



Halfpenny Lane Junior, Infant and Nursery School Pupil Premium Strategy Statement

1. Summary information					
School	Halfpenny Lane Junior, Infant and Nursery School				
Academic Year	2018/19	Total PP budget	£105,242	Date of most recent PP Review	July 2018
Total number of pupils		Number of pupils eligible for PP	96	Date for next internal review of this strategy	September ‘19
2. Current attainment in KS2					
	Year 6 all in 2018 (58 pupils)		Pupils eligible for PP in 2018 (19 pupils)	Pupils not eligible for PP 2018 (national average)	
% achieving in reading, writing and maths	59%		42%	67%	
% achieving in reading	67%		47%	77%	
% achieving in writing	72%		74%	74%	
% achieving in maths	78%		74%	76%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Pupils who are eligible for PP are making less progress compared to other Non PP children nationally. Also PP are making less progress than Non PP children in our school, significantly in Reading.				
B.	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 1, particularly in Reading and Writing. This prevents sustained high achievement in Key Stage 2.				
C.	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 2 – significantly less in Reading and just below in Maths. This prevents sustained high achievement, especially in Reading.				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Low attendance of children who are eligible for PP. This meant that in 2018 the persistent absence for PP children was higher than national.				
E.	Children have limited opportunities for out of school activities/experiences. This impacts on their knowledge and understanding of the world, their general knowledge, imaginations and vocabulary. This in turn impacts directly onto Writing and Reading attainment.				
F.	Low self-esteem and resilience				
4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	

A.	<p>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2 and disadvantaged pupils' progress will increase, especially in Reading & Writing (KS1).</p> <p>Outcomes comparison between 2017 and 2018 for DA children:</p> <table><tr><td></td><td>2017</td><td>2018</td><td>Gap</td></tr><tr><td>KS1 Expected Standard Reading</td><td>58%</td><td>58%</td><td>0</td></tr><tr><td>KS1 Expected Standard Writing</td><td>58%</td><td>50%</td><td>-8</td></tr><tr><td>KS1 Expected Standard Maths</td><td>50%</td><td>67%</td><td>+17</td></tr><tr><td>KS2 Expected Standard Reading</td><td>25%</td><td>47%</td><td>+22%</td></tr><tr><td>KS2 Expected Standard Writing</td><td>50%</td><td>74%</td><td>+24%</td></tr><tr><td>KS2 Expected Standard Maths</td><td>58%</td><td>74%</td><td>+16%</td></tr></table>		2017	2018	Gap	KS1 Expected Standard Reading	58%	58%	0	KS1 Expected Standard Writing	58%	50%	-8	KS1 Expected Standard Maths	50%	67%	+17	KS2 Expected Standard Reading	25%	47%	+22%	KS2 Expected Standard Writing	50%	74%	+24%	KS2 Expected Standard Maths	58%	74%	+16%	<ol style="list-style-type: none">1. Improvement in the number of DA children reaching the expected standard at KS1 and KS2 in comparison to 2018.2. Progress gap between DA children and non DA children, in school & nationally, will close.
	2017	2018	Gap																											
KS1 Expected Standard Reading	58%	58%	0																											
KS1 Expected Standard Writing	58%	50%	-8																											
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B.	<p>Progress for disadvantaged children across school will be at least in line with other children.</p>	<ol style="list-style-type: none">1. Progress gap between DA children and non DA children will close.2. Progress of DA children will be closer to national other children.																												
C.	<p>Attendance of disadvantaged children will increase, and the gap in comparison to other children will decrease.</p>	<ol style="list-style-type: none">1. Attendance of DA children will increase from 93.9% to 95%2. Attendance gap between DA children and other children will narrow to -1%																												
D.	<p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p> <p>Will be measured through:</p> <ul style="list-style-type: none">• Tracking intervention impact• Analysis of wider opportunities provided for DA children	<ol style="list-style-type: none">1. Intervention tracking will show clear impact at a fine level.2. Successful intervention outcomes will be mirrored in whole school tracking of attainment and progress of DA children.3. Analysis of wider opportunities will show that DA children have had better access to the curriculum which may also be seen in whole school tracking of attainment and progress of DA children.																												

