

Pupil premium strategy statement

1. Summary information					
School	Henley Primary School				
Academic Year	2019-20	Total PP budget	£8,708.33	Date of most recent PP Review	November 18
Total number of pupils	104	Number of pupils eligible for PP	6 (+2 not yet included)	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP 8/104	Pupils not eligible for PP 96/104
% achieving in reading, writing and maths	83 % 62.5 %	79 %
% making progress in reading	100 %	92 %
% making progress in writing	100 %	90 %
% making progress in maths	100 %	94 %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	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.
B.	Finding opportunities to make accelerated progress to greater depth as there are many children working at EXS level
C.	PP children with challenging behaviour and social communication difficulties supported effectively within the school, ensuring full access to curriculum.
External barriers	
D.	Limited cultural experiences and low aspirations about what can be achieved beyond the locality.
E.	Pupils' emotional capacity to learn if there are issues in their wider life.
F.	PP children attendance is at 97 %.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Increase vocabulary, reading and phonics achievement in EYFS & KS1. KS2 children to make at least expected progress	Pupils eligible for PP make progress in line with, or greater than, non-PP pupils across KS1 and KS2. Gaps analysis in reading, writing and maths provides targets for PP pupils and interventions planned accordingly. Gaps analysis in reading, writing and maths is used by teachers to underpin lesson planning Pupils exercise books clearly show learning sequences in all subjects designed to address gaps in understanding
B.	PP pupils make rapid/ accelerated progress to catch up to their peers. More Able PP pupils 'on track' to exceed Expected Standard	Data shows no significant attainment gap between higher achieving children eligible for Pupil Premium, and their non PP peers. Pupils exercise books clearly show regular opportunities to work at greater depth in all subjects 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.
C.	Pupils with challenging behaviours and social communication difficulties are supported effectively within the school, allowing them to fully access curriculum.	Class support to access curriculum Intervention opportunities to close the gaps between those PP with additional needs and their PP peers 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.
D.	Pupils to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them. Pupils to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital)	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 Portfolio of community engagement demonstrating participation by PP children PP children involved in extended school activities including sports clubs.
E.	Pupils to develop emotional resilience Continue to support families and pupils' social, emotional and health needs with support from outside agencies	Pupils can come back from failure to achieve success Resilience and positive learning behaviours are celebrated in school Families feel supported through activities in school and wider support agencies as appropriate
F.	Improve the attendance rate for all PP children to at least match the non PP attendance figures	Attendance for PP children to be consistently 95% or higher. Daily monitoring of PP attendance to be completed by a senior leader.

5. Planned expenditure

Academic year

2019- 2020

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?
Increase vocabulary, reading and phonics achievement in EYFS & KS1. KS2 children to make at least expected progress	Whole class high quality resources to be purchased Writing and spelling strategies/ good practise to be embedded in all classes.	Exposure to high quality texts will broaden vocabulary range supporting reading grammar and writing development. It is clear that what happens in the classroom makes the biggest difference. Improved, more rigorous teaching of writing will lead to improved outcomes. Literacy Shed, use of film and picture and word of the day activities embedded in curriculum. There will be consistency of approach for PP children throughout the school. All PP children will complete correctly pitched and challenging work.	Book looks Lesson observations Pupil progress meetings Performance management Data scrutiny Booster support TA class 3 (3hrs x 4 mornings)	Subject leaders	Half termly for data collection Termly review £5152.80

PP pupils make rapid/ accelerated progress to catch up to their peers. More Able PP pupils 'on track' to exceed Expected Standard 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.
Total budgeted cost					£5152.80
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?
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

Pupils with challenging behaviours and social communication difficulties are supported effectively within the school, allowing them to fully access curriculum.	Termly review by SENDCo ASD/ communication groups in class and as intervention support Adapted timetables and curriculum plans to meet needs of learners Positive behaviours rewards system	Effective home and school communication will ensure that routines and practises are shared and everybody is working together Visual timetables and prompts for learning will support routine and structure ensuring continuity. Positive praise and encouragement boosts self-esteem and in turn improves progress, attainment and productivity.	TA support class 1 (3hrs daily) SEND reviews termly Individual provision maps and SEND monitoring to ensure progress is monitored 1 page profiles	Head teacher Class teachers and support staff	£6441 SEND review termly Provision maps/ tracking ongoing Annual 1 page profile
Pupils to develop emotional resilience. Continue to support families and pupils' social, emotional and health needs with support from outside agencies	1:1 and 1:2 support from teacher and mentors Small group support from teacher.	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.	Twice termly pupil progress meetings. Termly parent consultation meetings and additional meetings where necessary. 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	HT AD- Mentoring programme	Ongoing Mentor review termly Parent consultations twice annually
Total budgeted cost					£6441.00
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?
Improve the attendance rate for PP children to at least	Termly meetings with WISA to identify patterns in absence,	Improved attendance for PP children will increase their exposure to high quality teaching helping them to make greater progress.		Head teacher Office Staff	Termly

