

## Pupil Premium Strategy Statement

1. Summary Information					
School	Hampreston First School				
Academic Year	2018-2019	Total PP budget	£9200	Date of most recent PP Review	2017 - 2018
Total Number of Pupils	147	Number of pupils eligible for PP	5	Date for next internal review of this strategy	September 2019

2. Current Attainment
<p>Statutory and internal assessments show PP children making good progress. We have decided not to publish data on the attainment and progress of PP children by year group or in statutory assessments as with so few PP children in each year group, individuals would be identifiable. It is also inappropriate to base self-evaluation on such small cohorts, given the inevitable variability. Instead we focus on individual children. All PP children have learning targets so that 1:1 / group support can be appropriately targeted. This is for children working towards, at or beyond expectations.</p> <p><b>Across Reading, Writing and Maths, 100% of PP children made good progress, 29% made more than expected progress.</b></p>

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some PP children have low prior attainment

B.	Some PP children have additional needs
C.	Weaknesses in learning behaviours eg lack of independence, focus or resilience
D.	Social and emotional problems affecting confidence and progress
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
E.	Absence

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Good progress	PP children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up
B.	Any additional needs are supported effectively	Children with additional needs are supported through the school's SEND practice with recognition and support for any additional factors that PP face.
C.	Improved learning behaviours	Improvement in the learning behaviours demonstrated by targeted PP children are evident – recognised by children and staff alike
D.	Improved self-confidence and self-esteem	Children feeling more confident to participate fully in school life and take risks with their learning
E.	Increased attendance	Attendance issues diminished

	<b>5. Planned expenditure</b>				
<b>Academic Year</b>	<b>2018 - 2019</b>				
	The three headings below enable the school to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
	<b>i. Quality of teaching for all</b>				
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?
A. Good progress	<p>All staff continue to deliver maths through 'Inspire Maths'.</p> <p>Two staff involved with potential research project, involving pre-teaching of concepts and vocabulary.</p> <p>Ongoing focus on reading (including a focus on children working at greater depth)</p> <p>Peer teaching observations</p>	<p>Maths results (2018) continue to be encouraging, in light of adoption of Singapore style maths scheme.</p> <p>Literacy focus to address under – attainment, including a focus on those children working at greater depth in reading.</p>	Ongoing monitoring programme	RMc, HT, JM	Ongoing

C. Improved learning behaviours	Continue with house point system and positive reinforcement to promote positive learning behaviours – resilience, focus etc  Group responsibility can help promote individual responsibility for own learning and behaviour	Progress meetings have highlighted some children for whom learning behaviours are preventing progress eg children are easily distracted, lack focus or confidence	Ongoing monitoring of learning behaviours	SEN specialist support, SENCo	
					£500 ( + funds from other budgets)

## 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?
A. Good progress	1:1 / small group support with specialist TA (additional to full time TA support in every class)	Boost progress with additional targeted support	Track ongoing progress of children	Head / Assistant Heads	Termly
B. Additional needs supported effectively	Specialist SEN teacher supports and advises where appropriate. Close collaboration with specialist TA.	Learning barriers faced by children	Track ongoing progress of children	Head / Assistant Heads	Termly
D. Improved self-confidence and self-esteem	Social skills sessions with small groups and where appropriate individuals	Improve self-esteem and self-confidence	Track ongoing progress of children	Head / Assistant Heads	Termly

	TA and staff CPD courses - attachment, emotional support				
Total budget cost:					£8200

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?
D. Improved confidence and self-esteem	Extra – curricular activities financed (sport, dance, music etc)	To promote confidence, resilience and enjoyment of learning	Feedback from children parents and where possible, staff	Head	Based on feedback
Uniform subsidy	Lunchtime sports clubs to boost self-confidence and social skills				
E. Attendance	Liaison with parents / carers to encourage improved attendance where appropriate	School attendance hovers around 95 - 96%, with some individual attendance issues.	Monitor attendance	Head	Ongoing
Total budget cost:					£500