

Pupil premium strategy statement: Trotts Hill Stevenage 2018-19

1. Summary information					
School	Trotts Hill Primary School				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	July 18
Total number of pupils	229	Number of pupils eligible for PP	26	Date for next internal review of this strategy	July 19

2. Current attainment								
	<i>Pupils eligible for PP – NS Primary 2018</i>				<i>Pupils not eligible for PP NS Primary 2018</i>			
		R	W	M		R	W	M
100 % of pupils achieving the expected standard in reading, writing and maths	School-PP	100%	100%	100%	School-all	80%	87%	83%
	National-PP				National-all	72%	76%	75%
reading progress score	1.58				1.76			
writing progress score	2.71				2.31			
maths progress score	2.15				2.25			
Comparison against national		R	W	M				
	School-	1.58	2.71	2.51				
	National-	0.31	0.24	0.31				

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
52% of our PP children are SEN. 20% are highly able. 12% are EAL	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Many of our PP pupils have other vulnerabilities eg: SEND (52%) Very low starting points and complex SEN impacts on attainment.
B.	Reading is an area of need for our PP pupils. It is also a whole school focus.
C.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
D.	Many of our PP pupils have social and emotional needs- which can be a potential barrier to learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Attendance for PPG children is lower than non PPG
B	Parental support and engagement for this group of children, due to own needs, has an impact
C	Complex family situations for many of our PP children

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure 100% PP pupils pass phonics screening Year 2 will make accelerated progress To track progress of small steps of PP in Year 2 phonics.	100% PP children pass the phonics screening in Year 1 (2 pupils)
B.	To increase the proportion of pupils at ARE in Year 5 and 6 in Reading, Writing and Maths To ensure 25% PP reach greater depth in reading, writing and Maths in Year 6.	The proportion of pupils at ARE in reading, writing and Maths increases by 20% in Year 5 and 6 25% of PP reach GD in Year 6 R, W, M
C.	To track small steps of progress for SEN pupils in Year 2 and ensure provision is effective to accelerate progress	SEN pupils in Year 2 will make accelerated progress
D.	Ensure that PP make accelerated progress in Year 3 in R,W,M	PP children in year 3 make accelerated progress in R,W,M, in line with their peers.
E.	Increase the progress of those eligible for PP in reading in Year 5	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in reading in Year 5
F.	Increase the rate of attendance for those eligible for the	Attendance for those eligible for the grant improves to be in-line with non PP Children.

G.	To give targeted social and emotional support to those eligible for PP and their families	The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, pupil and parental voice and feedback
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5. Planned expenditure

Academic year	2018/19
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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. Ensure 100% PP pupils pass phonics screening.	Setting Quality first teaching Intervention (1:1-booster/small group) Daily phonics Morning phonics groups Focused groupings	Recent assessments have shown the need for an intervention and morning phonics booster. Weekly phonics morning booster with skilled T. This proved to accelerate progress of specific individuals. Phonics interventions x 2 a week with TA focused on specific sounds. Planning identifies needs of learners and focus. Daily phonics focus with a specific focus on target individuals. Provision map is thorough and focused on children's needs.	Fortnightly meetings with Key stage leader and Year 1 teacher. Intervention monitored and reviewed every half term. Pupil progress meeting. Half termly phonics assessments to track progress. Teacher- TA feedback Intervention targets set and reviewed half termly.	Key stage 1 leader Year 1 teacher SM, CM (Spring) JM	February 2019 June 2019
Track progress of phonics in Year 2.	Morning phonics groups Focused groupings Quality first teaching	Phonics interventions x 2 a week with TA focused on specific sounds Daily morning phonics activity.	Pupil progress meeting. Half termly phonics assessments to track progress.	KS1 leader	February 2019 June 2019

	Intervention (1:1-booster/small group)	Nurturing intervention is offered to support and ensure those children are focused and ready to learn (BW) Wakefield assessment to be used in planning and assessment.	Teacher- TA feedback		
B. To increase the proportion of pupils at ARE in Year 5 and 6 in Reading, Writing and Maths. To ensure 25% PP reach greater depth in reading, writing and Maths in Year 6.	Setting Quality first teaching Intervention (booster/small group) Immediate feedback and next step marking Daily handwriting Daily Guided reading, differentiated as appropriate Daily Spag Moderation Focused groupings Extra teacher to support interventions on both Year 5 and 6 Reading club Times table club Reading/arithmetic workshops for parents	Some children need targeted support to close the attainment gap. Previous interventions and booster groups extremely effective for accelerating progress Daily quality focus on guided reading and developing comprehension skills. Immediate feedback given. Daily handwriting to monitor the progression of presentation in line with TAF. Targeted times table club weekly for children and clear progression seen (completion evident and children attending is decreasing with success) Weekly reading club. External moderations organised with other Hertfordshire schools to maintain high levels of writing and ensure validity of judgements. Small focused groups allow children's needs to be met and nurtured. To enable parents to understand expectations and support at home.	Weekly meetings between SS and SJ. Planning time with teachers. Weekly TA training Intervention monitored half termly Pupil progress meetings Teacher-TA feedback Handwriting assessments termly Reading and writing assessments termly. Parental feedback Year 6 increase in assessment and home learning from Autumn 2.	SJ KC Phase leader Maths Faculty English Faculty.	
C. To track small steps of progress for SEN pupils in Year 2 and ensure	Quality first teaching Interventions for reading, fine motor	Nurturing intervention is offered to support and ensure those children are focused and ready to learn	Half termly meeting with SENCO Pupil premium monitoring form in place	Ayesha Dent	December 18 April 19 July 19

