

Holly Hill Methodist CofE Infant School Pupil premium strategy

1. Summary information					
School	Holly Hill Methodist CofE Infant School				
Academic Year	2019-2020	Total PP budget	£136260	Date of most recent PP Review	09/2019
Total number of pupils	159	Number of pupils eligible for PP	98 (62%)	Date for formal internal review of this strategy	07/2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	57%	65%
% making expected progress in reading (as measured in the school)	89%	
% making expected progress in writing (as measured in the school)	86%	
% making expected progress in mathematics (as measured in the school)	86%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor oral language skills
B.	Parental engagement
C.	Emotional well being
D.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Poor attendance
F.	Deprivation impacting on life skills and opportunities

4. Intended outcomes		Success criteria
A. 	Improving attendance for pupil premium children is in line with National average of 96%	<ul style="list-style-type: none"> Attendance and punctuality closely monitored, acted upon quickly so that families and children are supported by learning mentors, senior leaders and relevant outside agencies. Breakfast club for eligible children starting at 8.30am ensuring children are in school, fed and on time.
B.	Ensure pupil premium children achieve in line with other children nationally.	<ul style="list-style-type: none"> Quality First teach is paramount to the success of closing the gaps and accelerating learning for our pupil premium children. <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” (Education Endowment Foundation)</p> <ul style="list-style-type: none"> Improving outcomes in reading and vocabulary are a whole school focus. Robust interventions are delivered closing the gaps and accelerating learning. Emotional wellbeing is supported. Attendance and punctuality closely monitored, acted upon quickly so that families and children are supported by learning mentors and relevant outside agencies. Communication and language is improved in Early Years by using ‘Wellcomm’ and the support of a speech and language therapist and a variety of language enriching experiences.

5. Review of expenditure 18/19

Previous Academic Year

2018-2019 we received £129,360 Pupil Premium Funding

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Close the gaps through robust interventions in Early Years and Key Stage One.	Accelerate progress for pupil premium children to ensure attainment is the same nationally as non pupil children.	Reading, Writing and Maths pupil premium children 58% Below expected outcome Reading, Writing and Maths non pupil premium children 83%	New experienced staff employed, improved stability in Key Stage one this year. Support staff working closely with class teachers ensuing consistent approaches to quality first teach.	£76,795
Employment of one full time learning mentor and one part time learning mentor to support emotional well being.	Children and families to be supported with emotional difficulties, improve attendance and improve behaviour in school.	Improved behaviour in school, less incidents recorded in behaviour books. The children's emotions every day indicated that the children were happier in school.	More nurture groups are needed for vulnerable children	£29,180

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide a subsidized breakfast club starting at 8.30am for pupil premium children.	Improve punctuality and attendance of pupil premium children.	Punctuality/ attendance improved and children were ready to learn because they had eaten breakfast.	Continue with breakfast club. Re launch breakfast club to engage persistently late children. Senior leaders to work closely with learning mentors to implement effective strategies to engage and support the parents of the persistently late/absent children.	£635

Assess, plan and deliver communication and language interventions using Wellcomm. Complex needs supported by speech and language therapist.	Develop children's communication and language skills across Early Years.	Pupil premium children achieving a good level of development 42% Non Pupil premium children achieving a good level of development 87% 72% achieved ELG for CAL.	Wellcomm will continue and be delivered by one experienced member of staff.	£14,872
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide trips and extra curricular activities free of charge to all PEPP.	Improve vocabulary as the children will be able to share their experiences.	72% of PEPP children achieved ELG in CAL in Reception 42% of Pepp children achieved ELG in Reading in Reception. 75% of Reception Pepp children made expected progress and 35% of Reception Pepp children made accelerated progress in Reading. 66% of year 1 pepp children achieved expected level in Reading. 74% of year 1 Pepp children made expected progress and 24% made accelerated progress in reading. 58% of year 2 PEPP children achieved expected standard in Reading. 89% year 2 children made expected progress and 47% made accelerated progress.	Wow days will continue to compliment quality first teach providing exciting new life experiences for our most disadvantaged children. New strategies in 2019-2020 will be implemented to improve vocabulary across school.	£7878

6. Planned expenditure

Academic year

2019-2020, we expect to receive £136,260

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all:

