

St Hilda's CE Primary School Pupil Premium Strategy Statement

1. Summary information					
School	St Hilda's CE Primary				
Academic Year	2016-17	Total PP budget	£201,960	Date of most recent PP Review	May 2017
Total number of pupils	408 (R-Y6 353)	Number of pupils eligible for PP	158 (44.7%)	Date for next internal review of this strategy	July

2. Current attainment	Pupils eligible for PP			Pupils not eligible for PP (national average) 2016
	Autumn	Spring	Summer	
% achieving GLD	0/13	0/13		66%
% achieving Y1 phonics standard	0/12	33% 4/12		81%
% achieving ARE Reading Y2	0/25	25% 6/24		74%
% achieving ARE Writing Y2	0/25	8% 2/24		65%
% achieving ARE GPS Y2	4% 1/25	13% 3/24		No data
% achieving ARE Maths Y2	0/25	25% 6/24		73%
% achieving ARE reading+ writing+ maths Y2	0/25	8% 2/24		60%
% making expected progress (+) in reading Y2	83% (58%)	79% (42%)		No data
% making expected progress(+) in writing Y2	100%(66%)	96% (87%)		No data
% making expected progress(+) in maths Y2	100% (92%)	96% (87%)		No data
% achieving ARE Reading Y6	29% 8/28	34% 9/28		66%
% achieving ARE Writing Y6	14% 4/28	14% 4/28		74%
% achieving ARE GPS Y6	21% 6/28	27% 8/28		72%
% achieving ARE Maths Y6	32% 9/28	36% 10/28		70%
% achieving ARE Reading + Writing+ Maths Y6	14% 4/28	14% 4/28		53%
% making expected progress(+) in reading Y6	46%(21%)	64%(32%)		No data
% making expected progress(+) in writing Y6	34% (11%)	59%(25%)		No data
% making expected progress(+) in maths Y6	61% (50%)	87%(67%)		No data

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.	Lack of effective models of spoken English impacts on children's vocabulary, grammar and reading/writing attainment (99.1% pupils have English as additional language compared to 35.2% locally and 20.1% nationally)
B.	Lack of range of experiences impacts on vocabulary and imagination/creativity which in turn impacts on reading/writing attainment
C.	Lack of opportunities to meet with and work alongside children from different ethnic and socio-cultural backgrounds (97.4% pupils come from BME backgrounds compared to local average of 45% and National Average of 31.6%) RoL.
D.	Vast Majority of pupils' parents have not experienced Primary education in UK and are unaware of age related expectations or how to support their children

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

E	School is situated in most deprived ward in the country (IDACI) but only 22% eligible for FSM compared to 18.3% locally. This impacts on pupils aspirations, parental support, diet and general health and wellbeing
F	Our most recent survey of parents showed: Less than half of parents regard themselves as fluent speakers, readers or writers in English. An even smaller minority (41%) of parents regard themselves as competent at numeracy Smaller still is the minority of parents who regard themselves as ICT literate. Females appear less competent than males in all areas
G	The majority of our children live in overcrowded homes with parents working in part time (Restaurant/Taxi), low pay jobs (IDACI) This impacts on pupil aspirations and times/opportunities for parents to engage with/support their children at school, and also impacts on pupil attendance and punctuality

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	During school hours pupils have access to an enhanced number of adults who communicate with effective models of language, correcting errors as they arise.	The range of children's vocabulary and syntax is improved orally, which in turn, develops writing competence
B.	Children take up the wide range of opportunities offered, both within and beyond the school day that enhance the curriculum provision and encourage their holistic development.	Children can attach meaning to vocabulary in texts, can use a wider range of vocabulary in their speech and writing and can apply their learning from these experiences in creative and imaginative scenarios. That children are successful across the whole curriculum and feel empowered to take up opportunities outside school to further develop their talents
C.	Children and their families engage in opportunities provided to meet and work with families of different backgrounds	Confidence and empowerment of pupils and their families to venture beyond the immediate locality
D.	That families served by the school have raised aspirations and know how to support their children in achieving these goals.	Parents attend opportunities provided by school to develop their own skills and understand how to support their children in achieving the expectations of primary education in UK
E.	Families feel confident in approaching the school for support and engage in partnership with signposted services	Children enter 'school ready' being physically and emotionally supported and at age related expectations on entry to the school
F.	Parents become literate, numerate and computer savvy to be able to support themselves and have realistic aspirations for their children	Parent survey indicates that more parents have the skills to support their children to meet the age related expectations
G.	Parents are challenged and supported to ensure their children attend school regularly, on time and with appropriate equipment/ expectations to enable them to make the most of the learning opportunities on offer	Improved attendance and punctuality. Fewer persistent absentees

