

St Hilda's CE Primary School Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	St Hilda's CE Primary				
Academic Year	2018-19	Total PP budget	£184,800	Date of most recent PP Review	September 2018
Total number of pupils		Number of pupils eligible for PP	140 %	Date for next internal review of this strategy	January 2019

2. Current attainment	Pupils eligible for PP				Pupils not eligible for PP (national average) 2017
	Estimate	Autumn	Spring	Summer	
% achieving GLD					66%
% achieving Y1 phonics standard					81%
% achieving ARE Reading Y2					74%
% achieving ARE Writing Y2					65%
% achieving ARE Maths Y2					73%
% achieving ARE reading+ writing+ maths Y2					60%
% making expected progress (+) in reading Y2					No data
% making expected progress(+) in writing Y2					No data
% making expected progress(+) in maths Y2					No data
% achieving ARE Reading Y6					66%
% achieving ARE Writing Y6					74%
% achieving ARE GPS Y6					72%
% achieving ARE Maths Y6					70%
% achieving ARE Reading + Writing+ Maths Y6					53%
% making expected progress(+) in reading Y6					No data
% making expected progress(+) in writing Y6					No data
% making expected progress(+) in maths Y6					No data

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
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		2018-19				Total £197,946
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 :£77865		
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?
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 full potential	Art sketchbooks scrutiny Annual report and feedback from teacher and pupils	£20,046	M Ali M Rizwan	Annual report to Curriculum sub committee. Action Plan evaluation
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 as a skill for life Supports Oldham Pledge	Development Plan Classroom observations Feedback to staff and pupils	£18,000	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. Supports Oldham Pledge	Evaluations on evolve Feedback from Pupils and staff	£14,000 £2,000 £2,870	R Woolfenden K Marshall S Wynne A Franklin L Taylor	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	J Cooke	Report by Out of Hours lead to 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 Commitment to sending books home as prizes etc	To promote the love of reading, encourage and develop reading habits. Staffing Furniture Books	Feedback from pupils, parents and staff	£11,500 £4000 £6000 £800	L Bernard	Feedback to Governors Curriculum 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	A Hepworth	Report to Inclusion Sub Committee

To ensure PP spend is monitored and outcomes analysed effectively	Appointment of a Pupil Premium Lead (TLR)	TLR Dedicated hours from a senior leader to monitor, analyse and report on PP outcomes	Through PM Targets. Timely reports and outcomes for pupils	£2719	A Khatun	Feedback to Full Governors and Curriculum sub committee
ii.	Targeted support (<i>Targetted support for individuals and raising attainment in the curriculum</i>)				Total budgeted cost: £85,361	
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	£13438	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)	£6200	Josie Cooke Sonya Amrooni Ashraf Ahmed	Termly reports to Governors/Inclusion sub committee
Reduce the proportion of children identified in NCMP report 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
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	£11,500	L Bernard	Report to Curriculum and Standards Sub committee

Speech and Language Support	To employ our own SALT specialist to ensure all identified children receive timely support	Too frequently children not receiving appropriate support sue to parents DNA and long waiting times for services	Appointment Made Children identified and timetable for support established Training budget for individual. assessment and outcomes monitored	£23.023	L Norman (J Cooke)	Report to Inclusion Sub Committee
iii.	Other approaches (Empowerment of Parents)			Total budgeted cost £34720		
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	£17720	Ashraf Ahmed	Termly to Inclusion sub committee
More children enter school' ready for learning'	Ready Steady Play- 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	£3,700 £2,300	H Khatun T Montgomery	Regular feedback to Governing Body
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