

Pupil premium strategy statement

1. Summary information					
School	Houndsfield Primary school				
Academic Year	2016-2017	Total PP budget	£318,780	Date of most recent PP Review	n/a
Total number of pupils	673	Number of pupils eligible for PP	241	Date for next internal review of this strategy	Sept 2017

2. Current attainment									
	<i>% of all children working at age expected nationally</i>	<i>% of all children working at age expected Houndsfield</i>	<i>% Pupil Premium working at age expected Houndsfield</i>	<i>% of all children working at greater depth nationally</i>	<i>% of all children working at greater depth Houndsfield</i>	<i>% of Pupil Premium children working at greater depth Houndsfield</i>	<i>Progress score for all children Houndsfield</i>	<i>Progress score for Pupil Premium children Houndsfield</i>	<i>Progress of Pupil Premium in comparison to national</i>
Combined (RWM*)	53%	19%	16%	5%	0%	0%	n/a	n/a	The progress of pupil premium children is below that of pupil premium children and non-pupil premium children nationally
Reading*	66%	30%	28%	19%	1%	2%	-5.0	-5.9	
Writing*	74%	58%	60%	15%	0%	0%	-2.7	-3.7	
Mathematics*	70%	42%	40%	17%	4%	2%	-2.9	-4.3	
GPS	72%	55%	40%	22%	10%	12%	n/a	n/a	

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.	Poor command of the English language, both verbal and written communication.
B.	Lack of engagement and interest in learning.
C.	Low progress and attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Persistent absence

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> • All children with language needs are actually identified as a matter of urgency. • Early reading skills are developed and robustly monitored and targeted. • Pupils have focused vocabulary both academic and subject specific. • Teachers have a range of strategies which enable the use of rich language in all lessons. • Every area of the school is a communication friendly environment. 	<ul style="list-style-type: none"> • Children are identified and accurately placed into appropriate targeted groups that enable children to access quality first teaching and make rapid progress. • The teaching of phonics is systematic and cohesive, using creative approaches to teaching early reading and writing. • Planning will show how rich language is used within all lessons and provide an opportunity where children are able to hold highly effective conversations, with rich peer to peer and pupil to teacher dialog facilitated by all members of teaching staff. • Language specialist support teachers and children to consistently use language scaffolds which make use of visual aids, gestures, verbal scaffolding, differentiated questioning that develops critical thinking (Bloom's Taxonomy). • Classroom environments will be rich in language and will enable children to develop their learning through expert use of English.
B.	<ul style="list-style-type: none"> • Non academic approaches to learning are used creatively to support the progress and attainment of children in core academic subjects. • Additional teachers enable children who are working significantly below age-related expectations to secure understanding and increase their rate of progress. • Additional teachers provide a series of short, focused teaching activities that tackle fundamental errors and misconceptions that are holding them back. Additional teachers will use the schools tracking system to assess these sessions and inform the class teacher. • The development of character education. 	<ul style="list-style-type: none"> • Children are given a wide range of opportunities that enable the skills and attitudes to learning to be developed. • There will be an increase of skills that enrich children's life experiences and provides a catalyst for children to share in rich experiences and the use of language. • Children's attitudes to school and their own capabilities as learner's increases. This will be shown in improved attendance, punctuality and progress and attainment. • Confidence with challenging tasks and the demands of the national curriculum. • Children are prepared for all learning and are positive about their specific capabilities as a learner. • Children flourish in empathy, honesty, generosity, gratitude, resilience and kindness and are able to apply these characters to all areas of education and life.
C.	<ul style="list-style-type: none"> • Progress of children is a direct result of good quality teaching over time. • Attainment of children is a result of good progress and builds upon strong foundations. • Teachers have tools that support planning, teaching and assessment for learning. • Children with low starting point are targets so that the attainment gap can be closed. 	<ul style="list-style-type: none"> • The quality of teaching across the school is good or better. • Children show sustained progress over time, which results in good attainment. • Firm foundations are laid down in every subject, so that good teaching can progress children as they move through the school.
D.	<ul style="list-style-type: none"> • Children are given a wide range of opportunities that encourage them to learn new skills. • Opportunities offered create a strong school community and a sense of belonging. • Children are encouraged to come to school because of the wide variety of opportunities available to them. • Parents want to send their children to school, because of the good quality teaching and opportunities on offer. • Persistent absents is addressed and expectations are clear. 	<ul style="list-style-type: none"> • Persistent absence rate reduces. • Those who are persistently late are support and have reasons to want to be in school.

