

# Pupil premium strategy statement 2018/19

1. Summary information					
School	Henley Primary School				
Academic Year	2018/19	Total PP budget	£10,440	Date of most recent PP Review	N/A
Total number of pupils	104	Number of pupils eligible for PP (inclusive of LAC/ Post LAC)	8 (8%)	Date for next internal review of this strategy	February 2019

2. Current attainment			
	Pupils eligible for PP /8	Pupils not eligible for PP /96	Whole School /104
% achieving in reading, writing and maths	63 %	64 %	63 %
% making progress in reading	100 %	89 %	88 %
% making progress in writing	100 %	89 %	88 %
% making progress in maths	100 %	94 %	93 %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Time for individual pupils to address gaps in their learning.
B.	Developing a sound basic knowledge and understanding of principles of Maths and English e.g. Number bonds, times tables, sentence construction, grammar, spelling and reading for comprehension.
C.	Finding opportunities to make accelerated progress to greater depth as there are many children working at EXS level
<b>External barriers</b>	
D.	Pupils' emotional capacity to learn if there are issues in their wider life. Low aspirations for pupils.
E.	Limited cultural experiences
F.	Low aspirations about what can be achieved beyond the locality.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To accelerate progress in learning.	Measured against national averages.
B.	Pupils to develop excellent behaviour for learning strategies.	Every pupil has a set of criteria to meet and their family know these too. TAF statements shared with pupils and families including consultation meetings.

<b>C.</b>	Gaps are identified and targeted teaching/ interventions aim to fill those gaps.	Formative assessment will show gaps being addressed. Pupils will make at least expected progress and close the gap in being able to meet expected standards in reading, writing and maths.
<b>D.</b>	Pupils to develop emotional resilience.	That pupils can come back from failure to achieve success.
<b>E.</b>	Pupils to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital)	Attendance at visits/ events that they may not be exposed to.
<b>F.</b>	Pupils to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them.	Pupils to be exposed to experiences beyond the local community, opportunities available to them in the world of work and beyond Primary school inclusive of guest speakers in school, themed week in Summer term, aspirations, goals and dreams activities provided

## 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

<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>
To accelerate pupils' progress from their individual starting point. Pupils develop their knowledge, understanding and use of effective behaviour for successful learning.	Pupils receive challenges appropriate to their ability.  Small group support from teacher.	Pupils have a stronger sense of ownership of their learning path. Pupils thrive as they grow in self-belief and aim 'To Be The Best You Can Be'.	Monitoring of teaching and learning. Assessment of pupil outcomes. Discussion of strategies with all staff. Feedback to be sought from pupils and parents. TAF statements shared with pupils and families including consultation meetings. National data comparisons	HT Assessment Co-ordinator	Half-termly and annual analysis.
Pupils to develop excellent behaviours for learning strategies Pupils develop resilience in the face of challenges  Pupils develop their own motivation to succeed as a learner.	Pupils are explicitly taught skills to support them in being willing and able to rise to a challenge. 1:1 and 1:2 support from teacher. <i>Small group support from teacher.</i> Behaviour for Learning criteria are made clear to all pupils and expectations are high.	Pupils have a stronger sense of ownership of their learning path. Introduction and continuing assessment of outstanding behaviour for learning has proved a very effective strategy. Behaviour for Learning criteria are made clear to all pupils and expectations are high.	Learning behaviours and good practises modelled and celebrated around the school Every pupil has a set of criteria to meet and their family know these too. Twice termly pupil progress meetings. Termly parent consultation meetings and additional meetings where necessary.	HT and MG	Termly and ongoing promotion

