



### Howley Grange Primary Pupil Premium Strategy

Academic Year	16/17	Number of Eligible Pupils	44+4	Date of last Pupil Premium Review	Oct 16 (internal)
Total Number of Pupils	419	Expected Pupil Premium Funding	Sep-Mar £37,380 Apr-Jul £18,780 Total £56,160	Date of next Pupil Premium Review	Jan 17 (SIP)

#### Progress and Attainment for pupils eligible for Pupil Premium

Children eligible for pupil premium make good progress in all year groups in reading, writing and maths. In school attainment gaps continue to diminish, particularly in the years 5 and 6 co-horts.

<b>EYFS</b>	1 child: achieved GLD
<b>Year 1 phonics check</b>	6 children, 2 achieved the year 1 phonics check.
<b>Year 2 SATS</b>	5 children: 100% EXS+ in R (74% non PP national), 80% EXS+ in W (65% non PP national), 80% EXS+ in M (73% non PP national)
<b>Year 6 SATS</b>	9 children: 67% EXS+ in R (66% national), 54% EXS+ in W (74% national), 55% EXS+ in M (70% national)

#### Barriers to future attainment and progress (for pupils eligible for Pupil Premium)

1.	Speaking and listening, literacy and mathematics skills on entry to Reception are lower for pupils eligible for pupil premium than other pupils. This slows phonics, reading and writing progress in subsequent years.
2.	Low self-esteem, expectations and aspirations are more prevalent among disadvantaged pupils
3.	29% pupils eligible for pupil premium are also on the SEN register
4.	The lack of constant access to a wide range of quality texts.
5.	Access to educational experiences such as visits, music lessons and participation in physical activities is limited.
6.	Parent/Carers of disadvantaged children tell us that they are unsure how best to support their children at home, particularly the more able disadvantaged.

Desired Outcomes (including how they will be measured)		Success Criteria
1.	Early phonic attainment gaps to decrease.	Data will show an increase % for disadvantaged children passing Year1 phonics check.
2.	Establish higher levels of well-being, self-esteem and confidence for disadvantaged children.	Observations and learning walks will show that disadvantaged are 'emotionally ready' to learn through demonstrating good learning behaviours. Pupil voice will evidence pride in their learning and high aspirations for their futures.
3.	Disadvantaged children will develop and sustain interest and enthusiasm as readers, writers and mathematicians leading to increased attainment.	Data will show the attainment gap of disadvantaged and non-disadvantaged children will continue to diminish in reading and writing. Pupil voice will evidence confidence, enthusiasm and enjoyment of reading and writing.
4.	Increased opportunities for disadvantaged children to pursue wide ranging interests.	Disadvantaged children's tracking system will show an increase in attendance at 'out of hours' clubs and activities.
5.	Parents and Carers are able to provide effective support with homework.	Increased completion of homework tasks for disadvantaged children. Parent/Carer voice evidencing greater confidence in their own skills and understanding of the work covered in school.

**Planned Expenditure**

## Quality First Teaching for all

Intended Impact	Chosen approach/action	What is the evidence and rationale for this choice?	How we will ensure it is implemented well?	Staff lead/s	Next review of implementation	Evidence to show desired outcome has been achieved.
All pupils to have the necessary physical core strength and knowledge to ensure they can correctly form letters and fluidly join their writing by the end of KS 1. This will be linked to daily phonics teaching.	Introduce Kinetic letters across EYFS and KS 1.  <b>Allocated PP Funding- £5,000</b>	KS 2 pupils tell us they don't like writing because they don't like how untidy their writing is and that it takes too long.	All KS 1 teachers and TAs will receive training. SEN support team will also receive training. Daily Kinetic letter sessions will be introduced from R to Yr 2. Kinetic letter interventions will be used where needed.	HR	Jan 17	
Raised self-esteem and emotional well-being for all pupils.	Nurture support available throughout the day for pupils showing low self-esteem. <b>Allocated PP Funding- £15,000 (Staffing) £3,000 (Resourcing)</b>	Research has shown that children need to be emotionally and physically supported in order for any academic interventions and high quality teaching and learning to have maximum impact.	Purposely designed area established on the school grounds. Training given to nurture support assistance.	AL/CR	Jan 17	