5.	6. 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 (<i>A Guaranteed Experience</i>)			Total budgeted cost :£96,190		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costs	Staff lead	When will you review implementation?
Reduce the number of children identified as malnourished or obese	Enhance opportunities for teaching effective Food Technology	Ensure staff are skilled and confident to teach Food technology in the classroom	IPC planning scrutiny Pupil and staff feedback	£3,500	G Pursey	Annual report to Curriculum sub committee
All pupils receive specialist support in developing creative curriculum	L2TA- Art Technician	To ensure all children are encouraged to develop their artistic talents to their	Art sketchbooks scrutiny	£16,000	M Ali M Rizwan	Annual report to Curriculum sub committee
	Contribution to music service Transport	To provide all Y4 pupils opportunity to learn to play guitar and Y4 pupils to play with the Halle orchestra	Annual report and feedback from specialist provider	£4,400 £500	R Woolfenden	
All pupils receive specialist support in developing skills in computing curriculum	IT Consultant Software/Training	To upskill staff and pupils on the expectations of the new computing curriculum	Development Plan Classroom observations Feedback to staff and pupils	£12,000 £6000	S Choudhury	Report to Curriculum Sub Committee
That children experience outdoor and adventurous education away from school	Robinwood Residential funded for Y5 pupils Castleshaw Residential Funded for Y4 pupils	To provide all Y4 and Y5 pupils with the opportunity to experience a residential visit with outdoor and adventurous activities	Evaluations on evolve Feedback from Pupils and staff	£14,000 £2,000 £2,870	R Aziz R Bibi R Woolfenden A Evans	Feedback to Curriculum sub committee
Pupils feel confident meeting and working with children from different cultural and socio economic background	School Linking Project Top Up	Providing children with structured opportunities to meet and work with English speaking peers to develop oracy	School development plan evaluation Planning group records Feedback from staff and pupils	£5,400 £1.400	S Hawthorne	Report by SMSC lead to Curriculum sub committee
To ensure all children have the skills to swim and save their own/someone else's life	Contribution to swimming service	To give all Y3 pupil opportunity to learn to swim meeting NC requirements	Certificates awarded Feedback from pupils, parents and staff	£4700 £2420	G Pursey	Spring term Curriculum sub committee
To ensure all children have access to a quality reading environment , support and access to quality reading materials	Development of school Library	To promote the love of reading, encourage and develop reading habits.	Feedback from pupils, parents and staff	£4000 £4000 £3000	L Bernard	Feedback to Governors Curriculum sub committee

