



Honiton Primary School Pupil premium strategy statement

1. Summary information

School	Honiton Primary School				
Academic Year	2016/17	Total PP budget	£122,358	Date of most recent PP Review	n/a
Total number of pupils	429	Number of pupils eligible for PP	97	Date for next internal review of this strategy	Jan 2017

2. Current attainment - Based on national performance data [EY/KS1], table indicates children currently not on track

Year Group	Reading		Writing		Maths	
	Boys	Girls	Boys	Girls	Boys	Girls
1 7 PP children 1 forces						
2 11 PP children 1 forces	1	2	4	3	1	2
3 16 PP children 1 forces						
4 21 PP children	5	4	9	4	4	2
5 15 PP children 1 forces	7	2	8	4	7	2

6 11 PP children 1 forces	3	2	2	1	2	2
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3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	Speech and language in the Foundation unit – 12 children [3 PP children] needing language intervention, 16 needing speech intervention
B.	Behaviour – Challenging behaviour. Including aggression, violence and defiance. Persistent low level disruptive behaviour
C.	Learning behaviour – children lacking resilience, if they don't want to work they won't do it

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	32/90 PP children have less than 95% attendance [school target] based on the last school year
E.	Parental engagement – parents not valuing learning.

4. Outcomes – based on data

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in the FU	Pupils eligible for PP in F2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Close the gap between Y1 PP children and others – more detail to follow after first assessment completed	To be determined after the Autumn data.
C.	Close the gap in Y2 between PP children and others in writing	Pupils eligible for PP in Year 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above.
D.	Close the gap in Y3 between PP children and others in attainment in maths	Pupils eligible for PP in Year 3 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above.

E.	Close the gap in Y4 between PP children and others in attainment in writing and SPAG – particularly boys.	Pupils eligible for PP in Year 4 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above.
F.	Close the gap in Y5 between PP children and others in attainment in reading, writing, SPAG and maths – particularly boys.	Pupils eligible for PP in Year 5 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above.
G.	Close the gap in Y6 between PP children and others in attainment in reading, writing, SPAG and maths	Pupils eligible for PP in Year 6 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above.

5. Planned expenditure

Academic year

2016/17

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?
Improve progress and attainment in writing in years 2, 4, 5 and 6.	Closing the gap project.	Devon Literacy Team targeted project.	Chair of Governors and member of SLT monitoring impact. Middle leader identified to lead it.	Sarah Snowdon	See project timescale [£600]
	Developing teaching sequences supported by Babcock purchased teaching sequences	Next steps as identified by Literacy Advisor Joy Simpson	Middle leader and member of SLT identified to lead this. Member of SLT (JR) to monitor the impact.	Sarah Snowdon Julie Blanchford	January – after the Autumn term data [£100]
	Boy friendly texts chosen in consultation with boys.	Boys more engaged if they have a greater stake in their learning.	Class teachers Monitored by SLT	Joanna Rousseau/ Sarah Nicholas	During every teaching sequence
	Free write	Requested by PP children, mainly boys during pupil interviews.	Member of SLT – JR to lead. SLT – JR, SN to monitor the impact	Teachers	Half termly
	New spelling system	Literacy advisor recommended this approach	Member of SLT has delivered staff training. Light touch monitoring – email follow to clarify key points	Joanna Rousseau	Half termly