5. Planned expenditure

Academic year 2016-2017

The three headings below demonstrate how Houndsfield Primary School are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

• 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	When will you review implementation?
<ul style="list-style-type: none"> Accelerated progress in reading. Improve children's comprehension skills; Increase children's love of reading; Increase in the number of children being able to read at the age-related expectations 	Daily Support Reading	<ul style="list-style-type: none"> Establishes strong and robust systems for organising reading support; Ensures that all children make maximum progress in reading; Provides professional development for staff to improve their provision of reading support; Proven impact linked to long term data; Improvement the outcome of reading at the end of KS1; Improvement in children's ability to comprehend what they are reading. 	<ul style="list-style-type: none"> Daily supported reading is timetabled on all timetable in KS1; All resources are in place and ready to use; All children are baselined and have a clear starting point; Adequate staffing is allocated to ensure DSR runs smoothly; Staff are adequately trained; Ensure enough staff are trained in case of staff absence 	DH Phase leader	<ul style="list-style-type: none"> After first term, During regular monitoring cycle; End of academic year <p>£3,000</p>
<ul style="list-style-type: none"> Improve the quality of mathematics teaching. Improve teachers expertise in delivering good quality teaching; Appreciation of the number system and a strong grasp of place value; A good bank of number facts; Exposure to consistent and developmental 	Abacus maths	<ul style="list-style-type: none"> Provides a flexible toolkit that enables the teacher to expertly deliver the higher expectation of the national curriculum in maths; Nurtures the confidence of teacher's ability to deliver a mastery approach to maths Develops in-depth understanding and playful enjoyment, which helps children reason mathematically; Enables children to develop mastery and succeed in maths; Significantly increases the engagement, enjoyment and fluency in the fundamentals of maths 	<ul style="list-style-type: none"> Staff are adequately trained; Planning overviews are followed so that coverage of the national curriculum is achieved; Weekly planning is adapted for the needs of individual children; Abacus resources are used in conjunction with physical manipulatives; Mastery is a focus and teachers use the wide range of change activities; Monitored as part of the school regular monitoring cycle 	Maths subject Leader	<ul style="list-style-type: none"> After first term, During regular monitoring cycle; End of academic year <p>£6,837</p>

models and images; • Comprehension of key maths functions based on doubling and halving.					
Total budgeted cost					£9,837
• 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?
<ul style="list-style-type: none"> Improved skills in core subjects Increased rates of progress; Increase in the number of pupil premium children working at the expected standard and above. 	<ul style="list-style-type: none"> Intervention teachers in year 3, 4 and 5 Learning support assistants and HLTA's in years 3,4,5 & 6 	<ul style="list-style-type: none"> Deploying additional staff to support disadvantage pupils so that they can receive targeted intervention that will tackle fundamental errors, misconceptions; Increase children's rate of progress. Enable children to return to full class teaching and benefit from high quality teaching; Support class teachers with the differentiation of national curriculum objectives; More opportunities provided for pupils to widen their learning experiences; Improve the quality of engagement in class, where children know that they can be supported to progress and achieve; End of key stage outcomes improved; Poor home learning environments limit children's access to opportunities for learning; Transition between key stages is challenging for vulnerable groups; 	<ul style="list-style-type: none"> Ensure children are clearly identified; Timetable intervention teacher to work on core subjects during the morning; Allow time of intervention teachers to feedback to classroom teachers and inform assessments; Intervention teacher given time to work in partnership with the class teacher, ensuring that disadvantage children are considered in planning; Phase leaders in partnership with class teacher ensure work schedules are clearly defined; Performance management of all staff 	HT Inclusion leader Phase links Phase leaders	<ul style="list-style-type: none"> During regular monitoring cycle; End of academic year. £132,340
•	Specialist ASD Teacher	•	•		£52,767

