



Pupil premium strategy statement: Hipswell Church of England primary School

Evaluation 2018-2019

1. Summary information					
School	Hipswell Church Of England Primary School				
Academic Year	2018-2019	Total PP budget	£76840	Date of most recent PP Review	n/a
Total number of pupils	196	<u>Number of pupils eligible for PP</u> <ul style="list-style-type: none"> Free School Meals 32 x £1320=£42240 100 Service Pupils Ever6 x£300=£30000 Leaving Care 2 X£2300 +£4600 TOTAL =£76840	32 FSM 2 LAC 100 Service	Date for next internal review of this strategy	July 2019

2. Current attainment 2019	<i>All pupils Hipswell</i>	<i>Service Pupil Premium Hipswell</i>	<i>Disadvantaged Pupil Premium Hipswell</i>	National Results 2018
Attainment for: July 2019 KS2	26 pupils	12	8	
% achieving expected standard or above in reading, writing and maths	65%	66%	63%	64
% achieving expected standard or above in reading	77%	92%	75%	75
% achieving expected standard or above in writing	73%	66%	63%	78
% achieving expected standard or above in maths	77%	75%	63%	75
Attainment for: July 2019 KS1	30 pupils	18	4	
% achieving expected standard or above in reading	73%	78	50%	75
% achieving expected standard or above in writing	73%	72	75%	70
% achieving expected standard or above in maths	73%	72	75%	76
Attainment for: July 2019 FS	27	20	0	
Good Level of Development	70%	70	0	N.Yorks LA (72.5%) National (71%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
To build on the success of the 2017-2018 action plan and continue to overcome the following barriers:		
A.	Low starting points, Low aspirations	
B.	Low rates of progress.	
C.	Behaviour, social & emotional	
D.	Support from home including lack of routines/boundaries, sleep, food, support with homework	
E.	Mobility	
F.	Poor reading/phonics/spelling skills	
G.	Attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i> <i>The number on roll has increased. The class structure has changed to seven single year groups. In this climate, Hipswell aims to consolidate and further develop the achievements from 2017-2018.</i>	<i>Success criteria</i>
A.	PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	PP pupils make equal or better progress and attainment in RWM in all year groups with emphasis on Year 2 and Year 6. PP pupils achieve equal attainment in GLD.
B.	PP pupils make at least expected progress throughout the school	PP pupils make equal or better progress in RWM
C.	Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Fewer incidents and exclusions. Pupils respond to behaviour strategies and recognise they have choices and can often resolve their own issues. Pupils can articulate their feelings, emotions. Vulnerable pupils receive support through an Emotional First Aid approach.
D.	Parents/carers greater involvement in their children's learning, they can readily access support from school.	Parents are able to support their children at home. Home/school reading record is a form of communication. Parents can access information to support them with their children , eg on the website, information leaflets, through workshops Parents can access family learning and Emotional First Aid support. Education Psychologist-9 days across the whole year allocated to PP Service pupils and families will provide essential support and allow parents and carere to have greater successful involvement in their child's learning and development.

E.	Issues around mobility are minimal.	Pupils settle quickly, feel safe secure. School track, record, assess and monitor accurately and make appropriate provision. Pastorally pupils benefit from Hipswell Heroes
F.	PP children's reading/phonics/spelling improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children use phonics/spelling skills to support their writing Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
G.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Prevention Service involvement will not be needed Attendance for the children is in line with national at 96% or above.

