

Hannah More Primary School Pupil Premium Strategy Statement 2018-2019

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 | 2018-2019 | Total PP budget | | Date of most recent PP Review | Sep 2018 |
| Total number of pupils | | Number of pupils eligible for PP | 160 | Date for next internal review of this strategy | May 2019 |

| 2. Attainment Year 6 | | | | | | |
|--|--------------------------------|-----------------------|--------------------------------|-----------------------|--------------------------------|-----------------------|
| | Disadvantaged Hannah More 2016 | national average 2016 | Disadvantaged Hannah More 2017 | national average 2017 | Disadvantaged Hannah More 2018 | national average 2018 |
| % making at least the expected standard in reading | 64% | 67% | 50% | 71% | 52% | 75% |
| % making at least the expected standard in writing | 73% | 75% | 61% | 79% | 55% | 78% |
| % making at least the expected standard in maths | 73% | 67% | 61% | 75% | 59% | 76% |
| % making at least the expected standard in grammar, punctuation & spelling | 73% | 75% | 67% | 78% | 59% | 78% |

This table outlines the four key areas identified as targets for learning in 2018-2019. 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) | |
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| 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 2018-2019. Allocation of spending is subject to change, in order to meet the needs of pupils eligible for pupil premium over the year.

| 4. Proposed expenditure 2018-2019 | | | |
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| Target A: 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"> Set up Daffodil Room as an autism/social communication support base with interventions led by S&L LSA Talk Boost language programme – assessment and teaching resources to support KS1 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.</p> <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, including a trend for an increasing number of children with ASC</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 |
|---|--|---|--|
| <p>Improved attainment for pupils eligible for pupil premium in reading, writing and maths.</p> | <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. 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. 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>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.</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>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> | <p>£61,464.66 (0.5 of all class-based LSAs)</p> <p>£31,765.08 (2x extra LSAs for KS1)</p> <p>£16, 055.55 (staff cost)</p> <p>£15, 000</p> |

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| | <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>Improved attainment for pupils eligible for pupil premium in reading.</p> | <p>Reading Recovery Teacher (0.6) to target the lowest attainers in Year 1, priority is always given to PP children.</p> | <p>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.</p> | <p>£23, 179.80</p> |
| | <p>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</p> | <p>Individual tuition (EEF evidence) produces gains +5 months progress. School data shows that children make accelerated progress with BRP.</p> | <p>£4, 312.75</p> |

| Target C: To improve levels of self-esteem, resilience and motivation for learning in order to accelerate progress and raise attainment. | | | |
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| 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 (evidence from observations, behaviour records and Boxall profile assessments) | £16, 302.56 |
| | 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 | 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. | |
| | 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. The interventions include social skills groups, bereavement support, support for self-esteem, and 'Thrive'. | 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 |
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| <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 | <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.</p> | <p>£17, 691.85 (0.6 CDC)</p> <p>£12, 506.09</p> |

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| | attendance, punctuality, behaviour, attainment and progress. This will involve an increased number of families | See also evidence as above for the impact of parental engagement on pupils' success. | |
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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)

£248, 970.59

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

| 5. Review of Expenditure | | | | |
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| Previous Academic Year 2017/2018 | | | | |
| Desired outcome | Chosen action / approach | Estimated impact | Lessons Learned | Cost |
| A: Improved speech and language skills | S&L LSA: A.m. work in Reception Pm 1:1/small group language sessions | Children in Year 1 are more confident speakers (following expertise focused in Reception last year) Box Clever groups were successful and children grew in confidence in use of vocabulary (evident in class) | Expand capacity next year so that more class based LSAs are delivering language groups, topics are linked to class topics Introduce Talk Boost in KS1 to screen all children early on and deliver appropriate language interventions S&L LSA develops language plans that can be implemented in class by class based LSAs | |

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| <p>B: Improved attainment in reading</p> | <p>Reading Recovery</p> | <p>8 PP children will have completed the programme. Of these, 5 do not have an identified specific learning difficulty and have made accelerated progress. These children will have caught up and have achieved age related expectations. 2 pupils have a learning difficulty, and although are not at age related attainment levels, have made accelerated progress. 1 pupil made good initial progress but then regressed as a result of significant difficulties at home.</p> | <p>Children make good progress. Reading Recovery and BRP programmes to continue in the same way next year.</p> | |
| <p>Improved attainment in reading, writing and maths</p> | <p>BRP</p> <p>Afternoon LSA interventions – bespoke and reactive work</p> | <p>Approximately 20 children will have completed this 10 week programme. 4 in 5 of these 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. Overall school attainment and progress for PP lower than for non-PP children. Evaluations by LSA suggest in KS2 only minimal impact.</p> | <p>Training and support for deployment of afternoon LSA work via phase leaders (focus on reactive work) Ensure all class teachers know their PP children, these are</p> | |

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| | <p>Extra LSA in Reception and KS1 classes</p> <p>Hub library space</p> <p>Enrichment</p> | <p>2018 KS2 SATs show improved reading attainment levels.</p> <p>Priority was given to PP children for all enrichment opportunities and all PP children took part in activities over the year. Children showed interest and enthusiasm for activities and there were increased opportunities for follow up learning in class.</p> | <p>prioritised for afternoon interventions, along with SEN</p> <p>Successful in promoting reading. Extend work –include targeted readers 1:1 slots, book club with priority for PP children</p> <p>Continue to fund trips and other enrichment opportunities</p> | |
| <p>C: Children show increased resilience, improved behaviour and are more motivated to learn</p> | <p>Nurture Class – 4 afternoons per week</p> <p>Bluebell Room</p> | <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 being able to reintegrate into the mainstream class. Reduced capacity this year resulted in fewer children receiving Bluebell interventions.</p> <p>Those children who did receive interventions showed progress in SDQ assessments, and were more able to maintain learning in their classes due to the support.</p> | <p>Sunflower Nurture Class children make good progress overall in their social and emotional skills. The class will continue next year 4x afternoons per week.</p> <p>Extend capacity next year to match the levels of SEMH needs in school.</p> | |

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| <p>D: Family Engagement</p> | <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, attending school open days and a project with ' We the Curious' museum.</p> | <p>Extend the number of target families. Family Mentor to assess all disadvantaged families again using RAG rating for key areas and Target Families selected for next year.</p> <p>Take up of courses and workshops good. Further promoting for disadvantaged families – eg class teachers knowing all opportunities and speaking to the parents.</p> | |
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