



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2019-20



1. Summary information					
School	Henley Green Primary School				
Academic Year	2019/20	Total PP budget	£281,340	Date of most recent PP Review	Sept 2019
Total number of pupils	429	Number of pupils eligible for PP	202	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
**Based on RaiseOnline Data July 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% pupils achieving expected standard or above in Reading, Writing and Maths	45% <i>(National average 47%)</i>	50% <i>(National average 68% 65% - all groups)</i>
Measure of Reading progress Confidence interval measures for pupil premium between -3 and +1.4	-0.8	-0.2 <i>(LA +0.1/Nat +0.3)</i>
Measure of Writing progress Confidence interval measures for pupil premium between -3.2 to +0.8	-1.2	-0.6 <i>(LA -0.1/Nat +0.3)</i>
Measure of Maths progress Confidence interval measures for pupil premium between -0.4 to +3.4	+1.5*	+1.0 <i>(LA +0.6/Nat +0.4)</i>
<i>*Pupils eligible for pupil premium made better progress</i>		



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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Low levels of language in EYFS and KS1, impact of Language acquisition for pupils with English as an Additional Language.
B.	Approaches to reading poor, levels of reading at home low. Limited amount of opportunities to access motivating reading materials.
C.	Writing attainment affected by low levels of language development in pre-school age, pupils learning new grammatical structures and vocabulary of the English language.

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

D.	Family support required to monitor and improve attendance, social, emotional and mental health aspects of learning. Increased numbers of families requiring holistic support from the Inclusion team.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment at Age Related Expectations in Years 2 and 6 is in line with National Average including Greater Depth	Pupils making better than expected progress towards Age Related Expectations by July 2020
B.	Raise the attainment of pupils in Key Stage One in Reading, Writing and Maths including Greater Depth	Pupils who did not reach GLD at the end of EYFS will make better than expected progress in RWM to achieve at least ARE at the end of KS1
C.	Pupils make better than expected progress towards Age Related Expectations	RWM progress is in line with the National Average and the KS1 Phonics Screening is in line with the National Average
D.	Attendance is in line with or greater than National Average	Attendance is in line with the National Average (96.62%)

5. Planned expenditure

Academic year	2019/20
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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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?



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<p>To raise the Quality of teaching of Writing and Spelling to at least Good or better throughout the school to impact upon pupil progress <i>(Close the gap between this school and National in Reading, Writing and Maths combined in KS1 and KS2 at the expected standard and greater depth by accelerating pupil progress)</i></p>	<p>English Leader: Ongoing Training and Monitoring</p>	<p>Pupils present with low baselines in reading and writing on entry. Providing time for an English leader will allow monitoring to take place which focuses teachers on improving wave 1 teaching practices throughout the school. Monitoring provides the English lead with key areas for staff development including mentoring, modelling and whole staff CPD in writing, spelling and SPAG. Training supports the teaching of English across the school.</p>	<p>Ongoing monitoring across the school including observations of teaching and training feedback Half - termly analysis of pupil progress</p>	<p>English leader</p>	<p>Annually</p>
<p>To improve standards of Wave 1 teaching</p>	<p>External educational consultants: Christine Lockwood DfE Project Recruitment and Retention</p>	<p>External consultants support SLT in focussing termly actions by identifying key areas for improvements actioned in leadership non-contact time. SLT are able to make accurate judgements, with key actions underpinned through strategies for whole school improvements. This raises the level of teaching and teaching support to be good or better to 100%. Fully staffed for the academic year 2019-20 Leadership is a strength Middle School Phase Leader – NPQML qualification KS1 Phase leader – NPQSL qualification Deputy Head – NPQH qualification UPS3 experienced teachers in each year group</p>	<p>Standard of teaching – SLT Impact of External Advisers: Deputy Head teacher and Head teacher</p>	<p>SLT</p>	<p>Termly</p>
<p>To improve the progress of pupils in Key Stage One to be equal to the progress made in Key Stage Two To improve the progress of pupils in Key Stage Two in Reading</p>	<p>Key Stage One Phase Leader Key Stage Two Phase Leaders English Leader Reading Gladiators Intervention for 2019-2020 Y2, Y4, Y5 and Y6 Well –resourced KS2 library</p>	<p>Evidence demonstrates that levels of reading at home are low with limited amount of opportunities to access motivating reading materials across KS1 and 2. These impacts on reading for enjoyment and levels of vocabulary. Links in place within Potential Network and Visits to identified key practitioners where practice is good.</p>	<p>Ongoing monitoring of teaching and standards throughout the phase (including book trawls and learning walks of book areas). Half-termly monitoring of pupil progress, interventions, reading 1:1 Fortnightly phase meetings</p>	<p>English Leader and Phase leaders</p>	<p>Ongoing monitoring and termly analysis of data</p>



