

# Pupil premium strategy statement (primary)

1. Summary information					
School	Bishop Hooper Primary School				
Academic Year	2016/17	Total PP budget	£15,680	Date of most recent PP Review	Sept 2017
Total number of pupils	85	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	42%	%
% making progress in reading	75%	52.9%
% making progress in writing	58%	51.9%
% making progress in maths	83%	51.3%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Writing attainment and progress is below average for both KS1 and KS2 for pupils who are eligible for PP. The gap between reading and writing is larger for PP than non-PP in school
<b>B.</b>	Reading attainment is below average compared to non-PP within school in KS2 – comprehension skills in particular.
<b>C.</b>	SPAG – below average attainment of PP pupils compared to non-PP.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are below national average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Gap between writing and reading will become smaller and both increase in achieving expected.	Pupils to make good progress or very good progress to close the gap. More PP to be working at age related expectations
<b>B.</b>	Reading at age expected increase to be level with non-PP	PP and Non-PP %ages come in line with each other and are at or above national level. Standardised scores for PP to increase.
<b>C.</b>	SPAG- PP to be working at age expected levels	Number of PP children working at age expected levels to be near or at the rest of the school.

<b>D.</b>	Improved attendance.	To be in-line with the national expectation of 96%
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**5. Planned expenditure**

<b>Academic year</b>	<b>2017-2018</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved writing skills across KS1 and 2 Improved levels of understanding in SPAG	Increased focus by staff of the teaching of SPAG. Termly assessment to monitor effect. Analysis of areas of writing that requires further development – give next steps when marking, clear targets in tracker talk. Extra Tracker Talk Sessions Meetings with parents to ensure they understand how they can support their child – extra to the normal Teacher Parent meetings. In-class support for PP by TA.	EEF show that having clear targets and marking that shows next steps improve children’s work as they have a greater awareness of where they need to focus next. This will have an impact across the school. Focused support from an adult will help the child to remain on task and link work to their targets. Identified needs will be address by intervention groups.	Pupil progress meetings termly with staff. (Release time required) Parent/teacher meetings – including the extra meetings with the parents following a parents evening.(Release time required) Triangulation of evidence using assessment, observations and book trawls. Termly assessments to track effectiveness. Purchase of GAPS – SPAG assessment. Purchase Single Word Reading test for assessment of reading skill. Class teacher to be released at appropriate time by TA for high quality 1:1 interventions	Head	Feb 2018

<p><b>Improved levels of reading – children to be at age expected.</b></p>	<p><b>Use of ‘Cracking Comprehension’ to teach the children how to understand and analyse the text. Use of whole year reading text within year group for guided reading. Investigate the effect of ‘RIC’ for improving reading skills.</b></p>	<p>‘Cracking Comprehension’ is a programme that carefully models how to identify and answer different styles of questions. It is a teacher model then independent activity style. It has been proven successful in many local schools. Using year group texts will aid collaborative and modelled learning which has been proven to have a high impact by EEF. It increases the time spent with an adult doing guided reading. ‘RIC’ has been seen to improve comprehension as it targets the key areas required for understanding.</p>	<p>Monitoring of assessments: Reading ages of children will increase during the termly assessments. Their standardised scores will go up.</p>	<p>Head</p>	<p>Feb 2018</p>
<b>Total budgeted cost</b>					<p>£6861</p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>Improved writing skills across KS1 and 2 Improved levels of understanding in SPAG</b></p>	<p><b>In-class support for PP by TA. HT to provide small group booster sessions. Intervention programmes for specific needs – ELS phonics boost by HLTA; Nessie; TEODESCU- handwriting fluency; Handwriting UKS2 (small groups 3/4:1)</b></p>	<p><b>Focused support from an adult will help the child to remain on task and link work to their targets. Identified needs will be address by intervention groups.</b></p>	<p>There will be entry and exit data for interventions to assess the impact of them. Staff will be allocated to interventions that utilise their skills. Writing, SPAG and phonics will be monitored throughout the year to track the improvements in attainment and progress.</p>	<p>SENCo/Head</p>	<p>Feb 2018</p>