To provide increased opportunities for sport participation	Installation of MUGA	Current provision for children is very limited by the school environment and footprint	Feedback from pupils parents and staff PE lead inset feedback	£10,000	G. Pursey T Bunn	Feedback to curriculum sub committee Sports award
ii.	Targeted support (<i>Targetted support for individuals and raising attainment in the curriculum</i>)				Total budgeted cost: £ 66,000	
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costs	Staff lead	When will you review implementation?
Improving Attendance	School Based Attendance officer Rewards for Regular/improved attendance	To monitor and identify children at risk of becoming persistent absentees. To develop a personalised and immediate school graduated response for working with parents to improve attendance	Termly review of attendance in Progress Reviews Collaborative working with SIAS to improve attendance and reduce persistent absences	£7500	Lutful Nessa	Termly at Governors Inclusion Sub Committee
Improving punctuality, supporting working parents, additional out of hours curriculum support	Breakfast Club- Staffing and Resources	Facilitating support for working parents and targetting pupils with attendance/punctuality issues. Providing breakfast and extended access to curriculum and social/emotional support	Regular feedback on attendance. Review of provision	£3000 £400	Ashraf Ahmed	Annual report to Governors Inclusion Sub Committee
Improved Social, Emotional and Mental Health of pupils	Access to school trained Counsellor	The referral process to external agencies is too long and most services are working at capacity so pupils fail to meet their thresholds for support	Feedback from Counsellor and class teachers (Senco)	£3800	Josie Cooke Sonya Amrooni	Termly reports to Governors/Inclusion sub committee
Reduce the number of children identified as malnourished or obese	Refine and develop the Family Service System in the dining room	Encourage pupils to eat the healthy choices provided by school catering service	Monitoring take up of school lunches Feedback from parents, pupils and catering service	£800	G Pursey O Khatun L Moulton	Annual report to Inclusion Sub Committee
Teaching Assistant with specialism in Numeracy	Employed to support learners throughout school Resources & Training	Data analysis indicates issues with early calculations contribute to individual under achievement. Lack of interventions or staff confidence/availability means additional support required	Progress reviews to identify pupils for intervention Timetables Feedback from lesson observations Feedback from staff & Pupils	£23,000 £4,000	S Hodges	Report to Curriculum and Standards sub Committee
Provision Of Forest School Curriculum	Maintaining staffing for Forest School Curriculum for Phase 1 and 2 pupils Resourcing	To provide KS1learners with experiences outside classroom to develop self confidence and language development To assist newly arrived pupils with language acquisition and relationships	Progress reviews to identify pupils for intervention Timetables Feedback from lesson observations Feedback from staff & Pupils	£8,000 £2,000	A Hepworth K Law	Report to Inclusion Sub Committee

Reading Support	L3 TA to work part time to support higher order reading skills through BRP project	To increase confidence and skills in higher order reading skills/comprehension	Progress reviews to identify pupils for intervention Timetables Feedback from lesson observations Feedback from staff & Pupils	£9,500 £4,000	L Bernard	Report to Curriculum and Standards Sub committee
iii.	Other approaches (Empowerment of Parents)			Total budgeted cost £32,700		
Desired outcome	Chosen action /approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costs	Staff lead	When will you review implementation?
That parents have high expectations and can support pupils' learning	Parent Support advisors	Data analysis shows need to have greater impact on parent before children come to school through positive parenting- identifying areas for development and empowering parents	Increased attendance at parent events. Positive feedback and relationship with parents	£16,500	Ashraf Ahmed	Termly to Inclusion sub committee
More children enter school' ready for learning'	Ready Steady Play- Resources and staffing Baby massage Resources and staffing	Evidence indicated few if any children access provision before Nursery. Children's centre was no longer able to support us with Stay and Play so we have established our own provision where we can directly target siblings as well as wider community to provide pre school experience in a familiar, local environment	Tracking of children who have attended. Session observation Feedback from staff and pupils	£2,500 £1000	Heather Codling	Regular feedback to Governing Body
That parents have high expectations and can support pupils' learning	Funding of SHAFLA parent project	To provide out of hours positive parenting and community development project	Targetted families invited to participate Attendance at SHAFLA Feedback from parents, staff and pupils	£1,700	S Hawthorne A Ahmed G Pursey	Feedback to Inclusion sub Committee SMSC report
That parents have high expectations and can support pupils' learning	Parent workshops	Providing resources for learning activities for parents and release of staff to facilitate	Attendance records Qualifications achieved Feedback from parents & Lifelong learning staff	£7,000	A Ahmed	Feedback to inclusion sub committee
Effective communication with families who cannot access languages supported by the school	Interpreter service	Growth in diversity within school has seen a rise in the Lone language learners within school. Access to interpreting service gives valuable parent and pupil support	Communication and engagement with families Feedback from families and interpreter service	£4,000	A Ahmed	Feedback to Inclusion sub committee