	Triple Pathway	<p>Crewe School trialled previous year. Linda Davis, Head Teacher of Wistaston Academy in Crewe wrote a paper, 'learning from the highest performing school systems,' attributing the achievement of Shanghai's schools to three main factors: 1. The ability to deliver pupil interventions following lessons where instant targeted feedback would be provided 2 Enhanced CPD and building the professional capital of teachers as they work closer together in a team to improve their pedagogy 3. Pupil Mentoring to support children overcome barriers and challenges in their school life</p>	<p>Regular meetings adapting and revising the approach including teaching styles, interventions and timetabling. Pupil interviews and case studies focusing on PP children. Parental feedback.</p> <p>Middle leader writing termly evaluation reports, shared with governors.</p>	<p>Joanna Rousseau/ Sarah Nicholas</p>	<p>Continuously [£119,460]</p>
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Improve progress and attainment in reading in years 2, 4, 5 and 6. Particularly boys in Y5	Peer reading	Trialled last term in year 3 with literacy middle leader. With positive feedback from teachers. EEF toolkit +6 mths, gains for all children not just lowest achieving children.	Whole staff training in Sept. led by member of SLT – JR. Light touch monitoring to ensure implementation. Pupil interviews to follow	Joanna Rousseau	Half termly.
	Library Refurbishment	Feed back from pupils about stock – bought back into Devon Library Service. Full audit of stock. Appointed a librarian and pupil librarians. Whole staff training from DLS. PP focus group involved in a successful bid for soft furnishings.	Regular accelerated reader checks by teachers. Feedback from librarian and pupil librarians. Continued support from DLS	Joanna Rousseau Sarah Nicholas	Half termly [£2000]
	Triple Pathway	See previous note for Triple pathway	Regular meetings adapting and revising the approach including teaching styles, interventions and timetabling. Pupil interviews and case studies focusing on PP children. Parental feedback. Middle leader writing termly evaluation reports, shared with governors.	Joanna Rousseau/ Sarah Nicholas	Continuously

Improve progress and attainment in maths in years 3, 5 and 6. Particularly boys in Y5	New 3 part planning approach	Previous approach [spiral] was disjointed, didn't consolidate and make links between learning. New approach completes a sequence, so can ensure children have met the NS by the end of each teaching sequence.	Middle leaders leading and supporting other staff with planning. Pupil interviews. Staff self-evaluation.	Tim Genders/Shan Cox	Half termly
	Triple Pathway	See previous note for triple pathway	Regular meetings adapting and revising the approach including teaching styles, interventions and timetabling. Pupil interviews and case studies focusing on PP children. Parental feedback.	SLT	Continuous
	Sumdog	Teachers target key skills through h/w using a medium which motivates children.	Middle leader writing termly evaluation reports, shared with governors. Newsletter – sumdog class of the fortnight	Tim Genders	Continuous [£100]

To improve behaviour for learning	New behaviour policy Working alongside Communication and interaction team and behaviour support team	Pupil feedback General behaviour Staff evaluation of policy	Whole staff meetings Year group follow up meetings Pupil interviews Weekly staff emails feeding into SLT discussions Amber slip monitoring	Joanna	Continuous
	Learning behaviours/growth mindset	James Nottingham and Carol Dweek research. Lack of ambition, resilience and drive in pupils	Whole staff inset. Assembly focus – linked to Rights Respecting Weekly motivational phrases Develop staff resiliience	Sarah N	Half termly
	Magenta Principles	Through structured talk activities increase motivation and engagement in learning across the curriculum.	Middle leaders trained and leading staff training. Regular staff meetings to share the impact.	Tim, Shaun and Sarah S supported by Joanna	Half termly [£450]
Total budgeted cost					£122710

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?
Improve progress and attainment in writing for PP boys	Lesson Study - IRIS	Successfully trialled last term as part of cross school project Identified small tweaks in teaching which impacted on PP boys engagement	Middle Leader trained and leading inset 3 teachers involved in initial project across KS1, Lower KS2 and Upper KS2 Regular staff meetings to share good practice.	Ross Hasler	Half termly
Improve progress and attainment of all PP children across the curriculum	Pupil Progress meetings	More focused on PP children – their next steps and evaluation of any interventions	SLT lead meetings - using an agreed, structured format	SLT	Half termly £3600
Improve oral language skills for pupils	Increased speech and language intervention, particularly in the early years	Language link as recommended by the Speech and language therapist	Regular language link assessments.	Jean Warren, Clare O'Toole, Kate Quick overseen by Greg and Hannah [SLT]	Half termly [£13000]