<p>provision is effective to accelerate progress</p>	<p>and maths, phonics</p> <p>Small steps of progress tracked using Wakefield steps</p> <p>Reading buddy</p> <p>Family support worker</p> <p>Referral to outside agencies (school nurse, Nessie, Greenside)</p> <p>PLP in place</p> <p>Pupil voice gathered half termly</p> <p>Priority marking</p> <p>Weekly reading with CT</p> <p>Daily reading with an adult</p> <p>Termly parent meetings</p> <p>Further home learning sent to support children.</p>	<p>Wakefield assessment to be used to track small steps of progress and show impact</p> <p>Recent assessments have shown the need for an intervention</p> <p>Weekly phonics morning booster with skilled T. This proved to accelerate progress of specific individuals.</p> <p>Planning identifies needs of learners and focus.</p> <p>Provision map is thorough and focused on children's needs.</p>	<p>PLP review</p> <p>Termly parent meetings</p> <p>Parent and pupil voice</p> <p>Moderation with Yr 2 and Year 4 (training to be moderator)</p>		
<p>D Ensure that PP make accelerated progress in Year 3 in R,W,M</p>	<p>Quality first teaching</p> <p>Intervention (booster/small group)</p> <p>Immediate feedback and next step marking</p> <p>Daily Guided reading, differentiated as appropriate</p> <p>Daily Spag</p> <p>Moderation</p>	<p>High quality teaching for all chn to raise standards / challenge for whole class (esp Pe and J to achieve GDS)</p> <p>Targeted intervention to narrow gaps identified via assessment, including better reading partners</p> <p>Keep a highlighted and annotated yr3 assessment sheet for Po, L and N to show monitor progress towards year 3 standards.</p> <p>Improve reading and writing skills including fluency and comprehension through targeted phonics activities and use of sound</p>	<p>Whole school / key stage monitoring of books / lesson obs / planning</p> <p>Moderation – in school and within cluster</p> <p>Learning walks</p> <p>Specific book looks for PP children</p> <p>Support class teacher and intervention leaders with ideas and resources</p> <p>Half termly meeting YC/AD about PP progress</p>	<p>NW</p> <p>KS2 leader KC</p> <p>Yr 3 class teacher YC</p>	<p>Feb 2019</p> <p>Apr 2019</p> <p>Jun 2019</p>

	<p>Focused groupings</p> <p>Reading/arithmetic workshops for parents</p> <p>Pupil voice obtained termly</p>	<p>buttons in class for Po, L and N.</p> <p>Planning differentiated, including small group work, regular focussed attention from class teacher, activity and LI adaptation.</p> <p>Assessment judgements agreed within key stage and across schools through moderation</p> <p>Parents support activities in school through home learning and continued dialogue with teachers including reward charts for reading (Po) and behaviour (C)</p>			
<p>E Increase the progress of those eligible for PP in reading in Y5</p>	<p>1:1 support and intervention (BRP)</p> <p>Setting – small groups</p> <p>Appropriate differentiation</p> <p>Quality first teaching</p> <p>Intervention</p> <p>Reading club</p> <p>Increased home learning</p>	<p>Focused support to improve specific areas of development</p> <p>Opportunities provided to work with an adult to provide immediate feedback</p> <p>Children will be challenged and supported</p> <p>Many opportunities provided across the curriculum to practise the skill of reading</p> <p>Small groups will receive extra support to rehearse and refine comprehension skills</p> <p>Will be targeted to support individuals that need it</p> <p>More opportunities provided to practise at home</p>	<p>Pupil progress meetings</p> <p>Regular assessments</p> <p>Liaison between SS/SJ/LM</p> <p>Data analysis</p>	<p>Y5 team</p>	
<p>F increase the rate of attendance for those eligible for the grant.</p>	<p>See separate action plan linked to attendance.</p> <p>Regular monitoring meetings.</p>	<p>2017-2018 figure: 93.3% pupil premium compared to 96.2% for whole school.</p>	<p>Regular reviews and meetings.</p> <p>Attendance folder to show data.</p> <p>Termly benchmarks.</p>	<p>AD</p> <p>JM</p>	<p>End of Autumn term, Spring term and Summer term.</p>

	Tiered approach (class teacher, family support, SLT)				
Ensure that PP make accelerated progress in Year 3 in R,W,M	1:1 support and intervention Setting – small groups Clear planning with focused differentiation and support PPG children identified on planning Quality first teaching Intervention Times table lunchtime club	<p>Small groups with focused support and challenge for individuals with specialist teachers and staff.</p> <p>Planning identifies all needs of learners including all those who need to make accelerated progress</p> <p>Systems in school support children with fluency and increased independence for example times tables club.</p> <p>Provision mapping is thorough and systematic in its approach to meeting children’s needs, bespoke intervention by highly specialist staff allow children to make better than expected progress</p>	<p>Weekly intervention TA meetings with teacher.</p> <p>Cross setting discussion</p> <p>Intervention targets set and assessed regularly by the teaching team and tailored to the individual needs of the children.</p> <p>Moderation of writing- half termly</p> <p>Book scrutiny for PPG children</p> <p>Data analysis and support given to Teachers/Intervention partners</p>		

