

## Pupil Premium Strategy Statement- 2017- 18

Hope Community School				
2017/18	<b>Total PP budget</b>	£30,660	<b>Date of most recent PP Review</b>	May 2018
140	<b>Number of pupils eligible for PP</b>	23– PP + 1 Service Total 24 June- 29 PP, 11 Ever6, 1 services Total 41	<b>Date for next internal review of this strategy</b>	July 2018

<b>Current Attainment: Years 1-4</b>	
	Pupils eligible for PP
% making progress in reading	68%
% making progress in writing	78%
% making progress in maths	81%

PP attendance until June 2018: 95%

Whole school attendance: 95.3%

<b>In-school barriers</b>		
<b>A.</b>	Pupils who are eligible for PP are making less progress and achievement is not as high as other pupils across Key Stage 1 in reading, writing and maths.	
<b>B.</b>	Writing and maths skills of pupils eligible for pupil premium are not at national standards.	
<b>C.</b>	Social and emotional factors.	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>D.</b>	Attendance rates: 13% of the school population are below 90%. 34% of PP children's attendance is below 90%.	
<b>E.</b>	Children lack confidence as learners due to disrupted home life.	
<b>F.</b>	Lack of support from home to support children being strong learners.	
<b>1. Desired outcomes (Desired outcomes and how they will be measured)</b>		<b>Success criteria</b>
<b>A.</b>	Improve attendance to at least national average.	Whole school attendance to be at least 97%
<b>B.</b>	To achieve expected standards in reading, writing and maths (at least 85% in each Year Group) / 70%EYFS PP children to attain the ELG.	85% students will achieve a good standard.
<b>C.</b>	Children supported through strategies such as The Hub, lunch club, for vulnerable children, outside agency support and appropriate activities.	The 'Hub' developed. Attendance is above 96%. Improvement in pupil progress.
<b>D.</b>	90% of Year 1 and 100% Year 2 children to pass Phonics Screening check. All PP children to receive additional support with phonics.	All PP pupils targeted for support to reach national average for phonics screening.
<b>E.</b>	For PP children to make good progress.	Ongoing assessments and pupil progress meetings through the year to check PP children are making good progress.

<b>1. Planned expenditure</b>	
<b>Academic year</b>	<b>2017-18</b>

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupils to make good progress from their different starting points	To provide CPD to all staff to support pupils effectively.	Staff observations show additional support needed for TAs to become secure with leading interventions. Ongoing CPD through staff meetings and additional training to take place for teachers and TAs, according to needs.	Regular follow ups to training. Feedback from CPD. Monitoring of lessons. Staff to be kept accountable for progress.	BOH	½ termly/every staff meeting. £2,000
Teachers are supported to improve standards of teaching, raising progress and attainment.	Monitoring and support of teaching and learning.	Teachers are supported to develop through observations and feedback. Where needed mentoring and coaching will take place.	Regular review at weekly SLT meetings.	BOH	Weekly at SLT meetings
Training supports staff to assess accurately.	Clarify assessment expectations.	Staff lack knowledge and understanding on how to use Classroom Monitor effectively.	Senior leaders to monitor planning and half termly discussions in regard to pupil progress. Observations identify use of assessment.	BOH	Half termly
Interventions support learning and progress.	Interventions planned half termly to support pupils identified in pupil progress meetings.	Pupil progress meetings identify pupils who are not on track so support is provided through interventions, 1-1 and small group support.	Monthly review of impact of interventions.	BOH/ SA (SENCo)	At the last SLT each month. £5,349 – 0.5 day of weekly support by SENCO

Social supports help children to improve their learning.	Social support is given by TA's to pupils identified in pupil progress meetings	Pupil progress meetings identify pupils who are not on track and support is provided, through emotional support interventions, The Hub and modelled behaviours.	Monthly review of impact of interventions.	BOH/ SA (SENCo)	At the last SLT each month. £3,267 4 hours per week TA support. See also FLO funding.
Children know clear steps to progress.	Children understand targets/ next steps in learning	Monitoring of work and observations has identified that pupil are not aware of their targets and marking does not clearly identify next steps,	We will review marking policy and ensure whole school implementation through vigorous monitoring. Staff training on pupil feedback/ targets.	BOH	Half termly
All pupils in Year 1 and 2 to have passed phonics screening.	Focused teaching and support for phonics. A teacher to support phonics in Year 1 and children who didn't pass in Year 2. In addition to normal class teaching.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/</a> Previous year's results have proved that this has been successful.	Regular phonics observations and regular assessments. Updates on progress. Additional intervention times as needed.	LT	½ termly. £8,800
<b>Total budgeted cost</b>					<b>£19,416</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP make good progress leading to improved attainment at least 85% reaching the good standard.	For children who are eligible for PPG and are falling behind expected standards – 1 to 1 or group sessions with either a teacher or teaching assistant.	Bespoke teaching to close the gaps and meet the needs of those children.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/</a>	Monitoring of sessions. Focus on the use of assessment. Analysis of assessment at least ½ termly. Pupil progress meetings Ongoing discussion	BOH	½ termly assessment £1,099 - 1 hour support per week by Emma Burt-Reed £3,267 - TA support x 4 hours per week by Sophie and Sarah K £2,198 2 hours per week teacher support
<b>Total budgeted cost</b>					<b>£6,564</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To support the development of pupils' reading skills	Reading Eggs	To support reading and reading comprehension work at home.	Children have made expected progress in Year 1. RE is used in class and at home to support reading comprehension skills.	ML	Termly. £490
To support the development of pupils' numeracy skills	Mathletics	To support maths at home. Mathletics is set for the maths part of homework.	Staff have log ins to check the status of children's work on this.	BOH	Termly £575