Children to make at least expected progress and close the gap in meeting expected attainment.	Gaps are identified and targeted teaching/ interventions aim to fill those gaps.		Formative assessment will show gaps being addressed. Pupils will make at least expected progress and close the gap in being able to meet expected standards in reading, writing and maths.	HT Assessment lead Class Teachers Subject Leads	Half Termly
			TA support Reception class (3hrs daily) Booster support TA class 2 (3hrs x 4 mornings) Class 4 TA boosters (5hrs weekly)	Cost	£6441  £5152.80  £2071
<b>Total budgeted cost</b>					<b>£13,664.80</b>
<b>ii. Targeted support</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>
Pupils develop resilience in the face of challenges.	1:1 and 1:2 support from teacher and mentors  Small group support from teacher.		Twice termly pupil progress meetings. Termly parent consultation meetings and additional meetings where necessary.	HT AD- Mentoring programme	Already implemented.
Develop emotional resilience in the face of challenge	Mentoring programme	2008- NFER- A culture of mentoring and coaching will, over time, have an impact on young people and their learning.  Mentoring provides the emotional support and 1:1 contact time with an adult in school, for developing nurturing relationships, self-esteem and personal development.	AD to meet with HT termly. Pupil voice and mentor voice to be recorded/ questionnaires completed etc. AD time to review, monitor and interview appropriate mentors and measure the impact of the mentors in school	AD	
				Cost	Time
<b>Total budgeted cost</b>					<b>-</b>
<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>

Pupils access a range of social and cultural experiences, visits and activities	Culture visits and experiences  Support with costs up to £100 per pupil	Pupils benefit from working with others and being introduced to a wide variety of experiences. Pupil's horizons will be broadened and they will learn more about community, cultures and their environment.	Review programme of experiences Pupil voice, staff and family questionnaires and feedback. Primary entitlement statements being completed.	HT TD School staff	Termly
			£100 per child £500 additional resources/ costs	Cost	£800 £500
<b>Total budgeted cost</b>					<b>£ 1300</b>

<b>6. Review of expenditure</b>						
<b>Previous Academic Year</b>		<b>2017/2018</b>				
<b>i. Quality of teaching for all</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Lessons learned Impact</b>	<b>Lessons learned</b>	<b>Cost</b>		
To accelerate pupils' progress from their individual starting point. Pupils develop their knowledge, understanding and use of effective behaviour for successful learning.	Pupils receive challenges appropriate to their ability. Pupils are explicitly taught skills to support them in being willing and able to rise to a challenge.	Intervention in class 4 enabled all children in year 6 to meet EXS levels in reading, writing and maths combined. PP children made at least expected progress	Additional qualified teacher KS2 booster groups- TA led (3hrs x 4 days weekly) KS1 booster TA support (2hrs weekly)	£ 5187 £ 4925  £ 858.80  <b>TOTAL: £ 10,970.80</b>		
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>		
Pupils develop resilience in the face of challenges.	1:1 and 1:2 support from teacher.  Small group support from teacher.	Children become more resilient and face challenges positively.	This needs further work throughout the next academic year. A counsellor may need some consideration at a later stage but developing resilience needs to be embedded in the school's unique curriculum as it is recognised that this is a weakness across the whole school.	None		
	Counselling	It was decided that the school counsellor would not be employed during this period as it was felt that the needs of the pupils could be addressed within the classroom, with the TA and class teacher support.				
<b>iii. Other approaches</b>						

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Pupils develop their own motivation to succeed as a learner.	Whole school, classroom, indoors, outdoors, beyond school (visits etc.) teaching and expectations.	Children can talk about their learning, their targets and celebrate their successes. Children accept responsibility for their own learning and feel part of the school community	This is something that needs to be embedded in the school's unique curriculum throughout the next academic year. Children need to further develop the language of learning and support each other in celebrating successes, recognising triumph in adversity and feel empowered in their own learning.	
			Total Cost	

## 7. Additional detail

Currently, 5 of the 8 children above are PP eligible. 3 qualify for post LAC funding. 3 of these 8 children are in EYFS.

Due to the low number of children who qualify for PP, the data will appear to be erratic. Therefore, individual case studies are kept for each of these pupils to enable tracking to be more accurate, personal progress and circumstance to be monitored and maintain the anonymity when reporting to Governors and parents.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Henley is committed to 'Narrowing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision is made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

At Henley, some of the Pupil premium money is used to provide exciting opportunities and educational visits, enabling all children to take part.

In order to demonstrate that the school is making effective use of this grant funding, we are required to show the impact on learning. The most important measurement of pupil progress by the Government's Standards are the Key Stage 2 SATs tests.

	Reading			Writing			Maths		
	% at or above expected level	% at high level/greater depth	% at least average progress	% at or above expected level	% at high level/greater depth	% at least average progress	% at or above expected level	% at high level/greater depth	% at least average progress
2018	100	50	75	100	50	25	100	42	67
2017	81	25	71	81	13	57	94	50	79