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<p>To improve pupil attainment in maths fluency and reasoning To embed the teaching of bar modelling across the school as a strategy for solving problems</p> <p><i>(Close the gap between this school and National in Reading, Writing and Maths combined in KS1 and KS2 at the expected standard and greater depth by accelerating pupil progress)</i></p>	<p>Asst Head – Maths Manager</p>	<p>Non class based Asst Head Maths leader to monitor the teaching of Maths throughout the school and provide modelling, targeted support and staff training to raise the standard of teaching to 100% good or better. Improvements focus on attainment in maths fluency and reasoning skills with staff supported by key resources accessible to learners across the school. 100% of pupils to access bar modelling regularly as a strategy for solving problems and begin to independently utilise - staff to be confident in demonstrating bar modelling effectively 90% of the time.</p>	<p>Ongoing monitoring of teaching and standards throughout the phase (including book trawls). PAL Maths and Key Skills folders - monitoring Half -termly monitoring of pupil progress, interventions</p>	<p>AHT/Maths leader</p>	<p>Ongoing monitoring and termly analysis of data</p>
<p>Pupil Premium pupils have additional needs identified swiftly with appropriate provision in place to accelerate progress</p>	<p>Part-time AHT for Inclusion Full-time SENDCo SLA for External Support – SEMHL EPS SALT Clinical Psychologist Complex Communication Team Speech link</p>	<p>AHT for Inclusion and SENDCo are able to support staff and make the necessary referrals and assessments to remove barriers to learning. Support by specialist teachers to provide focus strategies to ensure pupil progress</p>	<p>Ongoing staff support Pupil needs monitored by AHT for Inclusion & SENDCo and discussed at termly agency meetings Termly analysis of referrals and pupil progress and teachers</p>	<p>AHT for Inclusion & SENDCo</p>	<p>Ongoing monitoring and termly analysis of data</p>
<p>The needs of Pupil Premium pupils are effectively recorded in relation to safeguarding concerns, behaviour, SEND incidents.</p>	<p>CPOMS subscription</p>	<p>The school are able to effectively record and communicate factors contributing to safeguarding practices including existing injuries forms (body maps), progress and concerns. The system will bring together key information about each pupil, including SEND information and attendance, contributing to Early Help/Support meetings and those under social care</p>	<p>Analysis of incidents</p>	<p>AHT for Inclusion and Safeguarding Lead</p>	