5. Planned expenditure

Academic year

2018/2019

The two 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	Cost/Provision	
(A).PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	-Ensure low adult to pupil ratio as much as possible throughout school. -Additional adult support in classrooms directed by the class teacher Effective additional adult support used successfully -Track and monitor all pupils accurately -Parent classes linked to supporting their child with English and Maths and the development of their own parenting skills Additional 30 hour support for 15 weeks Autumn term in the new Reception class.	- Small classes benefit PP & non PP - Supports EYFS pupils making the best progress possible on entry from typical low starting points. -Allows any gaps in prior learning and development to be addressed. -To develop the characteristics of effective learning – self esteem, perseverance, resilience and confidence.	EYFS Action Plan formulated by HT in consultation with EYFS team. HT regular informal and formal meetings with EYFS leader.. SLT monitor progress and attainment through Assessments and progress meetings.	J.S (HT) JG (EYFS Leader)	SENco additional time £3825 TA Staff £8000(SK) £9507(KD) £12377(DP) £9778(CC) £9654(SD) Additional Staff September to December £4100	End of Key Stage 2 At the end of Key Stage 2, Service Pupils (12 pupils) did as well as children in Reading, Writing, Maths and English Spelling and Punctuation. Reading, Writing and Maths combined 66% Reading 92% Writing 66% Maths 75% At the end of KS2, Disadvantaged Pupils (8 pupils) attainment was slightly below the attainment of all pupils in Reading, Writing, Maths and English Spelling and Punctuation. Reading, Writing and Maths combined 63% Reading 75% Writing 63% Maths 63%

In KS2, 73% of pupils were working at or above the Age Related Expectation in Reading compared to 92% Service pupils, and 75% disadvantaged pupils.

In KS2, 78% of pupils were working at or above the Age Related Expectation in Writing compared to 63% Service pupils, and 66% disadvantaged pupils.

In KS2, 79% of pupils were working at or above the Age Related Expectation in Maths compared to 75% Service pupils, and 63% disadvantaged pupils.

End of Key Stage 1

At the end of Key Stage 1, **Service Pupils** attainment was slightly below all children in Reading, Writing, Maths and Science.

Reading, Writing and Maths combined 61%

Reading 78%

Writing 72%

Maths 72%

In Year 2, the 4 **Disadvantaged pupils** attained lower than all pupils in Reading and were in line with all pupils writing standard.

Reading, Writing and Maths combined 50%

Reading 50%

Writing 75%

Maths 75%

Across the whole of KS1

In KS1 73% **of all pupils** were working at or above the Age Related Expectation in Reading compared to 78% Service Pupils, and 50% Disadvantaged Pupils.

In KS1, 78% **of all pupils** were working at or above in Writing compared to 72% of service pupils and 75% of **disadvantaged pupils**.

						<p>At the end of EYFS, Service pupils performed just as well as all pupils with 70% Service Pupils attaining a Good Level Of Development compared to 70% of all pupils.</p>
<p>(B) PP pupils make at least expected progress throughout the school</p>	<p>Ensure low adult to pupil ratio as much as possible throughout school. Additional adult support in classrooms directed by the class teacher Effective additional adult support used successfully -Track and monitor all pupils accurately</p> <p>Assertive Mentoring</p> <p>Meetings termly-Teacher and pupil</p> <p>Year 6 booster class sessions</p>	<p>Allows any gaps in prior learning and development to be addressed.</p> <p>-All pupils access quality first teaching supported by effective teaching assistants</p> <p>-To develop the characteristics of effective learning – self esteem, perseverance, resilience and confidence. Reception Pupils induction effective</p> <p>Assertive Mentoring meetings set targets for improvement</p> <p>As a result of Booster class sessions for Year 6, Children make expected progress and attain expected levels.</p>	<p>SLT monitor progress and attainment through:-</p> <ul style="list-style-type: none"> • Assessments and progress meetings. • Classroom observations • Work scrutinies • Pupil conferencing • Link Governor visits • School Improvement Committee for the Governing Body 	<p>J.S (HT)</p> <p>SLT</p> <p>Gov SIC</p>	<p>TA Staff</p> <p>Assertive Mentoring Meetings £1800</p> <p>Booster £1200</p> <p>Smaller class sizes in UKS2 £7586</p>	<p>End of Key Stage 2 At the end of KS2, Service Pupils made expected or greater than expected progress in Reading, Writing and Maths.</p> <p>At the end of KS2, Disadvantaged Pupils made expected or greater than expected progress in Reading, Writing and Maths. Above -5 is in line with the national expectations. Reading 3.33 Writing -1.34 Maths 1.7</p> <p>Service Pupils made expected or greater than expected progress in Reading, Writing and Maths in KS2.</p> <p>Throughout KS2, in general, Service Pupils and Disadvantaged pupils make expected or better than expected progress.</p> <p>End of Key Stage 1 The progress of the Service Pupils was slightly below all pupils in Reading, Writing and Maths.</p> <p>Disadvantaged Pupils made expected or greater than expected progress in Reading, Writing and Maths in KS1.</p>
<p>(C).Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>-Ensure implementation of behaviour strategies/policy consistent -Ensure the agreed school values underpin all that we do -PSHE (and SEAL)curriculum – whole school approach</p>	<p>-whole school approach vital to successful impact for PP and non PP -Strategies to support vulnerable children such as Circle time, EFA are consistently implemented.</p>	<p>PSHE/Curriculum detailed action plan. Golden Time rewarding good behaviour log SLT monitoring through record of incidents/pupil conferencing/work scrutiny</p>	<p>J.S (HT)</p> <p>SLT</p> <p>KD (EFA lead)</p>	<p>TA Staff KD</p>	<p>A low number of behaviour incidents.</p> <p>The impact of support for children's emotional well-being through Emotional First Aid, working with Emotion Champions was positive.</p>