<ul style="list-style-type: none"> • Provide treatment, support and care for children who have difficulties with communication; • Parents supported so that they are able to support their children; • Support teachers working with children with have communication difficulties 	<p>Employment of a Speech and language therapist. (0.5)</p>	<ul style="list-style-type: none"> • Improve overall communication of children who have particular speech and language needs; • Enables children with speech and language needs to express themselves; • Provides children a chance to practice and learn the English language with an expert; • Allows children to articulate words and sentences well and communicate in a way that others understand; • Encourages children to adapt to new learning; • 	<ul style="list-style-type: none"> • Ensure children are clearly identified and assessed by the speech and language therapist; • Teachers are informed of the children that need support and are kept informed of progress. 	<p>HT Inclusion Leader Speech and language therapist</p>	<p>End of academic year. £28,103</p>
<ul style="list-style-type: none"> • Increase reading accuracy and comprehension; • Make rapid progress in Phonics, reading and maths for those children who need extra support; • Build confidence of our lower ability children; • PP children obtain scores above their reading age; 	<ul style="list-style-type: none"> • Rapid Phonics; • Rapid Reading; • Rapid Maths 	<ul style="list-style-type: none"> • Early intervention helps meet national expectations for children who are struggling with phonics reading and maths; • Significant improvement in children's rates of progress; • Raising standards of pupil's attainment; • Increase number of children passing the phonics screening test, reading accuracy and mathematics fluency; • Supports intervention teachers to deliver effective phonics, reading and maths sessions; • Helps track children's progress against their peers in class and nationally; • Increase in children's confidence and attitude towards phonics, reading and maths. 	<ul style="list-style-type: none"> • Ensure children are clearly identified; • Provide training for intervention teachers and LSA to deliver Rapid Phonics, reading and maths for targeted children; • Timetable Rapid Phonic, reading and maths for those children require support in phonics; • Allow time of intervention teachers to feedback to classroom teachers and inform assessments. • Intervention teacher given time to work in partnership with the class teacher, ensuring that disadvantage children are considered in planning. 	<p>Phonics subject leader Reading subject leader Maths subject leader</p>	<ul style="list-style-type: none"> • During regular monitoring cycle; • End of academic year. <p>£10,000</p>
<ul style="list-style-type: none"> • Increase the number of children working at the expected standard and above. • Provide additional learning opportunities for 	<ul style="list-style-type: none"> • After school booster classes; • Easter school 	<ul style="list-style-type: none"> • Provide additional opportunities for targeted children to reduce the gap between themselves and their peers; • Enable more children to feel comfortable sitting a national test; • Improving preparedness for secondary school; • Those children who are at risk of not making the expected standard an extra boost; 	<ul style="list-style-type: none"> • Ensure children are clearly identified; • Timetable intervention teacher to work on core subjects during the morning; • Allow time of intervention teachers to feedback to classroom teachers and inform assessments; 	<p>SLT Phase link Phase leader Class teachers</p>	<p>£12,000</p>

disadvantaged children.		<ul style="list-style-type: none"> Raise children's confidence and attainment. 	<ul style="list-style-type: none"> Intervention teacher given time to work in partnership with the class teacher, ensuring that disadvantage children are considered in planning; Phase leaders in partnership with class teacher ensure work schedules are clearly defined; Performance management of all staff 	Intervention teachers HLTA	
Total budgeted cost					£235,210

• 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?
<ul style="list-style-type: none"> To have trained forest school practitioners who can deliver a forest school programme; Undertake a 6 week trial to see how the logistics of forest school will work for Houndsfield; Establish a timetable for forest school across the whole school. 	Forest School Practitioner Training and Development	<ul style="list-style-type: none"> Allows children to initiate and drive their own learning and development; Experience regular success in a no academic environment; Develops strong, positive relationships with their natural world, peers and adults; Encourages children to explore and discover; Allows children to experience appropriate risk and challenge; Learner centred approach interwoven with ever-changing moods and marvels, potential and challenges of the natural world; Promotes the holistic development of all involved, fostering resilience, confidence, independence and creative learners. 	<ul style="list-style-type: none"> Select appropriate staff to undertake level 3 qualification as a forest school leader; Undertake appropriate level 3 training; Produce and develop a forest school handbook that details the principles of forest school and the impact on learning; Undertake a six-week trial with selected children in EYFS, KS1 and KS2; Secure a forest location to deliver forest school; Complete OCN portfolio and achieve the level 3 qualification. 	AHT EYFS practitioner KS1 teacher KS2 teacher	<ul style="list-style-type: none"> Review after each stage of the training; Review forest school location after six-week trial and assessment <p>£6,000</p>
<ul style="list-style-type: none"> Increase the number of children who experience learning a musical instrument; Increase engagement and 	Wider Music Education	<ul style="list-style-type: none"> Improves academic skills, particularly in maths; Develops good manners and patience; Develops physical skills and coordination 	<ul style="list-style-type: none"> Decide which instruments will be offered to children; Hire required instruments; Timetable instrumental lesson within the school day; 		<ul style="list-style-type: none"> Review termly <p>£18,000</p>