5. Planned expenditure				
Academic year	2018-2019			
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?	When will you review implementation?
A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2. Progress for disadvantaged children across school will be at least in line with other children.	Interventions teacher for Year 6 Ensure training is provided for Maths/English subject areas. (Abraxas)	The additional teacher enables a more focussed approach to targeting DA children, both by the teacher working with DA children, or by reducing numbers in class to enable the class teacher to provide more support. Evidence from the EEF shows that small group tuition can accelerate learning by 4 months.	Intervention teacher will be part of the normal monitoring calendar and will be part of scrutinies and observations. Intervention teacher will be part of the pupil progress meetings and identified children who have been targeted will be monitored. Whole school termly pupil progress meetings focussing on all pupils. Discussing whole year group cohorts as well as individual classes. Extra adult support for classes throughout school.	Termly (through pupil progress meetings)
A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2. Progress for disadvantaged children across school will be at least in line with other children.	Booster classes resources Classroom learning equipment purchased for DA children Ensure training is provided for Maths/English subject areas. (Abraxas)	All DA children will receive resources for booster classes to ensure they have access to the same resources as Non- DA peers. It will also enable them to take part in the small group booster classes effectively. Evidence from the EEF shows that small group tuition can accelerate learning by 4 months.	Smaller booster session groups. Use of expenditure to purchase the intervention materials. Whole school termly pupil progress meetings focussing on all pupils. Discussing whole year group cohorts as well as individual classes. Extra adult support for classes throughout school.	Termly pupil progress meetings.

A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.	KS1 interventions (KC)	The additional teacher enables a more focussed approach to targeting DA children, both by the teacher working with DA children, or by reducing numbers in class to enable the class teacher to provide more support.	Intervention teacher will be part of the normal monitoring calendar and will be part of scrutinies and observations. Intervention teacher will be part of the pupil progress meetings and identified children who have been targeted will be monitored.	Termly (through pupil progress meetings)	
Progress for disadvantaged children across school will be at least in line with other children.	EYFS interventions	Evidence from the EEF shows that small group tuition can accelerate learning by 4 months.	Whole school termly pupil progress meetings focussing on all pupils. Discussing whole year group cohorts as well as individual classes. Extra adult support for classes throughout school.		
A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.	Accelerated Reader renewal cost	Figures show that DA children have lower reading ages on average than Non-DA peers. DA children may not have access to books at home therefore reading less.	Half termly age checks used from accelerated reading programme to support assessments. This will feed into pupil progress meetings.		
Progress for disadvantaged children across school will be at least in line with other children.	Accelerated Reader further book budget	Evidence from the EEF indicates that Reading Comprehension strategies such as this can accelerate learning by 5 months.			
Total budgeted cost					£34,447
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?
Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.	Learning Mentor	Disadvantaged children, because of home/life circumstance, have low self-esteem. Having that safe place/person to speak to at school. Evidence from the EEF shows that Behavioural Interventions can accelerate learning by 4 months.	Weekly inclusion meetings with SLT updating children on case load.	J Parkinson K Gawthorp	Weekly in SLT meetings.

