

## Hannah More Primary School Pupil Premium Strategy Statement 2017-2018

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

### **Context**

Hannah More is a two form entry school serving central Bristol's Lawrence Hill ward. This area suffers high levels of economic deprivation. It is also a rapidly changing area with many new flats and houses being built around us on brown field sites. The majority of the children at the school come from families who have arrived in the UK in the last 15 years. Many are refugees, others are economic migrants. A high proportion of the pupils are eligible for Pupil Premium funding.

The parents of children at Hannah More value their education, and our school, very highly. As a staff we believe that all the children at Hannah More should be able to succeed. However, no children are the same and one size will not fit all. We take pride in considering the needs of each child and providing them with the targeted interventions that will make the difference for them.

Our strapline, "Nurturing self-belief. Inspiring success" encapsulates the school's vision. We aim to provide the right environment, where children experience success so their confidence grows and they are enthused and excited by the curriculum. We also work hard to involve families in their children's learning. This is important as many have no previous experience of the British education system and lack confidence to directly support their children. Involving families in learning in this way also promotes cohesion and supports our journey towards becoming a fully inclusive community.

### **Objective of Pupil Premium Spending**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for pupil premium children can be less support at home, weak language and communication skills, lack of confidence, poor social and emotional skills, lack of access to enrichment opportunities outside school, emotional and behavioural difficulties or attendance and punctuality issues. There may also be complex and sometimes traumatic family situations that prevent children from flourishing. The challenges are varied. Our key objective in using the Pupil Premium grant is to narrow the gap between pupil groups. We have a history of the PP children attaining less well than the other children – this is also a national trend. Through our targeted interventions we are working to eliminate the barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure they make accelerated progress in order to reach age related expectations as they move through

the school. For those with special educational needs, we want them to make good progress from their starting points. Our KS2 results in 2016 showed strong progress for our pupil premium children. 2017 showed a different picture with the disadvantaged children performing poorly compared to the national picture. This reflects the inconsistency in the pupil premium cohorts across the school.

In order to make decisions about Pupil Premium spending we analyse data carefully and make use of the research evidence in the EEF/Sutton trust toolkit.

1. Summary Information					
Academic Year	2017-2018	Total PP budget	£265,900	Date of most recent PP Review	
Total number of pupils	355	Number of pupils eligible for PP	184 (52%)	Date for next internal review of this strategy	May 2018

	Disadvantaged Hannah More 2016	Non-disadvantaged pupils (national average 2016)	Disadvantaged Hannah More 2017	Non-disadvantaged pupils (national average 2017)
% making at least the expected standard in reading	64%	67%	50%	71%
% making at least the expected standard in writing	73%	75%	61%	79%
% making at least the expected standard in maths	73%	67%	61%	75%
% making at least the expected standard in grammar, punctuation & spelling	73%	75%	67%	78%

This table outlines the four key areas identified as targets for learning in 2017-2018. Our funding allocation will prioritise these areas of need in order to make rigorous improvements in these areas

<b>3. Targets set to overcome barriers to future attainment (for pupils eligible for PP)</b>	
A.	To identify and provide effective support for pupils with language and communication needs
B.	To raise attainment in reading, writing and maths at the end of KS1 and KS2.
C.	To improve levels of self-esteem, resilience and motivation for learning in order to support the progress and attainment of vulnerable children.
D.	To develop family engagement and support for vulnerable children

Table 4 (below) shows how we plan to meet these targets and the proposed spending for 2017-2018. Allocation of spending is subject to change, in order to meet the needs of pupils eligible for pupil premium over the year.

<b>4. Proposed expenditure 2017-18</b>			
<b>Target A: Improved communication and language skills</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence for this choice?</b>	<b>Cost</b>
Improved communication and language skills – targeted support.	<ul style="list-style-type: none"> <li>Daily interventions delivered by the S&amp;L LSA to children across the school</li> <li>S&amp;L LSA also works in Reception in the mornings to support 2x high needs SCLN children and to promote the development of oral language to other pupils with SCLN</li> </ul>	<p>National Studies suggest that oral language interventions make a +5 months progress gain (Education Endowment Foundation).</p> <p>Baseline assessments show high level of language needs</p>	£17, 509.36

Target B: To raise attainment in reading, writing and maths at the end of KS1 and KS2.			
Desired outcome	Chosen action / approach	What is the evidence for this choice?	Cost
Improved attainment for pupils eligible for pupil premium in reading, writing and maths.	<p>‘Bespoke’ programmes of support: Provision in all year groups to target pupils who are eligible for PP. LSAs work as directed by class teachers to offer bespoke sessions in the afternoons to ensure children make good progress and work to close gaps in their attainment.</p> <p>In addition LSAs deliver ‘reactive’ sessions daily in order to help children address any misconceptions in their learning and to move them on to the next stage of learning.</p>	<p>EEF places 1:1 tuition highly on their scale of effectiveness (gains of +5 months) and report that small group tuition is effective with feedback from teacher and work which is matched to learner’s needs (+4 months).</p> <p>Assessments on entry show that our children have low starting points. Therefore knowing that early intervention is important for future outcomes, investment is made to increase capacity for children in KS1 and Reception.</p>	£61,464.66 (0.5 of all class-based LSAs)
	In Reception and Key Stage 1 there is a class LSA for every class in order to target support early on so that children get the best start and make up for low starting points.		£31,765.08 (2x extra LSAs for KS1)
	<p>The Hub: The Hub library space is designed for quiet reading and independent study. The member of staff facilitates this and is responsible for managing the stock of books.</p>		£16, 055.55 (staff cost)