	-Value of pupil voice – through circle times -Involvement of EMS BSED -Emotional First Aid mentors					
(D) Parents/carers greater involvement in their children's learning, they can readily access support from school.	-Further improve home/school communication – reading record way of communicating, considerable amount of information via website, giving hints/tips how to help at home, Communicating through OurSchools App, Facebook Parents information afternoons -Parenting classes Reception-ChatterBox- Family Adult Learning Relaunch of the Reading Challenge which emphasises the importance of reading at home and engages parent and child support. Ensuring full attendance at Parents Evenings (child care provided) Introduce Seesaw	- Communication key to supporting PP pupils at school. -Many parents willing to help their children but require guidance with this, particularly academic aspects. -My Maths KS2 which engages, supports and targets areas to develop –pupils can continue this learning at home. Many parents will hear their child read frequently (Reading Challenge) Parents are able to attend parents evening and work in partnership with the school in supporting their children with their education	Survey to parents about communication. Informal feedback from parents. Mathematics analysis of the impact of My Maths. Reading Challenge-100% of the school pupils to reach at least half way each term. 66% of the school pupils to complete the termly Reading Challenge.	J.S (HT) SLT EYFS Leader	TA Staff Reading Challenge My Maths Parents workshops /training £1000 Child care provided for Parents evenings £640	Parents agreed that the school keeps the parents well informed about their child's progress and with how they can support their child at home with their learning. Home work is set weekly. As a result of a Reception and Year 1 information afternoons, parents felt better placed to support their child's learning with phonics and writing.
(E) Issues around mobility are minimal.	System in place to settle new pupils, buddies, Lunch Time (Hipswell Heroes) provides pastoral support Assessment of pupils on entry to school using records and GL Assessment– identify strengths, any concerns, input into TT	Pupils need to feel happy, safe and secure first and foremost School initial assessment need to be accurate to ensure progress and attainment can be monitored. Involvement of teachers raises awareness amongst adults, any issues/concerns swiftly identified and addressed.	Pupil conferencing. SLT follow up through progress meetings and monitor TT. Allocated time on staff meeting for PP updates, termly.	J.S (HT) SLT Teachers Gov SIC	Lunch Time Club £585	As a result of effective procedures, children settle well into their new school and "hit the ground" running. Records from the previous schools and GL assessment confirms on entry data and informs future planning.

