

Pupil premium strategy statement:

Name of school: Little Hadham

1. Summary information					
School	Little Hadham Primary				
Academic Year	2018/19	Total PP budget	11,222.01	Date of most recent PP Review	December 2018
Total number of pupils	130	Number of pupils eligible for PP	11 (8.5%)	Date for next internal review of this strategy	April 2019

2. Current attainment		
<i>Due to the very small cohort size, and 1 pupil in Year 6 this data is not reported.</i>	<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 and maths	50%	84%/64%
% making expected standard or above in reading	50%	84%/75%
% making expected standard or above in writing	50%	84%/78%
% making expected standard or above in maths	50%	84%/76%

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.	Levels of self-esteem and confidence for some pupil premium children is low; this leads to an over reliance on adults and a detrimental effect on academic progress, with children displaying an “I can’t without help” or “Why bother?” ethos rather than “I will try my best.”
B.	Lack of wider experiences for Pupil Premium pupils; this restricts their knowledge and understanding of the world and leads to limited language enrichment which has an effect on writing attainment.
C.	A number of PPG pupils exhibit social and emotional needs, which are often impacted on by chaotic home lives.

D.	Almost a third of pupils eligible for PPG are affected by social, emotional, mental health and / or family issues
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Levels of resilience and independence are improved in eligible for PP	The resilience and motivation of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved
B.	To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress and the most able pupils to learn at greater depth.	The % of disadvantaged pupils achieving ARE and Exceeding Expected will continue to increase in response to pupils having their learning gaps directly and rapidly addressed and opportunities for learning at greater depth increased. Targeted, rapid and personalised intervention will continue to positively impact pupils' attainment 50% of KS1 pupils reach GDS (including those who are PPG)
C.	Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school. The children express their feelings and emotions through counselling, nurture club, Art / Sand / Lego therapy sessions and social skills sessions. Further engage parents through working together mornings.	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum
D.	To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths across KS1/2.	100% of PPG children will make good or better progress in Reading, Writing and Maths in Years 1-6
E.		

5. Planned expenditure

Academic year

2018/19

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?
More children to achieve the higher levels in reading, writing and maths	Professional learning opportunities for teachers and teaching assistants to fully understand what greater depth looks like,	<p>Some disadvantaged pupils are able to reach the higher standards in reading writing and maths. Many did in SPAG last year.</p> <p>In maths: Some children find problem solving and open ended investigative work quite challenging, attainment in arithmetic is higher in the school than problem solving: children with lower starting points because of lower language acquisition, higher prior attainment children because they panic when there is no right or wrong answer. Changing mind sets is a priority</p> <p>In reading and writing: use of sentence structure and vocabulary is lower for some disadvantaged pupils</p>	<p>All teachers involved in learning walks and book scrutinies, research into strategies for greater depth</p> <p>Explicit teaching of vocabulary to all pupils. Closer monitoring of reading choices for disadvantaged pupils Greater parental engagement for some pupils.</p> <p>Moderation of books Y2 and Y6 with other schools.</p>	Maths and English leads	Termly pupil progress meetings and data point entries
Attainment and progress for more able children eligible for PPG will be in line with attainment for all	Targeted small group work, greater focus on pre teaching and over teaching for targeted pupils,	EEF research shows the impact of quality first teaching and that intervention is effective when delivered in a well-structured way. All children access the same learning in the daily	Organise timetable so that staff delivering provision have sufficient planning and delivery time	Maths and English leads	In termly pupil progress meetings

pupils at the end of each Key Stage	Teacher focus groups	maths lesson and additional support is given in the form of pre teaching to allow all children fair access to the main lesson	Impact of intervention is regularly reviewed in team meetings and pupil progress meetings. Increase parental engagement of PPG pupils Review progress every half term for PPG pupils Termly report on impact of interventions		
Total budgeted cost					4,500
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?
To support specific pupils with phonics acquisition and targeted reading	To maintain TA hours to support afternoon intervention sessions. (0.5)	Improved confidence in literacy for specific pupils.	AM7 tracking and Pupil Progress Meetings	LT	July 2019
Total budgeted cost					1,522
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?
To provide additional extra-curricular opportunities for PPG children.	Subsidised travel expenses and costs for residential trips offered to PPG children to	Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities.	The provision of clubs to PPG children and their attendance will be closely monitored by the Head of Inclusion and the Club Co-Ordinator.	SLT	July 2019

	increase uptake in adventurous opportunities.		PPG Pupil and Parent Voice will be collated and feedback followed up by SLT.		
Support for children with emotional and mental health issues	Nurture groups TAC meetings initiated by school Social services Child in Need and Child Protection Support To continue to be part of ASPECTS	Research demonstrates that children make good progress in school when they are supported by an effective family network providing good quality parenting Children who do not feel safe and settled in a nurturing environment are known to make less progress and attain less well than their peers.	Home school link worker will work closely with families and will coordinate nurture groups across the school.	Head Home School Link Worker	Termly meetings with head, Senco
Support for families for children to attend after school clubs	Free after school clubs for children in receipt of PPG	Support for children to take part in out of school activities can improve life experiences	All children are offered clubs. Parents of pupil in receipt of PPG are written to individually to offer clubs free of charge	Head	Termly through the club spreadsheet
Total budgeted cost					5,200

6. Review of expenditure				
Previous Academic Year				
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
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

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

7. Additional detail

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