

Pupil Premium Strategy Statement:

1. Summary information					
School	Hazelbury Bryan Primary School				
Academic Year	2017/18	Total PP budget	£19,800	Date of most recent PP Review	Sept 2017
Total number of pupils	87	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Feb 2018

Attainment at the end of 2017

Early Years Foundation Stage				
	Reading EXP+ %	Writing EXP+ %	Maths EXP+ %	GLD %
Pupils eligible for PP (school)	100%	100%	100%	100%
Pupils eligible for PP (national)				
Other pupils (school)	90%	80%	100%	82%
Other pupils (national)				
Gap (school)	+10%	+20%	0	+18%

Year 1 Phonics	
	Met Standard %
Pupils eligible for PP (school)	100%
Pupils eligible for PP (national 2016)	70%
Other pupils (school)	71%
Other pupils (national 2016)	83%
Gap (school)	+29%
Gap (national)	-13%

End Key Stage 1				
	Reading EXP+ %	Writing EXP+ %	Maths EXP+ %	R,W,M combined %
Pupils eligible for PP (school) 2 pupils	67%	33%	33%	33%
Pupils eligible for PP 2016(national 2016)	62%	53%	60%	
Other pupils (school)	100%	86%	86%	86%
Other pupils (national 2016)	77%	68%	75%	
Gap (school)	-23%	-53%	-53%	-53%
Gap (national)	-15%	-15%	-15%	

End Key Stage 2											
	Reading EXS+ %	Reading Scaled Score	Reading Progress	Writing EXS+ %	Writing progress	EGPS EXS+ %	EGPS Scaled Score	Maths EXS+ %	Maths Scaled Score	Maths progress	R,W,M combined %
Pupils eligible for PP (school) 3 pupils	100%	107	0.44	100%	1.65	100%	106	100%	110	2.88	100%
Pupils eligible for PP (national 2016)	53%	100		64%		61%	102	58%	101		39%
Other pupils (school)	100%	110	3.14	100%	1.72	100%	108	100%	107	-0.1	100%
Other pupils (national 2016)	72%	104		75%		78%	105	76%	104		60%
Gap (school)	0	-3	-2.7	0	-0.07	0	-2	0	+3	+2.86	0
Gap (national)	-19%	-4		-11%		-17%	-3	-18%	-3		-21%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Emmotional and behavioural issues preventing learning	
B.	Specific learning difficulty – dyslexia tendencies (3 pupils) 15%, Speech and Language (2 pupils) 10%	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C	Poor attendance which leads to lack of progress	
D	Lack of routine (sleep, food, homework,)	
E	Due to remoteness of village, lack of out of school experiences	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk about their feelings in a controlled, understand how to deal with situations appropriately and are able to learn	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
B.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Attendance officer's involvement will not be needed Attendance for the children is in line with national at 96%
C.	Children make expected or better progress in reading, writing and maths	Specific interventions have measured success Children set/attempt challenging targets that they meet from detailed analysis of their areas of weakness Gaps between PP and non PP progress measures decrease Progress measures of PP children are equal or better than those nationally
D.	Children make expected or better attainment. In reading, writing and maths	Specific interventions have measured success Specific interventions have measured success Children set/attempt challenging targets that they meet from areas of identified weakness Gaps between PP and non PP attainment measures decrease Attainment measures of PP children are equal or better than those nationally

Planned Expenditure					
Quality of teaching for all					
Actions	Desired Outcome	Impact measures and tracking	Staff responsible	Resources/Finance	Review
Ensure teachers have up to date knowledge of PP pupils, including ability & progress measures in place. All new children are reviewed for ever 6 and follow ups in change of circumstance.	Staff accountable for pupil progress and have good ownership of school PP systems and principles. All staff demonstrate high expectations for PP pupils. Those eligible for PP make at least expected progress both in year and through key Stages.	Appraisal meetings Termly pupil progress meetings Class SEND and intervention on SPTO	SLT Governors Teaching staff Support staff	N/A	
Total allocated	£0				

Planned Expenditure					
Targeted support					
Actions	Desired Outcome	Impact measures and tracking	Staff responsible	Resources/Finance	Review
Provision of a specialist dyslexia teacher to have 1-1 sessions with targeted PP children in years 3,4 and 6	Targeted pupils make accelerated progress in reading and writing to close the gaps.	Pupils eligible for PP make accelerated progress to reach the expected level in reading and writing at the end of Year 3 , 4 and 6	SENCo	£1500	
Increased level of teaching assistant support in EYFS to deliver additional interventions incl. Narrative Therapy,	Pupils eligible for PP who enter school at lower levels can be targeted for additional support to accelerate their progress. All pupils eligible for PP	Pupils eligible for PP with lower starting points reach GLD by the end of EYFS.	EYFS leader	£2000	