That children have a better self-image and self-worth. This new found confidence can impact on their learning.	Youth Action Diversity Trust will deliver hourly sessions for 6 weeks to a group of 6 selected pupils.	Used YADT previously and seen an improvement in confidence within individual students. Children have seemed more secure and able to build relationships with peers better.	FLO to monitor and liaise with YADT regarding progress. Feed back to BOH.	FV/BOH	At the end of the 6 sessions. £240
That children have a better self-image and self-worth. This new found confidence can impact on their learning.	Pupils identified as vulnerable or requiring additional support during lunchtimes to have alternative activities available to them through a lunchtime club 'The Hub'.	Children have shown an enjoyment for being in The Hub and have started to understand and build better social relationships. This will result in calmer and happier playtimes; less time during lesson times sorting out issues.	SA to regularly feedback to BOH on progress and staff to monitor pupil behaviour and report back any improvements.	SA/BOH	At the end of the academic year £50 resources £5,349, ½ day teacher support
Children have a greater context for learning	To provide opportunities both within and outside of the curriculum. Funding for school visits or extra-curriculum visits.	Part of the school ethos. Many children at the school do not have the opportunity to visit places of interest locally and in the wider community. This exposure will give them a greater sense of purpose in their learning.	Track the visits and outside of school learning that has taken place.		At the end of each visit and at the end of the academic year. £1,650 EE scheme £500 school trips and workshops
Children have a greater context for learning	Provide free music lessons to PP children.	Part of the school ethos. PP children may not have opportunity to learn a musical instrument. This exposure will give them a greater sense of purpose in their learning	Track the progress of PP children through feedback from the music teacher.	KP	At the end of the academic year. £262

Children have more confidence, resilience and a good role models to work with.	Mentoring through TLG	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mentoring/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mentoring/</a>	Regular discussions with mentors, Principal and class teachers.	BOH	At the end of each term.
Children`s attendance is above 97%	Fast track EWO	Within Bexley the fast track EWO has been seen to have worked.	Regular meetings with short term targets which are regularly reviewed and escalated when needed.	FV/BOH	At the end of the academic year. £200
Families in need are supported and signposted to other services.	Partner with Care for the Family, a Christian organisation who provide a selection of leaflets and literature regarding parenting and family issues.	Is compatible with the ethos and value of the school.	Care for the Family partnership will be communicated to all parents via the newsletter and leaflets will be freely available in the Community Room.  Individual families will be identified and be given a support pack by the FLO/Community Partnership Co-ordinator.  FLO and Community Partnership Co-ordinator have received training to enable them to facilitate training and discussion events with parents. These will take place through the year.	FV/BW	At the end of the academic year. £199
Families in need are supported and signposted to other services.	Partner with Soul Food Hub, a Christian organisation who provide a book sharing service across Bexlev.	Is compatible with the ethos and value of the school.	A book stand will be positioned in the Community Room giving access to all parents. Advertised on school Facebook page.	AB	At the end of the academic year.

Families struggling with purchasing food and other consumables receive support.	Partner with Morrisons to arrange weekly collections of unwanted items and near to date food that would otherwise be disposed of. Make this available to parents.	Is compatible with the ethos and value of the school.	A rota has been set up amongst staff and volunteers to collect weekly contributions from Morrisons.  A table is positioned outside the Reception area inviting families to help themselves to displayed food items and other consumables.	FV	At the end of the academic year.
Increase the capacity of the FLO in order that she can provide additional support to PP children and their families.	Increase working hours of FLO.	FLO supports the school's needier families. This in turn has an improvement in attendance figures, better supportive learning environment where all family members feel supported and therefore an improvement in children's learning.	FLO to report back to BOH on regular basis.	FV/BOH	At the end of the academic year £3,800 (50% of gap between Harenc funding and actual)
Provide external agency support to pupils requiring specialist intervention to improve their self-esteem, wellbeing and communication skills.	SLA with Bexley Council for Speech and Language, Educational Psychologist and Social and Emotional Wellbeing Services	Children's needs are highlighted earlier and supported through the specialist services that the EIT team provide. Ed Psy reports help staff understand where children need additional help. Behaviour support staff have helped to reduce behavioural issues therefore increasing learning time.	Ongoing communication with people around the child to ensure the correct support is being provided to children.		At the end of the academic year. £202 SEWS £749 Ed. Psy. £2,317 SALT Total £3,268
Children have a greater context for learning	Provide after schools clubs and other activities.	Children get a greater range of learning activities and help to build their understanding of social situations around attending a club.			Pottery club £300
<b>Total budgeted cost</b>					<b>£16,883</b>