opportunities to further extend parental engagement via Twitter and review of Parent Voice, to include vulnerable 'parents and carers'. | **Success Criteria**
• **All families of disadvantaged pupils are engaged with the school.**
• **A wellbeing team co-ordinates support for vulnerable families.**
Comment
• **Whole school approaches are in place to support vulnerable families, family support roles are adopted by all SLT including in particular, Head, deputy, Inclusion manager and ELSA in their out of class support capacities.**
• **There are very good links with additional services and the CPOMs systems allows a very joined up approach to problem solving, setting targets and sharing information around vulnerable families. Actions identified are thorough and effective. Case study data confirms the good and effective use of additional agencies, including referrals on to early Help etc**
• **Mentoring and ELSA support has been provided for all pupils with difficulties and** | • The school has some leading practice in engaging with families including access to agencies within school
• The focus on structured conversations should prove a useful way forward for further initiatives.
• Inclusion manager and ELSA support impacts on family support and inclusion team working should be a good way forward with further staff (e.g. separate pupil premium lead) enhancing this practice in future.
• Support for LAC pupils needs to be consistent and well thought out to help prevent any difficulties. Good links and mediation between teams including the virtual school team can help support this. | £2036.42 |

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| | | there are very good links with families
• **National SEND award for parent partnership confirms elements of exemplary practice across the school and positive testimonials form families of LAC, and combinations of disadvantaged and medical/ SEND pupils.** | | |

Enrichment and Engagement Outcomes

| **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 | Planned residential visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience.

Planned educational visits that will provide a stimulus for learning and 'diminish the difference'

Additional opportunities for children including visitors, workshops, music tuition etc.

Continue to use staff, parent and pupil feedback to plan for personalised enrichment provision. | **Success Criteria**
• **Increase in the number of pupils accessing trips and extra-curricular activities**
• **100% of disadvantaged pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities.**
Comment
• **Monitoring of events and clubs continues to show the quality of the enhanced curriculum opportunities provided at Little Hill.**
• **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 fork events show** | • Engagement activities allow access to experiences previously unavailable and the development of skills and talents.
• Continued focused approaches including provision mapping enable all pupils to have access to provision | £ 2036.42 |

		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 disadvantaged 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.		
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.	**Success criteria** • **Attendance of PP is in line with/above national average.** • **Attendance of pupils with persistent attendance difficulties to remain at least above 90%.** **Actual attendance figures:** **All year groups have an Attendance figure above 90%** **The average attendance for PP is 96%** **Comment**	• Attendance issues will need to be continually addressed with target families. • A sustained and co-ordinated whole school approach combined with multi-agency working is vital for success. • Current year 1 have the lowest figure across the school and will need to be a targeted cohort for monitoring attendance.	£

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		Work with parents and other agencies to improve punctuality and attendance continues to have impact. Supporting families with parental illness (including through early help referrals) and difficulties getting pupils to school can, dramatically improve attendance (this needs to be sustained) **Early identification of children with attendance issues enables help to be targeted.** **Systematic calling for children who have not attended school including by LSAS attached to vulnerable pupils has supported the process, visits to the home etc can be utilised well at times.** **Promoting attendance in school continues to give the area a high priority**		