

# Pupil premium strategy statement

1. Summary information					
School	Houndsfield Primary school				
Academic Year	2017-2018	Total PP budget	£277,200	Date of most recent PP Review	Jan 2018
Total number of pupils	609	Number of pupils eligible for PP	210	Date for next internal review of this strategy	Apr 2018

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*)	61%	38%	35%	9%	3%	0%	n/a	n/a	The progress of pupil premium children is below that of pupil premium children and non-pupil premium children nationally in reading, mathematics and GPS. Progress of Pupil Premium children in writing is in line with national.
Reading*	71%	47%	48%	25%	9%	2%	-3.96	-4.97	
Writing*	76%	66%	76%	18%	9%	4%	-0.50	-0.84	
Mathematics*	75%	45%	43%	23%	9%	2%	-3.88	-4.86	
GPS	77%	59%	66%	TBC	22%	21%	n/a	n/a	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor command of the English language, both verbal and written communication.
<b>B.</b>	Lack of engagement and interest in learning.
<b>C.</b>	Low progress and attainment.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance rates and persistent absence

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>• All children with language needs are actually identified as a matter of urgency.</li> <li>• Early reading skills are developed and robustly monitored and targeted.</li> <li>• Pupils have focused vocabulary both academic and subject specific.</li> <li>• Teachers have a range of strategies which enable the use of rich language in all lessons.</li> <li>• Every area of the school is a communication friendly environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are identified and accurately placed into appropriate targeted groups that enable children to access quality first teaching and make rapid progress.</li> <li>• The teaching of phonics is systematic and cohesive, using creative approaches to teaching early reading and writing.</li> <li>• 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.</li> <li>• 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).</li> <li>• Classroom environments will be rich in language and will enable children to develop their learning through expert use of English.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>• Non-academic approaches to learning are used creatively to support the progress and attainment of children in core academic subjects.</li> <li>• Additional teachers enable children who are working significantly below age-related expectations to secure understanding and increase their rate of progress.</li> <li>• 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.</li> <li>• The development of character education.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given a wide range of opportunities that enable the skills and attitudes to learning to be developed.</li> <li>• 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.</li> <li>• Children's attitudes to school and their own capabilities as learners increases. This will be shown in improved attendance, punctuality and progress and attainment.</li> <li>• Confidence with challenging tasks and the demands of the national curriculum.</li> <li>• Children are prepared for all learning and are positive about their specific capabilities as a learner.</li> <li>• Children flourish in empathy, honesty, generosity, gratitude, resilience and kindness and are able to apply these characters to all areas of education and life.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>• Progress of children is a direct result of good quality teaching over time.</li> <li>• Attainment of children is a result of good progress and builds upon strong foundations.</li> <li>• Teachers have tools that support planning, teaching and assessment for learning.</li> <li>• Children with low starting point are targets so that the attainment gap can be closed.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of teaching across the school is good or better.</li> <li>• Children show sustained progress over time, which results in good attainment.</li> <li>• Firm foundation are laid down in every subject, so that good teaching can progress children as they move through the school.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>• To contribute to the raising in achievement by improving school attendance.</li> <li>• Provide specialist service to assist the school in meeting their obligations and targets, especially persistent absence.</li> <li>• Promote positive attitudes by pupils and families in their own homes and elsewhere to assess the reasons impacting on attendance of individual pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of persistent absences reduces</li> <li>• Parents and families have a greater understanding of their obligations and the expectations of the school.</li> <li>• Number late arrives reduces.</li> </ul>