Learn to Move, Precision and S and L programmes	reach GLD by the end of EYFS.				
PP children at KS1 and reception are targeted to read daily – using TAs, Parent helpers and teachers	Pupils eligible for PP who are not read to at home are enabled to have this experience to encourage a love of reading and develop comprehension skills. All PP pupils reach EXS in reading by the end of Key Stage 1.	Pupils eligible for PP read for enjoyment and reach age related expectations by the end of Key Stage 1 in reading assessments	English Co-ordinator	N/A	
Additional TA hours for targeted interventions across the school; First Class @ Number Success @ arithmetic Learn to Move, Move to Learn Precision teaching Speech and language programmes	Pupils eligible for PP who are in danger of underachieving are enabled to catch up through rapid identification and targeted intervention.	Pupils eligible for PP make accelerated progress	SEND co-ordinator and class teachers	£1500	
Total allocated	£5000				

Planned Expenditure					
Behaviour and attendance					
Actions	Desired Outcome	Impact measures and tracking	Staff responsible	Resources/Finance	Review
Free Breakfast and After School Clubs provided for PP pupils	Better attendance, children arrive in class ready to learn. Parents are	These pupils make accelerated progress and meet the attendance	Head teacher with Lead of Extended school and Finance	£3000	

	able to train, have employment to enhance their families opportunities	target of 95% +	officer		
After school activity clubs available	Children want to attend school and participate in clubs	These pupils make accelerated progress and meet the attendance target of 95% +	Head teacher and Office Administrator	£1000	
Holiday sports Clubs available for PP pupils at Hazelbury	Children able to participate in high quality holiday care	Remoteness of village no barrier to children having happier holidays and return to school in a better frame of mind to learn and make good or better prohress	Office Administrator to assist enrolment	£750	
Lunchtime Nurture support provided predominantly for those eligible for PP to support positive playtime leading to positive afternoon learning.	Through positive playtime, pupils are well prepared for afternoon learning. All PP pupils make at least expected progress as a result.	Feedback from class teachers Tracking of progress and attainment	Head teacher	£2500	
Designated ELSA time for existing TA.	Pupils eligible for PP are able to engage and progress in their learning as their emotional needs are being met and supported.	Pupils eligible for PP who engage in ELSA sessions make good progress in their learning from their starting point. Poor emotional well-being is no longer a barrier for them.	SENCo / Head and ELSA	£3000	
Free milk, school uniform and school trips to include residential	PP pupils are able to feel part of the school and engage in activities alongside their peers	Poor emotional wellbeing is lessened and this enables them to make good progress and improved attendance	Head and Office staff	£2000	

Total allocated	£12250
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Review of Pupil Premium Grant spending 2016-17

Allocation 2016-17:

Actions	Desired Outcome	Review of impact												
PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Less behavioural issues in the school- evidence Peer mediators were needed less than 3 times a half-term Children able to get straight down to their work , less disturbances – evidence lesson obs and learning walks												
Pupil progress meetings half termly will inform how the children are achieving. Achievement Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children make expected or better attainment and talk with enthusiasm about their academic future.	Attainment for PP better than Non – PP in reading, writing and maths <table border="1" data-bbox="1198 869 1870 1013"> <thead> <tr> <th>Subjects</th> <th>Pupil Premium Tracking points (TP)</th> <th>Non Pupil Premium TP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20.2</td> <td>17.9</td> </tr> <tr> <td>Writing</td> <td>19.8</td> <td>17.6</td> </tr> <tr> <td>Maths</td> <td>20.3</td> <td>17.6</td> </tr> </tbody> </table>	Subjects	Pupil Premium Tracking points (TP)	Non Pupil Premium TP	Reading	20.2	17.9	Writing	19.8	17.6	Maths	20.3	17.6
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Reading	20.2	17.9												
Writing	19.8	17.6												
Maths	20.3	17.6												
Use of PSHE lessons, circle time, rehearsing writing before starting task- Time to talk. Peers as models	Children to have more confidence when speaking to different audiences	PP children had major roles in Nativity and KS2 production												
Children will receive extra reading sessions with TA or experienced classroom helper.. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school An author will be celebrated and children will be encouraged to read.	PP children's reading improves in line with non-pp children	See above for attainment At end of KS2 – All PP children were at Expected in reading and at KS1 66% were												
Topics will interest all children and especially PP children.	The attendance of PP children improves	Attendance PP – 94.1% Attendance of non PP- 96%												

They will include whole school science, Art/dt days, specialist visits to school and exciting activities throughout the term. Outside providers will begin after school clubs that introduce children to different sports		This area needs to be re-visited 2017-18
Targeted support		
Chosen action/approach		
Some PP children will ELSA sessions and have nurture time at lunchtime An ELSA is employed 3 lunchtimes a week and for 1 afternoon	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Less behavioural issues in the school- evidence Peer mediators were needed less than 3 times a half-term Children able to get straight down to their work , less disturbances – evidence lesson obs and learning walks
Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. New TA employed to support in KS1 Apprentice TA volunteering in KS1.	Children make expected or better attainment and talk with enthusiasm about their academic future.	See above
Each class teacher has targeted PP children on lists to ensure PP children receive regular extra reading and quality 1:1 comprehension around the book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.	PP children's reading improves in line with non-pp children	See above
The local attendance officer will be involved with families who's attendance falls below 90% The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. Awards are given to children who have 'good' attendance.	The attendance of PP children improves	See above