<p>Attendance of disadvantaged children will increase</p> <p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	Parent Involvement Officer	<p>% of Persistently absent disadvantaged children 2017/2018 was over 15%.</p> <p>Evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.</p>	Weekly inclusion meetings with SLT updating children on case load.	<p>J Parkinson</p> <p>K Gawthorp</p> <p>S Evans</p>	Weekly in SLT and Inclusion meetings.
<p>Attendance of disadvantaged children will increase.</p> <p>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</p> <p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	Breakfast Club (& reading intervention) – allocated provision for free attendance on a daily basis for 10 children.	<p>This helps with punctuality and attendance of DA children who access the provision as often DA children who do not can have poorer attendance.</p> <p>Children will have a daily reading intervention as part of their Breakfast Club routine.</p> <p>Figures show that DA children have lower reading ages on average than Non-DA peers.</p> <p>DA children may not have access to books at home therefore reading less.</p>	<p>Children will be allocated free spaces to breakfast club and monitored for attendance on a weekly basis.</p> <p>Half termly age checks used from accelerated reading programme to support assessments. This will feed into pupil progress meetings.</p>	<p>J Parkinson</p> <p>S Mcloughlin</p> <p>K Gawthorp</p>	Half termly.
<p>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</p> <p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p> <p>Attendance of disadvantaged children will increase.</p>	Extra Phonics Club – before school	<p>Figures show that DA children have lower reading ages on average than Non-DA peers.</p> <p>DA children may not have access to books at home therefore reading less.</p> <p>This helps with punctuality and attendance of DA children who access the provision as often DA children who do not can have poorer attendance.</p>	<p>Children will be monitored for attendance on a weekly basis.</p> <p>Half termly age checks used from Read Write Inc programme to support assessments. This will feed into pupil progress meetings.</p>	<p>J Parkinson</p> <p>S Mcloughlin</p> <p>K Gawthorp</p>	Half termly.

<p>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</p> <p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	Speech and Language Therapy	<p>Specialist support from trained experts improves children's speech and language skills and helps children overcome language barriers.</p> <p>Evidence from the EEF suggests that Oral Language Interventions can accelerate learning by 5 months.</p>	The language specialist updates our SENCO and periodic assessments are carried out.	<p>K Gawthorp</p> <p>F Holmes</p>	Half-termly
Total budgeted cost					£49,547
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?
Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.	Choices Programme	<p>Provide opportunities for special education experiences they wouldn't usually be able to access.</p> <p>Outdoor Adventure Learning can lead to an acceleration of 3 months of learning, according to the EEF.</p>	SLT meetings & discussions with ECT.	<p>J Parkinson</p> <p>K Gawthorp</p> <p>M Camm</p>	Termly
Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.	Educational visits	<p>Provide opportunities for special education experiences they wouldn't usually be able to access.</p> <p>Outdoor Adventure Learning can lead to an acceleration of 3 months of learning, according to the EEF.</p>	SLT meetings- discuss appropriate financial support for disadvantaged children.	<p>J Parkinson</p> <p>K Gawthorp</p> <p>S McLoughlin</p>	Trip by trip basis.

<p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p> <p>Attendance of disadvantaged children will increase.</p>	Extended Schools	<p>Disadvantaged children, because of home/life circumstance, have low self-esteem. Having that safe place/person to speak to at school.</p> <p>Evidence from the EEF shows that Behavioural Interventions can accelerate learning by 4 months.</p> <p>This helps with punctuality and attendance of DA children who access the provision and evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.</p>	Weekly inclusion meetings with SLT updating children case load.	<p>J Parkinson</p> <p>K Gawthorp</p> <p>S Evans</p> <p>F Holmes</p>	Weekly in SLT meetings.
<p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p> <p>Attendance of disadvantaged children will increase.</p>	FEET – reading, language & parental links.	<p>Evidence from the EEF suggests that Oral Language Interventions can accelerate learning by 5 months.</p> <p>Figures show that DA children have lower reading ages on average than Non-DA peers.</p> <p>DA children may not have access to books at home therefore reading less.</p> <p>This helps with punctuality and attendance of DA children who access the provision and evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.</p>	Extended Leadership Team weekly meetings.	<p>J Parkinson</p> <p>R Brennan</p>	Termly
<p>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</p>	Free Music lessons	Provide opportunities for special education experiences they wouldn't usually be able to access.	Monitored for attendance on a weekly basis.	<p>J Parkinson</p> <p>S McLoughlin</p>	Half termly
<p>Ensure disadvantage children have access to nutritional food/milk.</p>	<p>Free School Meals</p> <p>Free Milk</p>	<p>Evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.</p> <p>Using the role of the sports coach children will work in groups to learn about healthy eating and healthy lifestyles.</p>		<p>Admin team</p> <p>S McLoughlin</p> <p>R Keith</p>	Termly
Total budgeted cost					£21,248