Action	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
1. Senior leaders in school to create and implement a strategic plan to ensure PEPP children achieve in line with other children nationally.	Staff performance management targets link to whole school improvement of ensuring PEPP children achieve in line nationally.	<p>Improve accountability and clear measurable targets are set for teaching staff to raise standards in teaching and learning to ensure PEPP children are working at the expected level and engaged in their learning. 'Wow' days and trips are planned to enrich the children's life experiences.</p> <ul style="list-style-type: none"> Teachers ensure parents are well informed of their child's progress and parents attend workshops/parent consultations to support learning at home. 	<ul style="list-style-type: none"> Attainment and progress is tracked and analysed every half term to highlight children needing intervention. Robust monitoring and evaluation timetable in place to ensure quality first teaching. Performance management targets reviewed with regular professional development opportunities ensuring targets are being met and teachers are supported and developed. 	SLT	<ul style="list-style-type: none"> Pupil progress meeting every half term. Performance management meetings October, February, July Parent workshops held every term to engage and develop knowledge of parents. Parent consultations every half term. Parental feedback gathered termly

<p>2 Support, develop and raise children's communication and language skills across Early Years</p>	<p>Assess and teach the children using the 'Wellcomm program' ensuring a consistent approach to assessment and teaching.</p> <p>Support of a specialist language therapist.</p>	<ul style="list-style-type: none"> • Improve early years progress and attainment data in Prime area of learning. (CAL) PEPP children reach national average by the end of the year. • Improve progress and attainment in reading and writing across school so that pepp children achieve national average. • Wellcomm ensures a consistent approach to the teaching and assessment of speech and language. • Specialist language therapist supporting more complex needs of children in school. 	<ul style="list-style-type: none"> • Trained support staff to focus on specific children to deliver Wellcomm. • Robust monitoring and evaluation timetable in place to ensure quality first teach. • Data collected and tracked every half term. Pupil progress meetings every term. 	<p>MC</p>	<ul style="list-style-type: none"> • Children assessed every half term. • Pupil progress meeting every term.
<p>3. Children attend school every day and are supported with their emotional wellbeing.</p>	<p>Employment of one full time learning mentor and one part time learning mentor assistant to work with children across the school supporting their emotional wellbeing.</p>	<ul style="list-style-type: none"> • Children join us at Holly Hill with very low starting points due to social deprivation and limited life experiences. Often our children have very low self- esteem, present challenging behaviour and find managing their feelings difficult. • Due to difficult home lives, some children are persistently late or absent missing vital learning. 	<ul style="list-style-type: none"> • Leaders and learning mentors track absence/punctuality and follow this up immediately with phone calls home and home visits. Early intervention ensures our children and families are supported, safe and children are in school every day. • Creative activities are planned to improve behaviour during unstructured times of the day. • An 8.30am breakfast club provides toast, cereal, fruit and juice to encourage children to arrive punctually and ensures children have eaten breakfast. 	<p>CT</p>	<p>The children's emotions, absence and punctuality are monitored daily by learning mentors.</p> <p>Weekly monitoring of behaviour and incidents during lunchtime.</p>
<p>4.Improve outcomes in Reading and vocabulary.</p>	<p>Implementing whole school strategies to improve the teaching of vocabulary and closing the vocabulary gap.</p>	<p>Research suggests that</p> <p>'Children with language difficulties at the age of 5 are four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems and twice as likely to be unemployed.'</p> <p>(Law et al 2017)</p> <p>'There is a strong reciprocal relationship between word knowledge and reading comprehension.'</p> <p>(National Reading Panel 2000, Biemiller 2003)</p>	<ul style="list-style-type: none"> • Senior Leaders attending Vocabulary and Reading training to lead and implement strategies across school. • Attainment and progress is tracked and analysed every half term to highlight children needing intervention. • Robust monitoring and evaluation timetable in place to ensure quality first teaching. • Performance management targets reviewed with regular professional development opportunities ensuring targets are being met and teachers are supported and developed. 	<p>MC</p>	<p>Termly pupil progress meetings.</p>
<p>Total budgeted cost</p>					<p>£88,259</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Ensure identified children have additional support to supplement quality first teaching ensuring rapid progress.	Gaps are closed and learning is accelerated.	<ul style="list-style-type: none"> Gaps in the children's learning are identified quickly and addressed during robust intervention sessions with Support staff to accelerate and embed learning. 	<ul style="list-style-type: none"> Intervention timetables of targeted support are in place informed by data/pupil progress meetings. Robust monitoring and evaluation timetable in place to ensure quality first teaching. Data collected and tracked every half term. Pupil progress meetings every half term. 	KJ/MC	Half term pupil progress meetings.
Total budgeted cost					£48,001