<p>enjoyment of learning a new skill;</p> <ul style="list-style-type: none"> Develop the skill of patience and perseverance. 		<ul style="list-style-type: none"> Cultivates social skills allowing children to interact and communicate with peers and encourages teamwork; Refines discipline and patience particularly delayed gratification; Music offers a forum where children can learn to accept and give constructive criticism; Allows children to turn negative feedback into positive change that helps build self-confidence; Helps children understand that no one is perfect, and that everyone has room for improvement; Music boosts self-esteem; Introduces children to other cultures, where they can discover how music plays a critical role in other cultures. 	<ul style="list-style-type: none"> Arrange opportunities for children to undertake musical examinations; Provide chances for children to perform to their peers and the wider school community; Make links to the wider community; Celebrate children musical achievements; 		
<ul style="list-style-type: none"> Offer a wide range of quality extended school activities; Engagement in extended schools increases and is actively supported by parents; Success and achievements in an extend school setting is celebrated. 	<p>Extended schools provision</p>	<ul style="list-style-type: none"> Creates a sense of belonging to a larger school community, where children can feel part of a group that has a specific focus; Improves skills and promotes cooperation, support and respect; Children feel more secure about joining in with games or starting conversations; Provide children with the ability to use academic skills such as listening and effort; Provide academic support where children's particular needs can be addressed; Makes learning fun and enjoyable; Provides a safe environment where children can experience controlled risk; Allows children to be confident in an environment where the stakes are not as high; Expose children to new interests and experiences. 	<ul style="list-style-type: none"> Ensure that the extended school leader is able to administer and coordinate extended schools; Encourage staff to support the extended schools programme; Communicate with parents the importance of participation in extended school programme; Evaluate the impact of participation against academic progress and achievement. 	<p>AHT Extended school leader</p>	<p>£32,733</p>
<ul style="list-style-type: none"> To create experiences that children can 	<p>Educational school visits</p>	<ul style="list-style-type: none"> Reinforce what children are learning in class; 	<ul style="list-style-type: none"> Provide time for teachers to plan in advance educational trips for the whole year; 	<p>SLT Phase links</p>	<p>£8,000</p>

<p>remember and use in their academic work;</p> <ul style="list-style-type: none"> • Make learning relevant and real; • Break from the more traditional approaches to teaching. 		<ul style="list-style-type: none"> • Understand a topic in more depth with an increased understanding; • Engages children in the excitement of learning in a different environment; • Provides a catalyst for projects; • Takes children into new environments and gives them the experience of travelling in a group; • Teaches them to be respectful of locations they visit; • Exposes children to new places, which provides an element of adventure for this less fortunate children; • Promotes a culture of curiosity; • Promotes good attendance. 	<ul style="list-style-type: none"> • Promote links between the school curriculum and educational visits; • Provide an organisational structure that teachers can follow and allows visits to be safe and well planned; • A chance for children to present their visit to other children in the school, through topic based assemblies; • Provide adequate staff to support visits; 	<p>Phase leaders</p> <p>Class teachers</p> <p>HLTA's</p> <p>LSA's</p>	
<ul style="list-style-type: none"> • Create a love of learning in an environment that is different to a formal school setting; • Increase children's independence and confidence to look after ones self; • Build lasting memories that children will remember; • Build stronger peer to peer relationships; • Build stronger child to teacher relationships. 	Residential experiences	<ul style="list-style-type: none"> • Enhances personal and social communication skills; • Increase physical health; • Enhances mental and spiritual health; • Enhances sensory and aesthetic awareness; • Gives children the ability to assert personal control and increased sensitivity to one's own well-being; • Increased attainment; • Grater engagement in school and learning environments; • Improves peer to peer child to teacher relationships; • Increase confidence in a wide range of settings. 	<ul style="list-style-type: none"> • Ensure that residential experiences are affordable and inclusive; • Work in partnership with high quality providers; • Offer activities that are different; • Encourage teachers to organise residential experiences; • Provide adequate staff to support residential experiences; • Promote links between the school curriculum and educational visits; • Provide an organisational structure that teachers can follow and allows visits to be safe and well planned; 	<p>SLT</p> <p>Phase links</p> <p>Phase leaders</p> <p>Class teachers</p> <p>Sports coach</p>	£9,000
Total budgeted cost					£73,733
Grand Total					£318,780