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Pupil Premium pupils have additional speech & language needs identified with appropriate provision in place.	Speech & Language Therapist Wellcomm, Word Aware and Blast speech, language and vocabulary interventions in EYFS Speechlink	Pupils have speech and language needs identified swiftly and receive a quicker response from the Speech and Language Therapy service for assessment and target setting. This will impact upon pupil understanding within the classroom to improve learning and ensure pupils can communicate effectively	Ongoing assessment data for the Speech and Language Therapy Service. Analysis of referrals to SALT	SENDCo and EYFS Lead	Termly
Embed the HUB provision (nurture unit) focussed on raising the attainment in RWM in Year 1 or pupils who did not achieve GLD. Afternoon provision focuses on nurture across years 1-6	UQ Teacher 2 x Grade 3TA	Small group teaching, differentiated targeted planning and specialised resources supports pupils in making accelerated progress to reach expected or above standard in Year 1 Nurture provision supports the social, emotional and mental health well-being of pupils and raises parental engagement. UQ Teacher leads provision in the afternoon session supported by SENDCo	Team meetings Ongoing monitoring by SENDCo and AHT for Inclusion Boxall assessments Tapestry Pupil progress Passports to progress	AHT for Inclusion and SENDCo KS1 Phase Leader	Half-Termly
All pupils receive targeted intervention to ensure expected levels or progress in English, Maths and Speech and Language	Full-time TA in each year group (<i>not included in final costings</i>) HLTAs in each phase	Pupils enter school with low baselines which require targeted support to enable them to accelerate progress towards age related expectations. Pupils require interventions which enable them to progress their understanding of key objectives to facilitate expected levels of progress. Teaching assistants provide nurture activities and support at lunchtimes for pupils so that no learning time is wasted and pupils experience a successful start to their afternoon.	Ongoing monitoring of interventions by SLT – DHT leads pupil progress meetings Analysis of progress in pupil progress meetings Termly analysis of data	SLT	Termly

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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All pupils are ready to learn and feel part of the school community	Breakfast Club Staffing	External barriers (such as breakfast) to learning are removed for all pupils to equip them in being ready to learn. All pupils represent the school through school uniform and feel part of the school community.	Half-termly analysis of pupil attendance/family needs	SLT/FSM/FSW	Annually
Pupil premium pupils are provided with the same extended and extra – curricular school opportunities	Dol-y-Moch Music tuition subsidiary RSC sessions Imagineering Performing Arts Awards and prizes EDVIS	All pupils have equal access to a range of cross-curricular activities which contribute to the holistic development of all pupils. Opportunities will enable all pupils to develop a love of learning in a range of areas to enhance their holistic development.	Regular analysis of pupil premium involvement in wider opportunities	SLT	Annually
Total budgeted cost					£281,340

REVIEW OF KEY EXPENDITURE 2018-19

Previous Academic Year 2018-19			
i. Quality 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)
To raise the Quality of teaching of Writing and Spelling to at least Good or better throughout the school to impact upon pupil progress	English Leader: Ongoing Training and monitoring	Medium – target of 80% of identified pupils reaching their personalised targets in reading and writing was achieved in some KS2 year groups – success criteria partially met	Changes to identification of target pupils and tighter routines about tracking their progress-focus for this academic year – to close the gap between this school and National in Reading, Writing and Maths combined in KS1 and KS2 at the expected standard and greater depth by accelerating pupil progress. Vocabulary is a key CPD area.
Read, Write, Inc – Increased number of pupils to reach the required standard	RWI training – EYFS and KS1 staff 12 members of staff attended RWI training in November (which included a Development Day in Jan 19)	High – evident in July 2019 - 69% of Year 1 children passed the Phonic screening check – success criteria met	Increased staff confidence in delivering quality RWInc sessions English manager continues to closely monitor the teaching of RWI throughout EYFS and Y1 and provides planning, modelling and targeted support – differentiated groups are assessed rigorously and individuals re-grouped accordingly