Improved levels of reading – children to be at age expected.	Intervention programmes for specific needs– Nessie; ELS (small groups 3/4:1); Toe by Toe – TA releasing teacher to provide this. Increased opportunities to read to an adult	Identified needs will be address by intervention groups. Children who are not being heard at home require greater input at school in order to close the gap between them and their peers.	A single word spelling test will be used to assess their reading. Reading and comprehension will be monitored throughout the year to track the improvements in attainment and progress.	SENCo/Head	Feb 2018
Improved reading levels – children to be working at age expected in reading and comprehension.	Resources to promote reading – high/ low reading books.	Children who are behind with their reading age need age appropriate interest levels for their books. If they are being asked to read books that are considered ‘too young’ for them, they will disengage.	Purchasing of high quality books where they have no obvious high/low stickers/markings on them. Reading and comprehension will be monitored throughout the year to track the improvements in attainment and progress.	Classteacher/SENCo /Head	April 2018
More PP achieving expected GLD at the end of the year (reception) and expected levels throughout the school.	Maintain small class in reception in order to give a boost at the beginning of their school career	Evidence shows that small class sizes has a greater impact on children’s attainment due to the increased adult to child attention they receive. Areas for development are more quickly identified and interventions put in place.	Through lesson observations, book trawls, learning walks and pupil progress meetings, PP will be a groups of children whose data will be closely monitored.	Head and Class teachers	Feb 2018
<b>Total budgeted cost</b>					£8732
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased levels of focus during the lesson.	Free access to after-school clubs and breakfast club Free milk	Increased levels of self-esteem so that children are able to flourish in the school environment. Ensure that they have had breakfast so that they can focus on learning in the morning.	Children and parents will be offered these places on a regular basis. It will be an opportunity to do reading and homework.	Head	Feb 2018
Increased self-confidence	Subsidise the cost of the year 5/6 trip	When children are given independence via an organised opportunity to be away from their parents, they become more independent and more resilient.	When the class trip is organised, PP parents will be advised of the opportunity for it to be subsidised.	Head/SL/SM	Jan 2018
Improved attendance	Monitoring of attendance-half termly certificated for improved attendance or 100%	Children are motivated by certificates. Parents are being recognised by the school for their effort in ensuring their children are attending.	Attendance monitored regularly. Comparisons made to previous attendance at the same time of the previous year and term on term.	Head	Dec 2017

To be able to achieve the 25M expectation for swimming by Year 6	Provision of extra swimming teacher for PP non-swimmers	The children live in an area near a river that is regularly used as for swimming during the summer. Confidence in the water will translate to confidence in abilities in other areas.	Assessments of swimming ability before and after swimming lessons	Classteachers/Head	July2017
1:1 TA support from 9-12 for one pupil everyday (Autumn 2 <sup>nd</sup> Half term)	To provide stability and enable focus in lessons to avoid distractions or issues.	It has been advised that the child requires additional help 1:1	Regular monitoring meetings with the TA and Class teacher	SENCO/Head	Dec 2018
To be aware of the effect of actions on others	Use of social stories 1:1 weekly session with class teacher or TA	Awareness of others and the impact you have on them is an important social skill to have in order to flourish and to allow others around you to flourish.	Monitor the number of social incidents' occurring between peers and friends.	Class teacher	Dec 2018
<b>Total budgeted cost</b>					£2395

6. Review of expenditure				
Previous Academic Year 2016/17				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reduce the gap between writing and reading	Smaller classes; Intervention groups; TA support within the classroom; HLTA support for specific groups	The gap between writing and reading has closed by 7%. The percentage of children who are working at age expected in reading increased by 1% and the number of children working at age expected in writing increased by 8%. The gap for PP children is higher so will be a continued focus next year. Small classes have had an impact on the whole school results. Progress throughout the school was good - All the year 6s achieved 'expected' in reading, writing, SPAG and maths.	The school will continue to have class 1 as pure reception as this provides good building blocks for all the children. It allows greater focus on any PP children within the group. Intervention groups will continue at the appropriate level for the children. The ELS has been successful in the past and will continue with the age-appropriate children. The impact of the interventions will be monitored to see the impact.	£8894
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to know their targets	Tracker talk	The children have a much better idea of their targets now and are involved with choosing them at the reviews They focus on these and their parents are aware of them so are able to support their children.	Tracker talk will continue with all children but with an extra review for the PP children to maintain and increase the progress being made.	£2400
Purchase of resources	High/Low readers Emotional Bears Phonic programme	High/Low readers helped to engage the children in their reading. They helped to improve the comprehension of the children. Emotional Bears – This was a 1:1 resource to help a child understand her own emotions and that of others. 95% of the year 1 children passed the phonic test.	Further purchasing of the High/Low readers will be needed as the children have read the ones purchased. Use of the bears will continue this year.	1130
Positive experience in school and a safe environment for children	1:1 TA support from 12- 3:15pm every day	The number of incidents that occurred did reduce.	The child did become over reliant on the TA. The first part of the Autumn term, there was less 1:1 involvement to see if the child will work more independently. The school is looking to fund 1:1 for mornings after half term. IF further funding becomes available to support 1:1 all day, the school will consider splitting the post to avoid over familiarity and dependency on one adult.	£2666
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Equal access for all. Increased self-esteem.	Access to clubs, breakfast clubs and school trips/ free milk Music tuition for FSM/Support with uniform	There was a varied up take of the free places. Not all PP took advantage of this. All year 6 went on the Bristol Trip which was thoroughly enjoyed by all. Breakfast club was used.	Ensure PP families are aware of this opportunity. This will continue.	£250
All children are able to swim 25m by the end of Year 6	Provision of extra swimming instructor	100% of year 6 children were able to swim 25m. They were able to use a range of strokes, 90% could perform safe self-rescue in different water situations. 80% of the KS2 PP children can swim 25m	This will continue as it has an improved impact on the number of children who can swim.	£300

## 7. Additional detail

100% of year 6 children achieved the expected level in reading, writing and maths end of key stage 2 tests.  
80% of year 2 children achieved the expected level in reading, writing and maths end of key stage 1 tests.

### Y6 SATs tests:

**Summer 2017: 100% of our pupil premium pupils achieved the expected standard for Y6 in Reading, Writing and Maths, compared to only 61% of all pupils nationally.**