6. Review of expenditure

Previous Academic Year 2016-2017

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
<ul style="list-style-type: none"> Accelerated progress in reading. Improve children's comprehension skills; Increase children's love of reading; Increase in the number of children being able to read at the age-related expectations 	Daily Support Reading	<ul style="list-style-type: none"> 78.6% achieved age related expectations or above in reading in year 1 compared to in 2015-2016 69% of pupil premium children achieved age related expectations or above in reading in year 1 71% achieved age related expectations or above in reading at the end of key stage 2 compared to 70% in 2015-2016 Children are engaged in more reading opportunities in school. Teachers and support adults have a greater understanding of the impact of reading and its importance across the curriculum. 	<ul style="list-style-type: none"> A more robust assessment system is need to ensure that the progress of children is assessed correctly. Although the school has a new approach to assessment no consideration was given to how DSR would feed in to this. Moderation and observation of DSR process was not in place to check that those trained to deliver DSR were doing so adequately. A member of the senior leadership team was responsible for the delivery of DSR but no contingency was in place when this member left the school. There is very clear evidence that DSR delivers rapped improvement in the reading ability of children in KS1. A review is currently underway to judge if the school will continue with this approach. 	£3,000

<ul style="list-style-type: none"> • Improve the quality of mathematics teaching. • Improve teachers expertise in delivering good quality teaching; • Appreciation of the number system and a strong grasp of place value; • A good bank of number facts; • Exposure to consistent and developmental models and images; • Comprehension of key maths functions based on doubling and halving. 	<p>Abacus Maths</p>	<ul style="list-style-type: none"> • Teachers have become more confident at teaching maths and now have a facility that supports their knowledge. • The quality of teaching in maths is steadily improving, which is improving the maths experience of children across the whole school. • Children understanding of place value lower down the school is improving and showing strong understanding. 	<ul style="list-style-type: none"> • It is clear that abacus has provided a sound and firm foundation for teachers to work from, which has enabled teachers to secure their subject knowledge. • Some teachers are not using all the features built in to abacus, particularly around the prerequisite and support for lower ability or SEN children. • Medium term plans are not being followed which is leading to areas of the math curriculum not being taught. This has had an impact on overall assessment and end of year expectations. • Abacus assessments will not be undertaken at half term, due to over testing. Instead teachers can use this material as a challenge aid. • More work needs to be undertaken to use manipulatives through all maths teaching. • We will continue with Abacus maths and refine our approach by ensuring medium term plans are covered. 	<p>£6,837</p>
---	---------------------	--	--	----------------------

ii. Targeted support				
Desired outcome	Chosen action/approach	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
<ul style="list-style-type: none"> Improved skills in core subjects Increased rates of progress; Increase in the number of pupil premium children working at the expected standard and above. 	<ul style="list-style-type: none"> Intervention teachers in year 3, 4 and 5 Learning support assistants and HLTA's in years 3,4,5 & 6 	<ul style="list-style-type: none"> The work of our intervention teachers has enabled the children to be more settled in school and during maths. Children are becoming more confident at basic number facts, but still find it difficult to transfer these skills in to a whole class setting. Intervention teachers are not feeding into the school assessment system or updating teachers. As a result, the assessment of these children is not as robust as it should be. We will continue with the approach of intervention teachers, but look at the structure of this and how we can strengthen the approach to assessment through CPD. 	<ul style="list-style-type: none"> Intervention teachers not clear about how to report on their impact. Clear expectations need to be established so that the school's assessment process are followed and interventions teachers are provided with time / forum to feed back to the class teacher. A clear understanding of the children who should be targeted and for the length of time the intervention will take place. Noting that quality first teach is our highest priority. 	£132,340
<ul style="list-style-type: none"> Provide treatment, support and care for children who have difficulties with communication; Parents supported so that they are able to support their children; Support teachers working with 	<ul style="list-style-type: none"> Employment of a Speech and language therapist. (0.5) 	<ul style="list-style-type: none"> The approaches to children who have particular speech and language needs has under gone dramatic change in the school; Children are clearly identified and work with them has begun. Due to the large numbers involved it has been difficult to address all children, so focus on those with the greatest need has been a priority; Children are now exposed to language rich environments and are using these word in their work and when they communicate with others. Children are very responsive and adept well to changing needs, this is partly because they are able to articulate their needs. 	<ul style="list-style-type: none"> Over reliance on one person undertaking the role. Monitoring needs to be more robust, so that greater children can benefit from the trained speech and language therapist. The process of identification needs to be documented and reviewed annually, to ensure that it remains fit for purpose. 	£28,103