<p>Ensure the attainment gap for disadvantaged children continues to diminish across the school.</p>	<p>Intervention support for children who are off track to achieve age related expectations, have poor phonic skills or whose progress has stalled. <b>Allocated PP Funding- £6,000</b></p>	<p>Timely and swift intervention enables children to maintain at least good rates of progress and diminishes any attainment gaps.</p>	<p>SLT to analyse data and identify children in need of intervention. AL to liaise with JM/AS and establish intervention groups and timetables. JM/AS to work with teaching staff to set targets. Phase leaders to measure impact of interventions through progress meetings.</p>	<p>SLT</p>	<p>Jan 17</p>	
<p>Pupils to consolidate their mastery of key SPaG and mathematical skills and concepts through the completion of home learning tasks.</p>	<p>Introduce parent/carer workshops which demonstrate how best to support children with their homework tasks. Review homework policy and procedures. <b>Allocated PP Funding- £1,000</b></p>	<p>Parent voice tells us they feel confident to support children with reading but often worry that they are unsure how best to support their children with SPaG and Maths homework.</p>	<p>EN to review homework policy and procedures ensuring parents are fully informed of teaching strategies through modelled examples and explanations. Each year group to provide parental workshops for maths teaching.</p>	<p>EN Phase leaders.</p>	<p>Jan 17</p>	

Targeted Support						
Intended Impact	Chosen approach/action	What is the evidence and rationale for this choice?	How we will ensure it is implemented well?	Staff lead/s	Next review of implementation	Evidence to show desired outcome has been achieved.
Disadvantaged children who did not achieve YR 1 phonics check to achieve in YR 2.	<p>Early phonics intervention for any children in YR 1/2 not on track to achieve phonics check.</p> <p>Introduction of Word Wasp and Hornet to support SEN children not achieving phonics check.</p> <p><b>Allocated PP Funding- £250 Word Wasp/Hornet</b></p>	3 Pupils who did not achieve the YR1 phonics check are on the SEN register for cognition and learning and therefore require a specialised approach to develop their phonics skills.	SENCO to train SEN support teacher and monitor and track impact of Word Wasp/Hornet.	CR	Jan 17	
Increased attainment and rates of progress in reading, writing and maths for disadvantaged SEN children.	<p>Provide personalised interventions, directly linked to IEP targets delivered by a specialised teacher.</p> <p><b>Allocated PP Funding- £19,000 SEN support teacher.</b></p>	29% of pupils eligible for pupil premium funding are also on the SEN register.	<p>CR to provision map and timetable intervention and support for SEN pupils.</p> <p>CR to liaise with JB re learning targets and support needed.</p> <p>CR to liaise with class teachers when measuring impact of interventions.</p>	CR	Jan 17	

Other Approaches						
Intended Impact	Chosen approach/action	What is the evidence and rationale for this choice?	How we will ensure it is implemented well?	Staff lead/s	Next review of implementation	Evidence to show desired outcome has been achieved.
Increased engagement for reluctant readers.	Introduce the use of kindles as a reading resource. <b>Allocated PP Funding- £1,200</b>	Research has shown that kindles engage reluctant readers, (particularly boys) and impact positively on reading progress, attainment and engagement.	Class teachers to identify reluctant readers and introduce short term use of kindles.	Phase Leaders.	Jan 17	
Provision of ongoing quality learning experiences outside the classroom, boosting children's self-esteem, attainment and progress.	Introduce cross age peer tutoring and reading buddies. <b>Allocated PP Funding- £2,000</b>	Peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees.	SLT to select and train peer tutors-(target more able disadvantaged pupils as mentors.) Pair tutors with peers. Identify learning targets and support tutors with planning 6 week block of 3 sessions per week. Review with tutors and learners.	KT	Jan 17	
Increased opportunities for disadvantaged children to pursue wide ranging interests.	Target funding for out of hours' clubs and activities for disadvantaged children. <b>Allocated PP Funding- £3,710</b>	Enjoyment and success of out of hours' activities raises children's confidence and self-esteem. Educational visits widen children's experiences and interests.	Review out of hours' provision and curriculum enhancements. Liaise with parents/carers of disadvantaged parents.	RD	Jan 17	