	PP Data Class record updated termly by teachers and monitored by HT	Admin Assistant/Mobility coordinator organises welcome board and leavers board photographs and information.				
(F) PP children's reading/phonics/spelling/English Grammar punctuation, spelling and Grammar, Writing improves in line with non-pp children	Whole school approach to the teaching of English and reading. Effective and purposeful marking. Daily group phonics sessions KS1 Reading Challenge Additional Adults provide opportunities for additional reading, Guided Reading and Phonics. Regular visits to the library-school, community and Year 5/6 Risedale.	Pupils enjoy reading. Standards improve in Phonics, English Spelling Punctuation and Grammar, Writing. Embedding a systematic approach to teaching of reading, phonics/spelling will impact positively on outcomes.	SLT monitor progress and attainment through:- <ul style="list-style-type: none"> Assessments and progress meetings. Classroom observations Work scrutinies Pupil conferencing Link Governor visits School Improvement Committee for the Governing Body 	J.S (HT) SLT	TA Staff	Standards in phonics have been maintained with 79% of Year 1 pupils meeting the expected standard. Service Pupils- 81% 1 Disadvantaged 100% Standards in English Punctuation and Spelling have increased with 85% of Year 6 pupils attaining the expected standard or higher. Service Pupils 83% Disadvantaged 88%
(G) The attendance of PP children improves	Whole school systematic approach to attendance – including certificates, Sirius Attendance Hero, rewards, letters home, information on newsletters, Follow up on non-attendance daily Ensure that school is an exciting and fun place to be - Children want to come to school.	Systematic, whole school approach will have greater impact. Providing motivation for pupils to want to be at school – attendance rewards and inspirational curriculum!	Admin Assistant/Mobility coordinator – one of main roles to follow up attendance. Attendance recorded weekly and shared with parents/pupils.	J.S (HT) SLT	Mobility Leader £7788 (3 fifths of MD)	Attendance rates are in line with the national averages 95.5%

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	Cost	
(A) .PP pupils from low starting points make accelerated progress and attain	Through Target Tracker ensure assessments and monitoring is tracked carefully and reviewed.	To ensure all PP make best possible progress must track accurately from point of entry.	SLT responsibility, can monitor TT remotely, Through progress meetings	J.S (HT) SLT Gov SIC	SENco TA Staff	As a result of effective teaching, learning and assessment, progress meetings and support from agencies (where appropriate)

equal to non PP pupils.	Through progress meetings identify any concerns and set agreed actions/intervention for individual/groups. Individual referrals made as appropriate to EMS – learning, communication, behaviour/social/emotional.	Progress meetings provides opportunity for teachers to raise any individual concerns and for SLT to follow up any issues and assess impact.				Service pupils make, in general, expected or greater than expected progress in all year groups. Disadvantaged pupils make, in general, expected or greater than expected progress in all year groups.
(B) PP pupils make at least expected progress throughout the school	Identified PP and their learning and emotional needs are met through effective planning and successful deployment of support staff.	To ensure all PP make best possible progress must track accurately from point of entry. Progress meetings provides opportunity for teachers to raise any individual concerns and for SLT to follow up any issues and assess impact.	SLT responsibility, can monitor TT remotely, Through progress meetings	J.S (HT) SLT Gov SIC All Staff	TA Staff	See above
(C) .Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	SENDCo designate time to work with EMS provision particularly for behaviour. Individual referrals when appropriate. Current interventions include – 1 to 1 counselling, 1 to 1 working with Behaviour/Emotional/Social wellbeing Specialist, Pastoral Support through Hipswell Heroes Pupil ready for learning at the start of the school day	Some individuals need very specialist support or interventions tailored to meet their needs. Evidence suggests over last couple of years positive impact Hipswell Heroes has had on some individuals. Breakfast Club subsidies ensure pupils are ready to learn at the start of the school day. Punctuality also improved.	EMS provision- outside agency they evaluate their interventions Through observing/discussing with individuals who have had accessed to this support and parental feedback. Feedback from pupils who attend Hipswell Heroes.	J.S (HT) SLT	Brfst.Club £1000 One to one-Disadvantaged £3600	Subsidised Breakfast Club, Travel arrangements to school, Lunch time Pastoral clubs linked to Hipswell Heroes, Support from Emotion Coaches has supported children with their emotional and behavioural needs and they have accessed their learning successfully. As a result of a highly effective SENCo, PP children have benefitted from positive intervention and a large percentage have made expected or greater than expected progress.
(D) Issues around mobility are minimal.	Pupil Premium Tracker Record – ensures teachers identify what they do for every PP in school, progress the individuals are making	System in place ensures PP pupils’ under constant review. Can clearly identify any issues and address.	Allocate staff meeting time, Deadline set for completion and given to HT	J.S (HT) SLT Gov SIC	All staff	As a result of effective procedures, children settle well into their new school and “hit the ground” running.