## 5. Planned expenditure

**Academic year** 2017-2018

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?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>Provide a cohesive and creative approach to teaching children phonics;</li> <li>Increased number of children passing the phonics screening test;</li> <li>Children make rapid and sustained progress in phonics</li> <li>By the end of Nursery all children have learnt the first 30 sounds</li> <li>Children will be able to read fluently and with expression</li> <li>Children will be able to learn to spell using sounds</li> </ul>	Read, Write, Inc.	<ul style="list-style-type: none"> <li>Children make good or better progress in phonics;</li> <li>The introduction of a reading leader provides support to teachers and other adults in the class;</li> <li>Parents have reacted positively to the progress made by their children;</li> <li>Help children learn synthetic phonics;</li> <li>Provides a structured and robust approach for teachers to follow</li> </ul>	<ul style="list-style-type: none"> <li>Relevant staff are trained;</li> <li>Reading leader appointed;</li> <li>All children are baseline assessed;</li> <li>Read Write Inc. resources are ordered and used;</li> <li>Assessment if focused and linked to pupil asset;</li> <li>Monitoring of staff delivery</li> </ul>	AHT (Reading Leader)  Phonics Leader  Class Teacher  DH - Assessment	£15,000
<ul style="list-style-type: none"> <li>Have a number of staff members who are Elkan trained and can provide support to children and teachers;</li> <li>Teachers able to use innovative tool</li> </ul>	Elklan Training	<ul style="list-style-type: none"> <li>Promotes quality first teaching;</li> <li>Promotes communication of all children;</li> <li>Promotes communication of children with speech and language difficulties;</li> <li>Enables a greater understanding of language therapy and assessments;</li> </ul>	<ul style="list-style-type: none"> <li>Select member of staff to attend training;</li> <li>Provide staff time to attend training and time to complete relevant course work;</li> <li>Setup staff meetings where Elklan training can be delivered during staff meeting</li> </ul>	SLT  AHT  Inclusion leader	<ul style="list-style-type: none"> <li>During the course;</li> <li>After every staff training session;</li> <li>During regular school monitoring cycle;</li> </ul>

<p>and methods to enhance children's learning in the classroom;</p>		<ul style="list-style-type: none"> <li>• Provides advice and strategies which are suitable for children with English as an additional language and other special educational needs;</li> <li>• Identifies the processes involved in communication;</li> <li>• Explorers strategies to support children with poor listening and attention;</li> <li>• Develops visual strategies to help pupils work independently in the classroom;</li> <li>• Supports verbal reasoning skills, including why and how questions, inferences, sequencing and predicting;</li> <li>• Develops syntax and narrative skills;</li> <li>• Develops active listening and support for children to speak out;</li> <li>• Promotes good social skills;</li> <li>• Supports children who stammer</li> </ul>			<ul style="list-style-type: none"> <li>• End of academic year.</li> </ul> <p>£1,500 £1500 of LSA</p>
<ul style="list-style-type: none"> <li>• Improve the quality of mathematics teaching.</li> <li>• Improve teacher's expertise in delivering good quality teaching;</li> <li>• Appreciation of the number system and a strong grasp of place value;</li> <li>• A good bank of number facts;</li> <li>• Exposure to consistent and developmental models and images;</li> <li>• Comprehension of key maths functions based on doubling and halving.</li> </ul>	<p>Abacus maths</p>	<ul style="list-style-type: none"> <li>• Provides a flexible toolkit that enables the teacher to expertly deliver the higher expectation of the national curriculum in maths;</li> <li>• Nurtures the confidence of teacher's ability to deliver a mastery approach to maths</li> <li>• Develops in-depth understanding and playful enjoyment, which helps children reason mathematically;</li> <li>• Enables children to develop mastery and succeed in maths;</li> <li>• Significantly increases the engagement, enjoyment and fluency in the fundamentals of maths</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are adequately trained;</li> <li>• Planning overviews are followed so that coverage of the national curriculum is achieved;</li> <li>• Weekly planning is adapted for the needs of individual children;</li> <li>• Abacus resources are used in conjunction with physical manipulatives;</li> <li>• Mastery is a focus and teachers use the wide range of change activities;</li> </ul> <p>Monitored as part of the school regular monitoring cycle</p>	<p>Maths subject Leader</p>	<ul style="list-style-type: none"> <li>• After first term,</li> <li>• During regular monitoring cycle;</li> <li>• End of academic year</li> </ul> <p>£2,232</p>

