Pupil premium strategy St Paul's Hoddlesden

1. Summary information					
School	Hoddlesden St Paul's Church of England Primary School				
Academic Year	2017-18	**Total PP budget**	£10,700	**Date of most recent PP Review**	October 2017
Total number of pupils	200	**Number of pupils eligible for PP**	10	**Date for next internal review of this strategy**	April 2018

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths	(3/10) 33.3%	60%
% making progress in reading	100%	72%
% making progress in writing	100%	79%
% making progress in maths	100%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	66.7% of pupils eligible for the PPG are in LKS2
B.	44.4%of pupils eligible for PPG also have SEND and/or additional needs
C.	Staff restructure across the school in all classes and the implementation of a new curriculum
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	NONE

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	All pupils eligible for Pupil Premium funding make at least expected progress in Reading, Writing and Maths.	PPG children make accelerated progress that is identified through rigorous monitoring and assessment to narrow the gaps.
B.	Classroom provision caters for all learners with a particular focus on pupils that are eligible for Pupil Premium with SEND and/or AEN needs.	Inclusive quality first teaching will help reduce barriers to learning alongside targeted interventions to impact on individual barriers. Pupils who require a more tailored provision due to complex educational needs meet their expected level.
C.	Pupils eligible for Pupil Premium funding attend extra-curricular activities and take part in enriching opportunities that impacts on their confidence and self-esteem.	Identified PPG pupils are provided with enriching opportunities and activities to enable them to develop their social skills, emotional character and ultimately impact on their attainment.

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 ?**
A: All pupils eligible for Pupil Premium funding make at least expected progress in Reading, Writing and Maths.	Quality First teaching Evidence will be gathered from book looks, observations, planning, learning walks, questionnaires and data.	Quality first teaching ensures that progress is rapid and that attainment is increased.	Programme of staff CPD delivered through weekly staff meetings, INSET, Twi-lights, peer mentoring from Subject Leaders, moderation, SIG groups and external CPD.	SLT and Subject Leaders	Reviewed through termly pupil progress meetings and school appraisal process

B: Classroom provision caters for all learners with a particular focus on pupils that are eligible for Pupil Premium with SEND and/or AEN needs.	Quality First teaching Evidence will be gathered from observations, environment audits, learning walks, pupil questionnaires and progress data.	Quality first teaching ensures the effective inclusion of all pupils in high-quality everyday personalised teaching.	Staff handbook, display policy, classroom non-negotiables, internal and external CPD, peer mentoring, pupil passports, care plans and visual timetables shared.	SLT, Subjects Leaders and SENCO	Reviewed through termly pupil progress meetings and school appraisal process
			Total budgeted cost		£3,398-85 Specialist teachers. Teacher cover English CPD £960
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 ?**
A: All pupils eligible for Pupil Premium funding make at least expected progress in Reading, Writing and Maths.	Targeted half termly interventions both 1:1 and in small groups delivered by support staff with advise from external agencies where appropriate	Some pupils require targeted and focussed support to narrow the gap or accelerate progress.	Provision map and timetables will ensure staff delivering provision have delivery time. SENCO and HT to monitor.	SENCO Class Teachers, SLT and Subject leaders.	The impact of intervention programmes will be monitored by class teachers and support staff frequently as well as the HT and SENCO as part of the pupil progress meetings.

B: Classroom provision caters for all learners with a particular focus on pupils that are eligible for Pupil Premium with SEND and/or AEN needs.	Inclusive learning environments across school in classrooms and in intervention spaces that provide individual learning tools and resources. Additional support staff deployed effectively.	Class teachers to develop a clear understanding of the needs of all pupils, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support pupils appropriately.	External agencies providing reports, plans and recommendations. SENCO/SLT to support teachers and support staff in providing relevant resources and tools allow all pupils to access the curriculum. Provision map and timetabling deploys staff where identified support is required.	SENCO Class Teachers, SLT and Subject leaders	SENCo, and SLT to monitor and evaluate inclusive learning environments and tools needed to support targeted pupils on a termly basis alongside teachers and support staff.
				Total budgeted cost	HLTA am: £10,351 TA3 x5: £15,455 SEND service: SEND budget
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 ?**

Pupils eligible for Pupil Premium funding attend extra-curricular activities and take part in enriching opportunities that impacts on their confidence and self-esteem.	Sports coach provides high quality sports coaching and organizes the participation in intra school sports events and competitions. Opportunities for all year groups to access extra-curricular activities delivered by school staff Makaton Masters for pupils who are both verbal and non-verbal communicators Music tuition from specialist music teachers Financial support for those who cannot access trips/ residential visits and remove the potential cost barrier.	Providing pupils with activities where they see themselves as learners, developing a positive mind-set. This can then be reinforced back in the classroom to tackle the unknown and have a go when faced with a challenge.	Timetabled in school and afterschool clubs. Liaise with parents for identified children to attend. Class teacher ensures identified pupils attend relevant extra-curricular activities. Identify pupil specific needs and link with the opportunity that will provide them with experiences. Class teacher to be aware of pupils not accessing trips/ residential visits	**SLT**	**Half termly review of extra-curricular activities and opportunities**
				Total budgeted cost	£500 per half term A need basis for clubs and trips.

6. Review of expenditure				
Previous Academic Year		**2016-17**		
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:**	**Lessons learned**	**Cost**
Pupils are supported to achieve a higher achievement of the new curriculum, under the new assessment expectations and frameworks.	Ability groups to be reviewed. Monitor of children's teaching and learning. CPD on stretch, challenge and rigour.	Pupils are targeted and stretched at their ability and are put into interventions promptly where appropriate.	Interventions to be reviewed and evaluated more frequently to ensure impact is monitored rigorously. Further support required in LKS2	£2100
Pupils achieve at least the expected standard in Reading, Writing and Maths.	Book Looks Observations Pupil interviews Cluster training	Working walls, quality and quantity of work produced and evidenced reflects the progress pupils are making across the school. Pupil's engaged.	The gaps in skills are difficult for pupils who also have SEND and additional needs to catch up and achieve ARE with the new curriculum standards in Reading, Writing and Maths.	
ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:**	**Lessons learned**	**Cost**
Pupils achieve at least the expected standard in reading, writing and maths.	**Small groups- one: one support. Additional hours (TA2 4xpmx 38weeks)**	Targeted support has ensured pupils are making progress at their level.	Interventions to be reviewed and evaluated more frequently to ensure impact is monitored rigorously. Further support required in LKS2.	£700 –LCC training x2 sessions £350 £700- SPL x2 sessions £350 £3907.92
Classroom provision is reviewed and interventions, resources and staff training completed	**One child with additional special needs is supported sporadically and requires additional experiences outside of the classroom.**	Outside the classroom provision has allowed the pupils to take part in enriching and life skills activities. The quieter environment has ensured there is less distractions.	Pupil to take part in whole class sessions this term to be part of the class activities at her level. All classrooms to be inclusive and provide appropriate learning and support tools and materials to access the curriculum at an age appropriate level.	

7. Additional detail