

Pupil premium strategy statement (primary)

1. Summary information					
School	Hogsthorpe Primary Academy				
Academic Year	2016-17	Total PP budget	22400	Date of most recent PP Review	July 2017
Total number of pupils	56	Number of pupils eligible for PP	16	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (our school)</i>
% achieving in reading, writing and maths Y6	1/4	9/10
% making expected progress in reading all pp	100%	100%
% making expected progress in writing all pp	100%	100%
% making expected progress in maths all pp	100%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor phonics skills on entry
B.	Lack of parental support at home
C.	Poor social skills on entry
D.	Low self-esteem due to external influences leading to lack of focus and effort
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance across school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will diminish the difference in phonics skills to make at least expected progress over the year	100% of pupils will make at least expected progress in reading over the year
B.	Pupils will diminish the difference in Maths age against actual age	100% of pupils increase maths age by 0.3 over 8 week period
C.	Pupils will receive counselling form qualified Counsellor to address issues	100% of pupils able to manage emotions more successfully and apply themselves to their work

D.	Pupils engage in class lessons with support from teaching assistant to access quality first teaching	100% of pupils make at least sufficient/expected progress across core subjects
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5. Planned expenditure					
Academic year	2017-18				
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?
All pupils make at least expected progress in English	Children supported in class by teaching assistant 5X60 mins for comprehension and English activities	Children are supported to access quality first teaching at a supported level	Lesson observations every term Pupil Progress meetings every six months to ensure at least expected progress	KN	Six weeks October 2017
All pupils to make at least expected progress in Maths	In class 5X45 min sessions small group support 1:5	Children are supported to access quality first teaching at a supported level	Lesson observations every term Pupil Progress meetings every six months to ensure at least expected progress	KN	Six weeks October 2017
Total budgeted cost					£8000 per year

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 reach age expected level by the end of the year in reading	<p>2X 30 min reading sessions for HF words in groups of 1:3</p> <p>2X30 min phonics and words sessions 1:1</p> <p>4X10 min Speed reading sessions 1:1</p> <p>Cost £1334 per 6 week block</p>	<p>Pupils have limited support at home and need extra support to achieve age expected levels.</p> <p>Pupils have made good progress last year in phonics most now knowing all phonemes now need to build on word knowledge</p>	<p>Pupil progress meetings every six weeks</p> <p>By Six weeks pupils can read 20/108 HF words consistently</p> <p>By twelve weeks pupils can read 40/108 HF words consistently and know meanings</p> <p>Pupil knows all phonics and can read all RWI orange yellow blue and grey words</p> <p>By twelve weeks pupil knows all phonics and can read all RWI orange yellow blue and grey words and all speedy 1:1 words</p> <p>Pupil increases number of words read in 1 minute by 25% every six weeks</p>	KN	October 2017
Pupils achieve correct letter formation and neat handwriting	<p>1X30 min session for fine motor skills small group</p> <p>Cost £45 per six week block</p>	Pupils have poor fine motor skills and formation knowledge as shown in books	<p>By Six weeks pupils can form all letters correctly in cursive script with consistent size-identified in workbooks</p> <p>By twelve weeks book scrutiny shows that there is an improvement in writing from October to December and that writing is becoming consistently neat in books</p>	KN	October 2017
Pupils achieve age expected level by the end of the year in Maths	<p>1X 45 min session 1:3 maths support basic number skills</p> <p>1X30 min session 1:3 times tables support and practice</p> <p>2X30 min quick fire number bonds and tables</p>	Tracking shows that pupils are below expected level.	<p>By Six weeks Work scrutiny shows that skills are improving as pupils take on more challenging work</p> <p>Children can recite appropriate times tables and recall number facts quickly when tested</p>	KN	October 2017

Total budgeted cost					2500 per 6 week block approx
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?
Children have high self esteem and engage well in lessons to make at least expected progress	1:1 counselling session in six week blocks	External barriers lower self-esteem and prevent full engagement in lessons	Teacher reports that students stay focused for longer and effort is being made to achieve more and overcome challenges	KN	Review need every Six weeks October 2017
Pupils access on line programme Maths Whizz to embed maths skills maths whizz age will equate to actual age	2X30 min supervised Maths Whizz sessions	Pupils not accessing Maths Whizz for at least 30 mins per week as expected for homework	By six weeks pupils will have increased maths age by at least 0.2 years By twelve weeks pupils will have increased maths age by 0.4 years	KN	Review every six weeks October 2017
Total budgeted cost					£1000 per 12 week block

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
100% of pupils make at least expected progress in Maths and English reading and Writing	Teaching assistant placed in class to support access to quality first teaching	All pupils are able to engage in lessons at own level through support	This approach was successful as 100% of pupils made at least expected progress in Maths Reading and Writing With 77% making accelerated progress in maths, 85% in reading and 69% in writing	£10000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will diminish the difference in phonics skills to make at least expected progress over the year	3X30 min phonics sessions 1:1 for identified children reviewed every 6 weeks	<p>Pupils will diminish the difference in phonics skills to make at least expected progress in reading over the year.</p> <ul style="list-style-type: none"> 100% of pupils made at least expected progress over the year with 85% making accelerated progress or better. Y1 pupil achieved nationally expected result in phonics screening. 	1:1 phonics worked well with children making at least expected progress and all Y2 achieving all their phonemes ready to move on age appropriate high frequency words	£10000

Pupils will diminish the difference in Maths age against actual age	3x30 min Maths whizz supervised sessions per week	Pupils will diminish the difference in Maths age against actual age, In Eight weeks 72% of pupils had increased maths age by 0.3 years with an average increase of 0.56 years. The maximum increase was 1.15 years	This approach was very effective for some pupils and will continue However 60% of pupils went on to small group maths teaching as an addition to this provision this provision led to 100% of pupils achieving expected progress in Maths	£1500

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will receive counselling form qualified Counsellor to address issues	Provide counsellor to discuss issues and problems with pupils and allow them to have a confidential ear.	100% of pupils able to manage emotions more successfully and apply themselves to their work	Without sustained counselling pupils struggled to keep focussed during lessons. Counselling needs to be longer term in order to sustain impact. Teacher relayed an improvement in behaviour whilst counselling was taking place regularly. This provision will continue to meet the emotional needs of our students	£2000

7. Additional detail