**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?
<ul style="list-style-type: none"> <li>Improved skills in core subjects</li> <li>Increased rates of progress;</li> <li>Build strong foundations so children can benefit from whole class, quality first teaching</li> <li>Increase in the number of pupil premium children working at the expected standard and above.</li> </ul>	<ul style="list-style-type: none"> <li>Intervention teacher in year 6</li> <li>HLTA in year 1,2 &amp; 6</li> <li>LSA Support in Year 6</li> </ul>	<ul style="list-style-type: none"> <li>Deploying experienced staff to support disadvantage pupils so that they can receive targeted intervention that will tackle fundamental errors and misconceptions;</li> <li>Increase children's rate of progress.</li> <li>Support class teachers with the differentiation of national curriculum objectives;</li> <li>End of key stage outcomes improved;</li> <li>Poor home learning environments limit children's access to opportunities for learning;</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children are clearly identified;</li> <li>Timetable intervention teacher to work on core subjects during the morning;</li> <li>Allow time of intervention teachers to feedback to classroom teachers and inform assessments;</li> <li>Intervention teacher given time to work in partnership with the class teacher, ensuring that disadvantage children are considered in planning;</li> <li>Phase leaders in partnership with class teacher ensure work schedules are clearly defined;</li> <li>Performance management of all staff</li> </ul>	<p>HT</p> <p>Inclusion leader</p> <p>Phase links</p> <p>Phase leaders</p>	<ul style="list-style-type: none"> <li>During regular monitoring cycle;</li> <li>End of academic year.</li> </ul> <p>£61,568</p> <p>£3,900</p>
<ul style="list-style-type: none"> <li>Early Identification of EAL needs;</li> <li>Data collections; analysis and interpretation;</li> <li>Advising on CPD for all staff;</li> <li>Planning and teaching with colleagues in order to develop expertise in meeting language and learning needs;</li> <li>Work with colleagues to develop</li> </ul>	<p>EAL Teacher</p>	<ul style="list-style-type: none"> <li>Teachers need support in this area, particularly with practical advice and resources</li> <li>The progress and data collection of these children is not always as reliable as it could be;</li> <li>EAL children don't make as much progress as they should be, due to poor identification process;</li> <li>Parents not know how to support their children;</li> </ul>	<ul style="list-style-type: none"> <li>Appointment of an EAL teacher;</li> <li>Time and resources to support EAL teacher;</li> <li>Careful identification of main area of needs in the school;</li> </ul>	<p>EAL Teacher</p> <p>Inclusion Leader</p> <p>SLT</p> <p>HT</p>	<ul style="list-style-type: none"> <li>During regular monitoring cycle</li> </ul> <p>£52,767</p>

appropriate resources.					
<ul style="list-style-type: none"> <li>• Provide treatment, support and care for children who have difficulties with communication;</li> <li>• Parents supported so that they are able to support their children;</li> <li>• Support teachers working with children with have communication difficulties</li> </ul>	Dedicated member of support staff to assess and support Speech and Language needs	<ul style="list-style-type: none"> <li>• Improve overall communication of children who have particular speech and language needs;</li> <li>• Enables children with speech and language needs to express themselves;</li> <li>• Provides children a chance to practice and learn the English language with an expert;</li> <li>• Allows children to articulate words and sentences well and communicate in a way that others understand;</li> <li>• Encourages children to adapt to new learning;</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure children are clearly identified and assessed by the speech and language therapist;</li> <li>• Teachers are informed of the children that need support and are kept informed of progress.</li> </ul>	HT Inclusion Leader  Speech and language LSA	End of academic year.  £18,000
<ul style="list-style-type: none"> <li>• Increase the number of children working at the expected standard and above.</li> <li>• Provide additional learning opportunities for disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>• After school booster classes;</li> <li>• Easter school</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional opportunities for targeted children to reduce the gap between themselves and their peers;</li> <li>• Enable more children to feel comfortable sitting a national test;</li> <li>• Improving preparedness for secondary school;</li> <li>• Those children who are at risk of not making the expected standard an extra boost;</li> <li>• Raise children's confidence and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure children are clearly identified;</li> <li>• Timetable intervention teacher to work on core subjects during the morning;</li> <li>• Allow time of intervention teachers to feedback to classroom teachers and inform assessments;</li> <li>• Intervention teacher given time to work in partnership with the class teacher, ensuring that disadvantage children are considered in planning;</li> <li>• Phase leaders in partnership with class teacher ensure work schedules are clearly defined;</li> <li>• Performance management of all staff</li> </ul>	SLT  Phase link  Phase leader  Class teachers  Intervention teachers  HLTA	£10,000
<b>Total budgeted cost</b>					£146,395