<ul style="list-style-type: none"> • Increase reading accuracy and comprehension; • Make rapid progress in Phonics, reading and maths for those children who need extra support; • Build confidence of our lower ability children; • PP children obtain scores above their reading age; 	<ul style="list-style-type: none"> • Rapid Phonics; • Rapid Reading; • Rapid Maths 	<ul style="list-style-type: none"> • Staff were training in the use of the rapid programme; • The programme shows where it is delivered correctly it has an impact on the progress of children, even though it remains slow. • Rapid phonic has the biggest impact, due to one teacher using these resources consistently. • 69% of year one children passed the phonic screening test, compared to 58% in 2016. An increase of 11%. • A small increase in the number of children achieving age related expectations at the end of KS1 and an increase of 18% in the number of children achieving age related expectation at the end of KS2 	<ul style="list-style-type: none"> • Rates of progress still remain slow • The identification of appropriate children is still not robust. • Teachers are not following the process of rapid correctly, which is resulting in a watered down version of the intervention. • In many cases rapid was not being used as an intervention, but as a whole group teaching approach, which has resulted in slow progress. • These approaches will continue to be used but with a clear focus on KS2 intervention with clearly targeted children. 	<p>£10,000</p>
<ul style="list-style-type: none"> • Increase the number of children working at the expected standard and above. • Provide additional learning opportunities for disadvantaged children. 	<ul style="list-style-type: none"> • After school booster classes; • Easter school 	<ul style="list-style-type: none"> • Additional opportunities in the form of booster sessions and Easter school where provided to targeted children. • More children reached age related expectations, • Children's confidence during test situations has increased and anxiety levels reduced; • Not all children took the opportunity to participate in these sessions; 	<ul style="list-style-type: none"> • The only way of detailing the impact of these sessions has been through the end of KS2 results; • More robust methods of monitoring and evaluation need to be in place so that this approach can be evaluated effectively; • Encourage parents and children to participate in the opportunities that are provided by school, 	<p>£12,000</p>

iii. Other approaches

Desired outcome	Chosen action/approach	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
<ul style="list-style-type: none"> To have trained forest school practitioners who can deliver a forest school programme; Undertake a 6-week trial to see how the logistics of forest school will work for Houndsfield; Establish a timetable for forest school across the whole school. 	Forest School Practitioner Training and Development	<ul style="list-style-type: none"> Four members of staff were selected to be trained to forest school leader level 3. Forest school handbook has been produced and passed. 6-week trial have been scheduled and forms the bases of the level 3 qualification; Some forest school activities were trialed on the respite residential and received very well by the children. 	<ul style="list-style-type: none"> Due to other pressing factors the assessment of the level accreditation had to be postponed, which has put this project on the back foot. Budget to purchase equipment needed to run forest school were stopped and this needs to be looked at in the new financial year. Two member of staff left the school and did not complete the level accreditation. 	£6,000