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<p>To improve pupil attainment in maths fluency and reasoning To develop the teaching of bar modelling across the school as a strategy for solving problems</p>	<p>Asst Head – Maths Manager Ongoing Training and monitoring</p>	<p>Medium – target of 80% of target pupils reaching their personalised targets was achieved by 59% of pupils – success criteria partially met</p>	<p>Changes to identification of target pupils and tighter routines about tracking their progress-focus for this academic year – to close the gap between this school and National in Reading, Writing and Maths combined in KS1 and KS2 at the expected standard and greater depth by accelerating pupil progress. Maths fluency and Practice and Learn (PAL Maths) remains a key focus area</p>
<p>Pupil Premium pupils have additional needs identified swiftly with appropriate provision in place to accelerate progress</p>	<p>Part-time AHT for Inclusion Full-time SENDCo SLA for External Support – SEMHL EPS SALT Speech link</p>	<p>Medium – pupils continue to be swiftly identified and school call upon further specialist services eg. Clinical Psychologist working within school fortnightly. Pupils continue to be affected by long waiting lists eg. CAMHS and Occupational Therapy – SENDCo accesses and refers to early support services where ever possible – success criteria partly met</p>	<p>SENDCo non-class based from Sept 2019 to ensure specialist support and advice available immediately – SENDCo available to meet with parents and external agencies during the school day to progress individual plans more rapidly. SENDCo in a stronger, effective and more accessible position to observe and work with individual pupils to ensure the best provision and resources are put in place</p>
<p>The needs of Pupil Premium pupils are effectively recorded in relation to safeguarding concerns, behaviour, SEND incidents.</p>	<p>CPOMS subscription</p>	<p>High – specific staff CPD outlining how to record incidents accurately and appropriately – there are now 15 Parent categories which was devised as part of a working party including primary and secondary schools across the city – uniform and effective approach when transferring records – success criteria met</p>	<p>Continue to ensure there are no 'missed opportunities' where key incidents/information are not shared/actioned</p>
<p>ii. Targeted support</p>			
<p>Whole school attendance is in line with national average.</p>	<p>Family Support Manager Full time Family Support Worker</p>	<p>Medium - Current attendance 95.31%- success criteria partially met</p>	<p>Next year, we ensure with parental engagement to encourage and ensure good attendance through – -Induction mtgs EYFS Summer term – Y1-6 Autumn term -Following attendance policies and procedures (including fixed penalty notices) - first day calling/second day home visits if families have not contacted school. -GP slips/ stage 1 and 2 letters sharing attendance percentage concerns/6 week plan – telephone calls following up non-attendance/ reason for absence</p>
<p>Development and embedding the HUB provision (nurture unit) focussed on raising the attainment in RWM for pupils who did not achieve GLD.</p>	<p>MPS teacher HLTA Grade 3TA</p>	<p>High Y1 Raising attainment group: 100% made expected or better progress in all subjects Afternoon provision Years 1-4:</p>	<p>Continue with Y1 raising attainment group from Sept 2019 – review regularly so that progress is measured and ensure the support is more fluid eg. children re-integrate into class provision more</p>



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<p>Afternoon provision focuses on nurture across years 1-4</p>		<p>Developmental profile: 92% made expected or more progress Diagnostic profile: 92% made expected or more progress Progress against individual targets: 92% made expected or more progress Boxall profile targets: 92% made expected or better progress - success criteria met</p>	<p>swiftly when appropriate Further Hub outreach support from key staff across the school</p>
<p>iii. Other approaches</p>			
<p>Pupil premium pupils are provided with the same extended school opportunities</p>	<p>Dol-Y-Moch Music tuition subsidiary RSC Day Imagineering Performing Arts Awards and prizes EDVIS</p>	<p>High – pupils continue to access a wide range of extra-curricular activities and high quality music and dance provision led by peripatetic teachers As recorded in the policy Educational visits are planned carefully around the topics in each year group to ensure maximum impact on learning Additional visits this academic year included a Y6 visit to the National Theatre in London from additional funding which school secured. Years 4-6 went to Crowe Recycling as part of Science week – success criteria met</p>	<p>EDVIS - Risk assessments and ongoing health and safety measures remain a key priority as part of the planning process for Educational visits. School maximise the potential outcomes so all visits have to create learning opportunities for positive outcomes. Each visit continues to be reviewed and if it is found to not be meeting the expectations then it can be altered for future year groups. School continues to subsidise all visits and parental voluntary contributions are requested</p>