Children eligible for PP to make rapid progress in writing so that they are on track as compared to previous performance data	Small group tuition Pupil discussion prior to intervention to identify barriers for writing	EEF toolkit suggests small group tuition is an effective way to improve attainment. It is suitable as an approach that we can embed across the school. Strategies taken from the Closing the gap project	SLT - JR, SN, HJ to monitor interventions and impact.	Teachers	Half termly [£22,800]
Attendance of all children eligible for PP is inline with or better than the whole school	Pastoral manager to target parents of PP children whose attendance is poor.	Good attendance equates to good progress.	Pastoral manager to report to SLT meetings. APMC to monitor attendance.	Elaine Fyffe	Half termly £2500
Total budgeted cost					£41900
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 parental engagement with pupils' learning.	Restructured parent meetings Website with central information about homework Website parent /smart phone friendly Weekly homework clubs	Many parents not currently supporting children with their learning through hearing reading, attending learning celebrations. Clear correlation between children's progress and the level of support at home. Homework has been paired down to focus on key skills and to be accessible to parents. Speech and language difficulties in children, homework will focus on developing children's talk at home.	Monitor homework books, monitor use of accelerated reader and sum dog.	Sarah N	Half termly
Total budgeted cost					£0

6. Review of expenditure				
Previous Academic Year		2015-16 No of PP 101 PPG paid £129758		
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
Improve the percentage of pupils eligible for PP achieving National standard and above in reading, writing, maths and SPAG [in particular spelling]	English advisor supporting all teachers	Impact has been mixed – KS1 reading and writing gap remained closed, KS2 gap widened. In KS2 this was due to the change in the assessment system: teachers were unsure what to expect. As a result of the English advisor's support we now have a rigorous and robust assessment system. Half termly assessments are now being used to inform planning so that teaching is targeted to pupils' next steps. Under achieving pupils now being targeted through small group tuition. It is anticipated that this will have a high impact this year and that the gap will narrow.	Need to continue to embed the teaching and assessment systems. Continue to use the English advisor as an external moderator to ensure that the assessments remain accurate and to keep abreast of new developments.	£3000
	Triple Pathway for Years 5 and 6			£111408
	Maths Mastery	Medium: Gap between pupils eligible for PP and all pupils is smallest in maths [10%]. 72% of children eligible for PP were working at the national standard or above at the end of Y1.	Maths Mastery is being rolled up across KS1 and into Y3. Can only measure impact of MM on children who started the programme at the beginning of Y1.	£2000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
Improve the percentage of pupils eligible for PP achieving National standard and above in reading, writing, maths and SPAG [in particular spelling]	Triple pathway small group intervention for children eligible for PP	Mixed: progress of children eligible for PP in maths was above average. No data as yet for writing. Progress for children eligible for PP in reading was significantly below average.	Children eligible for PP found accessing the KS2 test texts difficult. The vocabulary was unfamiliar to many of them. Need to ensure that children have more access to old-fashioned vocabulary through classic texts.	Included in TP above
Improve the attendance of pupils eligible for PP	Pastoral manager monitoring attendance, providing parent support and leading parenting courses.	Mixed: 64% of children eligible for PP have attendance of 95% or above.	Need to target children eligible for PP as soon as their attendance dips below 95%.	£13350

7. Additional detail		
Previous performance of disadvantaged pupils		
	2014-15	2015-16
% of pupils making expected progress in Reading	93% [90%]	PP progress score -3.9 [-7.4—0.4] Sig below av

<p>% of pupils making expected progress in Writing</p>	<p>93% [98%]</p>	<p>No data currently available</p>
<p>% of pupils making expected progress in maths</p>	<p>87% [95%]</p>	<p>1.1 [no confidence interval] Above average</p>
<p><i>Gap between attainment of pupils eligible for pupil premium funding and others is</i></p>	<p>EYFS -5.5%</p> <p>KS1 closed for reading and writing +2%, +2%</p> <p>Maths +4%</p> <p>KS2</p> <p>Reading -10%</p> <p>Writing -18%</p> <p>Maths -19%</p> <p>GPS -21%</p>	<p>EYFS -14.3%</p> <p>KS1 closed for reading and writing +13%, +1.8%</p> <p>Maths -9.9%</p> <p>KS2</p> <p>Reading -36.7%</p> <p>Writing -29.5%</p> <p>Maths -14.8%</p> <p>GPS -20.2%</p>
<p>[other pupils]</p>		