<ul style="list-style-type: none"> • Increase the number of children who experience learning a musical instrument; • Increase engagement and enjoyment of learning a new skill; • Develop the skill of patience and perseverance. 	<p>Wider Music Education</p>	<ul style="list-style-type: none"> • Music remains an important subject area at Houndsfield. In terms of the number of children learning musical instruments and the wider role it plays within the school community, it is clear that Houndsfield is a rare example of a school which offers an holistic education and that the arts, and music more specifically, play a critical role in this. • Music at Houndsfield takes the form of class music lesson, whole class instrument lessons, small group / 1:1 instrumental lessons as well as a range of clubs and additional activities for children, and even staff. We currently have around 180 children learning instruments, the tuition for which is delivered by Enfield Music Service (EMS). Almost exactly 1/3rd of these lessons are to pupil • premium children. These lessons allow the school to capitalise on the children's skills through our half termly concerts, weekly music assemblies, and other performances such as the annual school pantomime, fayres and other community events. There is a significant retention which is atypical, demonstrating that the children (and their families) view this opportunity as having value. • The formal curriculum is broad, inclusive and progressive. Children from nursery through to year 6 engage in activities that meet fully, and in areas exceed, the requirements of the national curriculum. A range of pedagogical approaches are used, from more formal didactic instruction to game centred, exploratory, and project based delivery. Students play a range of instruments and in years 5 & 6 (once again via the whole class programmes offered by EMS), develop mixed media projects and vocationally centred work that involves the use of a range of technologies. • Whilst it is not possible to really quantify the impact of music on the children's attitudes, and work in other curriculum areas, it is undoubtedly the case that there is an impact. Children are excited to have music lessons, and this positively impacts their engagement with school more generally. Regular music performances are an opportunity for parents to enter the school and publicly celebrate the work of their children and the other young people involved. 		<p>£18,000</p>
--	------------------------------	--	--	----------------

<ul style="list-style-type: none"> • Offer a wide range of quality extended school activities; • Engagement in extended schools increases and is actively supported by parents; • Success and achievements in an extend school setting is celebrated. 	<p>Extended schools provision</p>	<ul style="list-style-type: none"> • All children who take part in the extended school provision has made progress in some form. • It is difficult to directly attribute the activities provided as part of the extended school provision directly to progress and attainment. • Children have developed a great sense of pride towards school and the individuals that run the different elements of the extended school provision. • Children have developed their skill sets in a wide variety of areas. 	<ul style="list-style-type: none"> • The number of children signing up to clubs and not always attending has increased. This has caused difficulties in running after school sessions and also highlights cost efficiency; • A review of the after school provision and cost to take place at the end of the school year; • A staff review of running the after school provision to take place, • After school clubs continue to need the support of the dedicated after school provision leader. • Some evaluations have not been completed, which make it difficult to fully evaluate all areas. • After school provision will continue, but in a different form to previous years. This will take place following a full review. 	<p>£32,733</p>
<ul style="list-style-type: none"> • To create experiences that children can remember and use in their academic work; • Make learning relevant and real; • Break from the more traditional approaches to teaching. 	<p>Educational school visits</p>	<ul style="list-style-type: none"> • Educational visits continue to take place and add value to the wider curriculum; • For many of our PP children these visits bring their learning to life and they are able to reflect on the learning in class and place in to a real life context; • Children have shown that they are able to reflect on their educational visits within their written work when they return to school; • This financial aid provides much needed support to children whose parents would not be able to afford to pay. 	<ul style="list-style-type: none"> • The lead time for school trip needs to be addressed so that all parents can plan ahead. • Planning out these trips at the beginning of the academic year is to be encouraged to ensure that letters and support can be arranged in advance; • Educational visits will continue to be supported, as they bring added value to the curriculum. 	<p>£8,000</p>

<ul style="list-style-type: none"> • Create a love of learning in an environment that is different to a formal school setting; • Increase children's independence and confidence to look after ones self; • Build lasting memories that children will remember; • Build stronger peer to peer relationships; • Build stronger child to teacher relationships. 	<p>Residential experiences</p>	<ul style="list-style-type: none"> • Evidence shows that those children who have attended a residential experience have developed in their ability to interact with others; • Children have been exposed to a wider variety of experience and even learnt new skills; • Being away from their everyday lives and away from parents has provided the children with a chance to think about how to look after themselves; • It has provided teachers and pupils a chance to understand each other and develop their relationships together. • Children are challenged to overcome their fears and learn to develop independence; 	<ul style="list-style-type: none"> • Provide more opportunities for children to engage in residential experiences; • Develop a structure that builds children's and parents tolerance to residential experiences. • Review how year 6 children can be supported attending a residential experience. • Identify rest bite children earlier in the year. • This approach will continue to be provided and built upon. 	<p>£9,000</p>
--	--------------------------------	---	--	----------------------