	Enrichment: Subsidies for curriculum related visits, including residential trips	Many of our children have more limited life experiences which impacts on their language and literacy development (evidence from baseline assessments). In addition EEF research finds that children participating in adventure learning interventions appear to make +3 months additional progress	£15, 000
Improved attainment for pupils eligible for pupil premium in reading.	Reading Recovery Teacher (0.6) to target the lowest attainers in Year 1, priority is always given to PP children.	Reading Recovery is shown by research to accelerate the progress of the lowest attainers in Year 1. School data demonstrates that children make an average of ..RR levels/...months progress in 12 weeks	£23, 179.80
	LSAs to deliver 1:1 reading BRP program of 10 weeks 3x per week. PP children are given priority, and reading support is modelled to parents. The focus is on giving support to children in Key Stage 1 in order to give them a headstart and for parents to be able to continue the support at home	Individual tuition (EEF evidence) produces gains +5 months progress.	£4, 312.75

Target C: To improve levels of self-esteem, resilience and motivation for learning in order to accelerate progress and raise attainment.			
Desired outcome	Chosen action / approach	What is the evidence for this choice?	Cost
Children with have increased resilience, improved behaviour and be more motivated to learn.	Nurture Class: Nurture Class 4x afternoons per week for a small group of children needing support for their social, emotional and mental health needs.	Evidence from research shows that 'children who have attended a Nurture Class have a significant chance of improving their learning skills including language and literacy' (Nurture Network Group linked research) School based assessments show improvements in children's ability to access their mainstream classroom	£16, 302.56

		(evidence from observations, behaviour records and Boxall profile assessments)	
	<p>Bluebell Room: LSAs work with children 1:1 or in small groups for targeted interventions to support children's social, emotional and mental health. The aim is children are better able to self-regulate, and more focussed on their learning.</p> <p>The interventions include social skills groups, bereavement support, support for self-esteem, and 'Thrive'.</p>	School evidence including behaviour records, observations, SDQ and Boxall assessments show that children are better able to self-regulate and access the learning in the mainstream classroom.	1xa.m. LSA 1.5xpm LSAs, £20, 597

Target D: To develop family engagement			
Desired outcome	Chosen action / approach	What is the evidence for this choice?	Cost
Parents will become more engaged in education and more skilled in supporting their children's learning.	<p>Community Development Co-ordinator:</p> <ul style="list-style-type: none"> <li>Organising range of courses for parents with the aim of developing their own skills in order to more readily access employment, and so that they are better able to support their children's learning</li> <li>Organising business and community volunteers to support children in school in order to raise aspirations</li> </ul>	Parents are the first educators of children. Children's experiences at home and their parents involvement in education has been shown in research studies to have a significant impact on children's outcomes in school. EEF indicates a possible +3 months progress with programmes to increase parental engagement.	£17, 691.85 (0.6 CDC)

	<p>and attainment –eg Reading Buddies, Maths support</p> <ul style="list-style-type: none"> <li>Development of a range of enrichment activities and encouraging PP families to engage – focus on these families as priority for these</li> </ul> <p>Family Mentor:</p> <ul style="list-style-type: none"> <li>Tracking of all PP children in order to ensure progress and attainment are on track, and to monitor interventions and their effect.</li> <li>Target Family work – working with the families where children have the highest levels of need in the areas of attendance, punctuality, behaviour, attainment and progress</li> </ul>	<p>Evidence from EEF indicates that children who participate in enrichment activities including adventurous outdoor learning interventions, appear to make approximately 3 months additional progress.</p> <p>EEF evidence states that the higher the percentage of sessions missed in school, the lower the likely level of attainment at the end of KS2.</p>	£12, 506.09
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Responsibility for the progress of this group of pupils is overseen by the Inclusion Lead. Cost of Inclusion Lead is included at £12, 585.89

**TOTAL: £236, 384.70 (Target areas as above)**  
**+ £12,585.89 ( Inclusion Lead)**

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**£248, 970.59**

Table 5 (below) outlines how the funding was spent in 2017-2018 and the impact of this

[illegible]



Improved attainment in reading, writing and maths	<p>Afternoon LSA interventions – bespoke and reactive work</p> <p>Extra LSA in Reception and KS1 classes</p> <p>Hub library space</p>	<p>children will have made accelerated progress and are expected to have achieved the expected standard. 1 in 5 children will have been identified as having some additional learning needs which will need SEN support.</p> <p>Overall school attainment and progress for PP lower than for non-PP children. Evaluations by LSA suggest in KS2 only minimal impact.</p> <p>2018 KS2 SATs show improved reading attainment levels.</p>		
C: Children show increased resilience, improved behaviour and are more motivated to learn	Nurture Class – 4 afternoons per week	<p>6 children will have attended Sunflower Class for most of this academic year. Of these, 5 children have made progress in terms of their social and emotional skills (evidenced in the Boxall profiles). 4 have made good progress, 1 steady progress, and 1 pupil has not progressed and is being followed up through SEN external agencies.</p> <p>Most children are exiting the Nurture Class successfully and</p>		

		being able to reintegrate into the mainstream class.		
Family Engagement	<p>Target Family Work</p> <p>Parental engagement in education and able to support their children</p>	<p>3 Target Families this year. All have made progress in at least one area that was targeted as being a barrier(ie behaviour, progress, attainment, attendance, punctuality). Good level of impact for 2 of the 3 families, less impact for the third and continued support needed for parental engagement.</p> <p>Focus area has been to work with parents of children in Reception. In Sept. 2017 2/3 of Pupil Premium families attended the induction workshops and all those who completed feedback reported that the sessions were useful and gave them what they needed in order to know how to support their child at home. Of those who attended Rec. Sessions, a high proportion went on to take up further parental education/pupil enrichment activities such as ESOL classes,</p>		

		attending school open days and a project with ' We the Curious' museum.		
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