

Hannah More Primary School Pupil Premium Strategy Statement 2019-20 (with review)

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 currently starting the process of shrinking back to one from 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	2019-2020	Total PP budget	£236730	Date of most recent PP Review	Sep 2019
Total number of pupils	312	Number of pupils eligible for PP	179		

2. Progress Year 6 2019 There is no attainment or progress data for Year 6 in 2020 – information below relates to academic year 2018-19								
	Progress of Disadvantaged children	Progress of all children	Percentage at Standard <i>Disadvantaged</i>	Percentage at Standard <i>All Children</i>	Percentage at Standard <i>National</i>	Percentage at Greater depth <i>Disadvantaged</i>	Percentage at Greater depth <i>All Children</i>	Percentage at Greater depth <i>National</i>
Reading	0.58	0.54	71	73	73	14	24	27
Writing	0.63	0.32	69	75	78	11	14	20
Maths	1.77	1.17	66	76	79	31	31	27

Key

Xxx Broadly in line with national

Xxx Below national

Xxx Exceeding national

It is clear from this that whilst the progress of disadvantaged children is better than that of their peers, this remains insufficient in Reading and writing to get them to the same standards as their peers. In Maths attainment at the end of KS is roughly similar for disadvantaged and all children.

This table outlines the four key areas identified as targets for learning in 2019-20. Our funding allocation will prioritise these areas of need in order to make rigorous improvements in these areas

3. Targets set to overcome barriers to future attainment (for pupils eligible for PP)	
A.	To raise attainment in reading, writing and maths at the end of KS1 and KS2.
B.	To provide early intervention and ongoing support for children with speech language and communication needs
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 2019-2020.

4. Proposed expenditure 2019-2020			
Target A: 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:</p> <p>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>	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).	65587

	<p>Lead LSA in KS2 to raise the profile of the needs of PP children through monitoring provision made by LSAs and leading training sessions developing the range and effectiveness of intervention programmes</p> <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. Targeted support by the member of staff responsible to include 1:1 reading and book club with priority for PP children</p> <p>Enrichment: Subsidies for curriculum related visits, including residential trips</p>	<p>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</p>	<p>4125</p> <p>6000</p>
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 where children do not have additional special educational needs, they make accelerated progress.	32723
	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. School data shows that children make accelerated progress with BRP.	7828

4. Proposed expenditure 2019-2020

Target B: Improved communication and language skills

Desired outcome	Chosen action / approach	What is the evidence for this choice?	Cost
Improved communication and language skills – targeted support.	<ul style="list-style-type: none"> Maintain specialist resource base for children with SLCN. S&L LSA to train staff and monitor language interventions (1:1 and group) 	<p>EEF research shows small group tuition when targeted at pupils' specific areas of difficulties is effective, particularly when staff have good levels of training. 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, including a trend for an increasing number of children with ASC</p>	12009

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.	<p>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)</p> <p>School based assessments show improvements in children's ability to access their mainstream classroom (evidence from observations, behaviour records and Boxall profile assessments)</p>	23382

	<p>Nurture Lead LSA: Lead LSA to support the growing SEMH needs in the school through leading a team of LSAs and developing provision throughout the school</p>	<p>Dfe data shows growing mental health needs in schools. Where children have SEMH needs, this is also shown through evidence (eg Public Health England 2014) to have a direct impact on their attendance and academic attainment.</p>	<p>19524</p>
	<p>Targetted SEMH interventions: 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. The interventions include social skills groups, bereavement support, support for self-esteem, and 'Thrive'.</p>	<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.</p>	<p>9762</p>

Target D: To develop family engagement

Desired outcome	Chosen action / approach	What is the evidence for this choice?	Cost
<p>Parents will become more engaged in education and more skilled in supporting their children’s learning.</p>	<p>Community Development Co-ordinator:</p> <ul style="list-style-type: none"> • 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 • Organising business and community volunteers to support children in school in order to raise aspirations and attainment –eg Reading Buddies, Maths support • Development of a range of enrichment activities and encouraging PP families to engage – focus on these families as priority for these <p>Family Mentor:</p> <ul style="list-style-type: none"> • Tracking of all PP children in order to ensure progress and attainment are on track, and to monitor interventions and their effect. • 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. This will involve an increased number of families 	<p>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.</p> <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. See also evidence as above for the impact of parental engagement on pupils’ success.</p>	<p>24146</p> <p>£12506</p>

Responsibility for the progress of this group of pupils is overseen by the Inclusion Lead. Cost of Inclusion Lead is included at £12, 586

Total £236,076