	and impact of any intervention/actions.					Records from the previous schools and GL assessment confirms on entry data and informs future planning.
(E) PP children's reading/phonics/spelling improves in line with non-pp children	<p>Target pupils for additional reading with adults. 1 to 1 sharing of a book in a positive way.</p> <p>The new curriculum will allow for more boy friendly books to be incorporated at whole school/class level.</p> <p>Additional phonics for pupils who are falling behind – class/group level. – additional sessions with TA,</p> <p>Computer program for Maths-EasiMaths</p>	<p>Pupils reading will improve if they read, share and discuss a book regularly and will build their enjoyment and confidence.</p> <p>Daily Phonics sessions for small groups take place in KS1.</p>	<p>Identified pupils through progress meeting and PP tracker – this is followed up by SLT.</p> <p>Progress is measured</p>	<p>English Leader J.S (HT)</p> <p>SLT</p>	<p>TA Staff</p>	<p>Standards in phonics have been maintained with 79% of Year 1 pupils meeting the expected standard. Service Pupils- 81% 1 Disadvantaged 100%</p> <p>Standards in English Punctuation and Spelling have increased with 85% of Year 6 pupils attaining the expected standard or higher. Service Pupils 83% Disadvantaged 88%</p>
(F) The attendance of PP children improves	<p>Attendance monitored carefully and followed up. If attendance below 95% follow up – letters to parents, Involvement of Prevention Team</p> <p>Work in partnership with some individual families. Awards given for good attendance</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p> <p>Additional support for Learning and Educational Visits and Visitors.</p>	<p>Attendance will be monitored half termly, Any absence will be addressed immediately.</p>	<p>J.S (HT)</p> <p>SLT</p>	<p>Additional Educational visits and events £1000</p>	<p>Attendance rates are in line with the national averages 95.5%</p>

Specific allocation of funding	
Cost	Staffing
£7788	18 hours per week Mobility Coordinator

£3825	Additional SEN/Assistant Headship time managing mobility including liaising with transferring schools and supporting vulnerable children with emotional and academic needs on a regular basis.
£4100	Additional adult support 30 hours September to 31 ST December EYFS
£9654	Appointment of additional Upper KS2 Advanced Teaching Assistant to support vulnerable pupils with their academic progress and with their well-being. (assessments on admission –GL Assessment) (proportion of SD)
£12377	25 hours per week additional KS1 staff.(DP)
£9778	25 hours per week additional KS1 staff. (CC)
£9507	23 hours per week additional KS2 staff and Emotional First Aid Leader. (KD)
£1800	Assertive Mentoring pupil to teacher termly meetings. 1.5 days supply at £240 per day x 5 teachers x 3 terms=£1800
£585	HMS Heroes Clubs. 4 days x (1 staff X 2 weekly sessions at 45 mins each) x 39 weeks @£10 per hour= £585
£1200	Year 6 Booster classes 10 afternoons @£120 per afternoon= £1200.
£7586	Smaller class sizes in UKS2
Cost	Parental Support
£1000	Parents Classes for Nursery, Reception and Year 1 pupils linked to English and Maths.

£640	Provision of child care for Parents Evenings. 4 staff at 4 hours x 4 evenings @£10 per hour=£640
Cost	Attendance/Punctuality
£500	Breakfast Club subsidy.
£1500	Travel subsidy
£1000	Additional support for Learning and Educational Visits and Visitors.
Cost	Targeted one to one
£4000	5 hour weekly support for two identified disadvantage pupils (1 hour per day).
Total £76840	