### 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?
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<ul style="list-style-type: none"> <li>• Undertake a 6 week trial to see how the logistics of forest school will work for Houndsfield;</li> <li>• Establish a timetable for forest school across the whole school.</li> </ul>	Forest School Establishment	<ul style="list-style-type: none"> <li>• Allows children to initiate and drive their own learning and development;</li> <li>• Experience regular success in a no academic environment;</li> <li>• Develops strong, positive relationships with their natural world, peers and adults;</li> <li>• Encourages children to explore and discover;</li> <li>• Allows children to experience appropriate risk and challenge;</li> <li>• Learner centred approach interwoven with ever-changing moods and marvels, potential and challenges of the natural world;</li> </ul> <p>Promotes the holistic development of all involved, fostering resilience, confidence, independence and creative learners.</p>	<ul style="list-style-type: none"> <li>• Successfully complete appropriate level 3 training;</li> <li>• Produce and develop a forest school handbook that details the principles of forest school and the impact on learning;</li> <li>• Undertake a six-week trial with selected children in EYFS, KS1 and KS2;</li> <li>• Secure a forest location to deliver forest school;</li> <li>• A fully resourced provision that will enable the successful delivery of the forest school programme</li> </ul>	DHT Nursery Nurse Class Teacher	<ul style="list-style-type: none"> <li>• Review after each forest school session</li> <li>• Participant review after each forest school block</li> </ul> <p>£3,000</p>
<ul style="list-style-type: none"> <li>• Increase the number of children who experience learning a musical instrument;</li> <li>• Increase engagement and enjoyment of learning a new skill;</li> <li>• Develop the skill of patience and perseverance.</li> </ul>	Wider Music Education	<ul style="list-style-type: none"> <li>• Improves academic skills, particularly in maths;</li> <li>• Develops good manners and patience;</li> <li>• Develops physical skills and coordination</li> <li>• Cultivates social skills allowing children to interact and communicate with peers and encourages teamwork;</li> <li>• Refines discipline and patience particularly delayed gratification;</li> <li>• Music offers a forum where children can learn to accept and give constructive criticism;</li> <li>• Allows children to turn negative feedback into positive change that helps build self-confidence;</li> <li>• Helps children understand that no one is perfect, and that everyone has room for improvement;</li> <li>• Music boosts self-esteem;</li> <li>• Introduces children to other cultures, where they can discover how music plays a critical role in other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide which instruments will be offered to children;</li> <li>• Hire required instruments;</li> <li>• Timetable instrumental lesson within the school day;</li> <li>• Arrange opportunities for children to undertake musical examinations;</li> <li>• Provide chances for children to perform to their peers and the wider school community;</li> <li>• Make links to the wider community;</li> <li>• Celebrate children musical achievements;</li> </ul>		<ul style="list-style-type: none"> <li>• Review termly</li> </ul> <p>£20,000</p>
<ul style="list-style-type: none"> <li>• Offer a wide range of quality</li> </ul>	Extended schools provision	<ul style="list-style-type: none"> <li>• Creates a sense of belonging to a larger school community, where</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the extended school leader is able to</li> </ul>	AHT	Termly Review