match the non PP attendance figures	identify further actions if required. Daily monitoring of PP attendance, with phone calls home to parents of absent PP children.	We can't improve attainment/ progress for children if they are not attending school. Office staff to monitor attendance and produce termly report, meet regularly with head teacher and react appropriately to poor attendance		HOWISA	
No PP child to miss out on learning experiences in school Pupils to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them. Pupils to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital)	Supplement cost of trips (day and residential) Supplement cost of music lessons and further cultural experiences Culture visits and experiences Support with costs up to £100 per pupil (Reviewed according to individual circumstance)	We want all children to be able to participate in learning experiences, and not be restricted by family income. 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.	Cost	£100 per child £500 additional resources/ costs
Total budgeted cost					£ 1300

6. Review of expenditure

Previous Academic Year

2018/2019

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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<p>To accelerate pupils' progress from their individual starting point. Pupils develop their knowledge, understanding and use of effective behaviour for successful learning.</p>	<p>Pupils receive challenges appropriate to their ability.</p> <p>Small group support from teacher.</p>	<p>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'.</p>	<p>Provision of TA support for 1:1 and small group support has proven effective in closing the gap in learning. Children are more confident to discuss their learning in small groups and are happy to share the next steps in their learning.</p>	<p>TA support Reception class (3hrs daily) £6441</p>
<p>Pupils to develop excellent behaviours for learning strategies Pupils develop resilience in the face of challenges</p> <p>Pupils develop their own motivation to succeed as a learner.</p>	<p>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.</p>	<p>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.</p>	<p>Children are becoming more independent but they often rely on adults to guide and reassure. Children need to be given more opportunities to 'fail' in a safe environment so that they learn strategies to cope when things don't go to plan. Challenge activities and opportunities to develop resilience need to be firmly embedded in the school curriculum for all learners. Activities to encourage independence also need to be embedded in daily routine. Motivation and engagement remains high, even when they struggle to demonstrate resilience.</p>	<p>Booster support TA class 2 (3hrs x 4 mornings) £5152.80</p> <p>Class 4 TA boosters (5hrs weekly) £2071</p> <p><u>TOTAL</u> £ 13,664.80</p>
<p>Children to make at least expected progress and close the gap in meeting expected attainment.</p>	<p>Gaps are identified and targeted teaching/ interventions aim to fill those gaps.</p>		<p>All post LAC and PP children are making at least expected progress. The gaps in achieving expected attainment are narrowing and children continue to be focussed on making progress in their learning. Interventions in small group and 1:1 have been effective where pre and post learning strategies are being used. Less progress was made in structured support schemes. Intervention was most successful when directed to the individual needs.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost</p>

Pupils develop resilience in the face of challenges.	1:1 and 1:2 support from teacher and mentors Small group support from teacher.		Having a TA presence in the classroom has enabled the children to take further risks and be more independent. They have provided suitable resources and encouraged independent task completion, whilst having the reassurance that adult support is available if necessary. TA support for small group interventions, pre and post learning has been instrumental in allowing children to make at least expected progress. Further support will be needed to ensure academic progress with the post LAC children in Reception (Year 1 2019-20) next year.	
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.	The school mentoring programme continues to prove successful. The children enjoy the personal time that they get with volunteers in school- playing games, completing activities and sharing their class work. Most of these sessions involve non-academic support and develops relationships, self-esteem and perseverance as well as communication skills. Developing resilience will continue to be a big part of the PP strategy for 2019-20, as it is across the whole school. Children need to be involved in the decision making process and be allowed to solve problems when they 'fail' at a task.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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. 4 LAC/PP children able to access Band Academy for 2 terms with supported funding.	Providing funding to support our PP/ Post LAC families has enabled more children to access the extra curricular music activities with the Band Academy. It has also enabled participation in music events, theatre productions, performances and educational visits. All of these have broadened their cultural experiences and encouraged the children to take part in activities beyond the school curriculum.	Expenditure included £150 towards band academy costs £180 theatre visit £35 towards school visits £20 voucher for uniform assistance

7. Additional detail

2 children not yet included in data for funding but included in school census (Post LAC)

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

Henley Primary work closely with CMAT to monitor the progress and attainment of all learners. We are currently exploring ways to best demonstrate the resilience of the children and how to record progress in personal skills.