

HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy



1. Summary information					
School	Henley Green Primary School				
Academic Year	2018/19	Total PP budget	£278,520	Date of most recent PP Review	Sept 2018
Total number of pupils	412	Number of pupils eligible for PP	211	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
**Based on RaiseOnline Data July 2018	<i>Pupils eligible for PP (your school) (national average 2017)</i>	<i>Pupils not eligible for PP (your school) (national average 2017)</i>
% achieving expected standard or above in reading, writing and maths	52% (48%)	38% (67%)
% making good or better progress in reading	69% (60%)	62% (77%)
% making good or better progress in writing	67% (66%)	54% (81%)
% making good or better progress in maths	64% (63%)	62% (80%)

3. 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.	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 of the English language.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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.

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 2019

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 (96.5%)

5. Planned expenditure

Academic year

2018/19

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?
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	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	Ongoing monitoring across the school including observations of teaching and training feedback Termly analysis of pupil progress	English leader	Annually
To improve standards of Wave 1 teaching	External educational consultants: Kempton Consultancy	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%.	Standard of teaching – SLT Impact of External Advisers: Deputy Head teacher and Head teacher	SLT	Termly

<p>Read, Write, Inc – Increased number of pupils to reach the required standard</p>	<p>RWI training – EYFS and KS1 staff 12 members of staff attended RWI training in November (which includes a Development Day in Jan 19)</p>	<p>RWI Phonics has been proven to 'teach children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step'.</p> <p>Non class based English Leader to monitor the teaching of RWI throughout the school and provide planning, modelling and targeted support to raise the standard of teaching to 100% good or better.</p>	<p>RWI development and monitoring day to ensure a consistent approach throughout the school Termly RWI assessments to measure pupil progress and re-grouping</p>	<p>English leader</p>	<p>Annually</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 2018-2019 (Y2 and Y4)</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). Termly monitoring of pupil progress, interventions, reading 1:1 Regular phase meetings</p>	<p>English Leader and Phase leaders</p>	<p>Ongoing monitoring and termly analysis of data</p>
<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</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). Termly monitoring of pupil progress, interventions</p>	<p>AHT/Maths leader</p>	<p>Ongoing monitoring and termly analysis of data</p>

Pupil Premium pupils have additional needs identified swiftly with appropriate provision in place to accelerate progress	Part-time AHT for Inclusion Full-time SENDCo SLA for External Support – SEMHL EPS SALT Speech link	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	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	AHT for Inclusion & SENDCo	Ongoing monitoring and termly analysis of data
The needs of Pupil Premium pupils are effectively recorded in relation to safeguarding concerns, behaviour, SEND incidents.	CPOMS subscription	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	Analysis of incidents	AHT for Inclusion and Safeguarding Lead	

ii. Targeted support

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?
Whole school attendance is in line with national average.	Family Support Manager Full time Family Support Worker	121 pupils (78 families) identified as requiring additional family support. Inclusion team to support with in-going concerns for our families, attend Early Help/Support meetings and co-ordinate meetings with social care. Impact of team support on attendance due to first day calling and home visits.	Weekly analysis of attendance to focus school actions	FSM/FSW/ AHT for Inclusion	Half-termly review of attendance

Pupils receive the appropriate support to attend school and have emotional needs met.	Employment of 1x Learning Mentor Family Support Worker Relate counselling Boxall assessments Forest School training Attachment/Emotion coaching training	Family Support Worker and Learning Mentor support pupils both in dealing with factors which impact learning both inside and outside of school and supporting pupils individually and in groups. Additional inclusion groups eg. lego therapy supports the social and emotional well-being to enable children to focus on their learning in class. Engagement of children in forest school provision will lead to a reduction of incidents and improve pupils' social, emotional and mental health well-being Staff confidence in using emotion coaching as a strategy to support pupils will lead to a reduction in incidents which impact on social, emotional and mental health well-being and pupils will be able to express themselves more effectively and appropriately.	Termly review of team actions against pupil progress Pupil and staff voices	FSM/FSW/ AHT for Inclusion/ SENDCo and Forest School Lead	Termly
Pupil Premium pupils have additional speech & Language needs identified with appropriate provision in place.	Speech & Language Therapist Wellcomm assessments -delivery of Speechlink Additional TAs	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	Annually
Development and embedding the HUB provision (nurture unit) focussed on raising the attainment in RWM for pupils who did not achieve GLD. Afternoon provision focuses on nurture across years 1-4	MPS teacher HLTA Grade 3TA	Small group teaching, differentiated targeted panning and specialised resources supports pupils in making accelerated progress. Nurture provision supports the social, emotional and mental health well-being of pupils and raises parental engagement. HLTA leads provision in the afternoon session enabling MPS teacher to lead SEND across the school.	Team meetings Ongoing monitoring by SENDCo and AHT for Inclusion Boxall assessments Tapestry Pupil progress	AHT for Inclusion and SENDCo	Termly
All pupils receive targeted intervention to ensure expected levels or progress in English, Maths and Speech and Language	Full-time TA in each classroom (<i>not included in final costings</i>) HLTA in EYFS – leading WellComm HLTAs	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?
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 school opportunities	Dol-Y-Moch Music tuition subsidiary RSC Day 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					£278,520