<p>extended school activities;</p> <ul style="list-style-type: none"> <li>Engagement in extended schools increases and is actively supported by parents;</li> <li>Success and achievements in an extend school setting is celebrated.</li> </ul>		<p>children can feel part of a group that has a specific focus;</p> <ul style="list-style-type: none"> <li>Improves skills and promotes cooperation, support and respect;</li> <li>Children feel more secure about joining in with games or starting conversations;</li> <li>Provide children with the ability to use academic skills such as listening and effort;</li> <li>Provide academic support where children's particular needs can be addressed;</li> <li>Makes learning fun and enjoyable;</li> <li>Provides a safe environment where children can experience controlled risk;</li> <li>Allows children to be confident in an environment where the stakes are not as high;</li> <li>Expose children to new interests and experiences.</li> </ul>	<p>administer and coordinate extended schools;</p> <ul style="list-style-type: none"> <li>Encourage staff to support the extended schools programme;</li> <li>Communicate with parents the importance of participation in extended school programme;</li> <li>Evaluate the impact of participation against academic progress and achievement.</li> </ul>	<p>Extended school leader</p>	<p>End of academic year</p> <p>£22,733</p>
<ul style="list-style-type: none"> <li>To create experiences that children can remember and use in their academic work;</li> <li>Make learning relevant and real;</li> <li>Break from the more traditional approaches to teaching.</li> </ul>	<p>Educational school visits</p>	<ul style="list-style-type: none"> <li>Reinforce what children are learning in class;</li> <li>Understand a topic in more depth with an increased understanding;</li> <li>Engages children in the excitement of learning in a different environment;</li> <li>Provides a catalyst for projects;</li> <li>Takes children into new environments and gives them the experience of travelling in a group;</li> <li>Teaches them to be respectful of locations they visit;</li> <li>Exposes children to new places, which provides an element of adventure for this less fortunate children;</li> <li>Promotes a culture of curiosity;</li> <li>Promotes good attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Provide time for teachers to plan in advance educational trips for the whole year;</li> <li>Promote links between the school curriculum and educational visits;</li> <li>Provide an organisational structure that teachers can follow and allows visits to be safe and well planned;</li> <li>A chance for children to present their visit to other children in the school, through topic based assemblies;</li> <li>Provide adequate staff to support visits;</li> </ul>	<p>SLT</p> <p>Phase links</p> <p>Phase leaders</p> <p>Class teachers</p> <p>HLTA's</p> <p>LSA's</p>	<p>£8,000</p>
<ul style="list-style-type: none"> <li>Create a love of learning in an environment that is different to a</li> </ul>	<p>Residential experiences</p>	<ul style="list-style-type: none"> <li>Enhances personal and social communication skills;</li> <li>Increase physical health;</li> <li>Enhances mental and spiritual health;</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that residential experiences are affordable and inclusive;</li> <li>Work in partnership with high quality providers;</li> </ul>	<p>SLT</p> <p>Phase links</p>	<p>£9,000</p>

<p>formal school setting;</p> <ul style="list-style-type: none"> <li>• Increase children's independence and confidence to look after ones self;</li> <li>• Build lasting memories that children will remember;</li> <li>• Build stronger peer to peer relationships;</li> <li>• Build stronger child to teacher relationships.</li> </ul>		<ul style="list-style-type: none"> <li>• Enhances sensory and aesthetic awareness;</li> <li>• Gives children the ability to assert personal control and increased sensitivity to one's own well-being;</li> <li>• Increased attainment;</li> <li>• Grater engagement in school and learning environments;</li> <li>• Improves peer to peer child to teacher relationships;</li> <li>• Increase confidence in a wide range of settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer activities that are different;</li> <li>• Encourage teachers to organise residential experiences;</li> <li>• Provide adequate staff to support residential experiences;</li> <li>• Promote links between the school curriculum and educational visits;</li> <li>• Provide an organisational structure that teachers can follow and allows visits to be safe and well planned;</li> </ul>	<p>Phase leaders</p> <p>Class teachers</p> <p>Sports coach</p>	
<ul style="list-style-type: none"> <li>• Ensure that all children attend school;</li> <li>• Reduce the number of barriers;</li> <li>• Providing a warm and welcoming community that supports families most in need;</li> <li>• Increase parental engagement through workshops</li> </ul>	<p>Parental &amp; Family Support</p> <p>Parent 2 Parent</p>	<ul style="list-style-type: none"> <li>• Families are supported with all elements of school life;</li> <li>• Barriers to attending school are reduced;</li> </ul>	<ul style="list-style-type: none"> <li>• Regular opportunities for parents to attend school events</li> <li>• Opportunities for parents to share in children's learning and celebrations</li> <li>• Offer how teaching sessions (English &amp; Maths) for parents</li> <li>• Support with external agencies</li> </ul>	<p>SLT</p> <p>Phase Leaders</p> <p>Class Teachers</p>	<p>£28,000</p>
<ul style="list-style-type: none"> <li>• Improve attendance</li> <li>• Reduce persistent absences and lateness</li> </ul>	<p>Attendance Officer</p>	<ul style="list-style-type: none"> <li>• Persistent offenders are tackled and supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of attendance;</li> <li>• Regular data meetings;</li> <li>• Regular communication with parents;</li> <li>• Involvement the local authority support;</li> <li>• Parental meetings</li> <li>• Text messaging service</li> <li>• Celebration of good attendance</li> </ul>		<p>End of each term</p> <p>£20,000</p>
<b>Total budgeted cost</b>					110,733
<b>Grand Total</b>					£277,200