

Hanwell Fields Community School - Pupil Premium Statement (2017-18)

Summary Information					
Academic Year	2017/2018	Total PP Budget	£97,680	Date of most recent PP Review	November 2016
Total Number of Pupils	401	Number of Pupils Eligible for PP	77	Date for next internal review of strategy	January 2018

Attainment – July 2017								
	EYFS		End Key Stage One		End Key Stage Two			
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium		
% Achieving GLD								
% Achieving expected in reading, writing and maths			50%	72.5%	33.3%	64%		
% Achieving expected in reading			62.5%	85%	53.3%	68%		
% Achieving expected in writing			50%	75%	66.6%	88%		
% Achieving expected in maths			75%	85%	60%	76%		
% Achieving above expected in reading			37.5%	40%	6.6%	12%		
% Achieving above expected in writing			25%	30%	6.6%	40%		
% Achieving above expected in maths			25%	40%	0%	16%		
Attainment overview of other Year Groups (July 2017)								
	Year One		Year Three		Year Four		Year Five	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading Attainment	39	40.7	49.9	52.8	58.0	58.4	64.0	63.8
Writing Attainment	38.6	40.4	48.9	52.1	57.3	58.0	63.5	63.4
Maths Attainment	39.4	40.7	49.6	52.6	54.4	58.4	63.8	64.2

Barriers to Future Attainment

- Pupil Premium children do not attain and progress as well in Listening and Attention & Moving and Handling whilst in Nursery and Reception.
- Boys eligible for Pupil Premium do not attain as well as girls.
- There is an attainment gap between Pupil Premium children and their peers
- Learning walks and PASS data show that children eligible for pupil premium do not have as much resilience and learning behaviours are not as established as their peers.
- There is a number of curriculum gaps between Pupil Premium children and their peers.

External Barriers to Future Attainment

- Children who are eligible for Pupil Premium have limited experiences to develop character compared to their peers
- Pupil premium families do not engage in learning as much as non pupil premium peers
- There is an attendance gap between Pupil Premium children and their peers

Desired Outcomes from Pupil Premium Spending	
Outcomes	Success Criteria
A. To raise the attainment and progress of Pupil Premium children in Listening and Attention & Moving and Handling whilst in Nursery and Reception.	Pupil premium children in Nursery and Reception will at least make equal progress to their peers in Moving and Handling & Listening and Attention. Where children are not PP+, they will achieve 40-60 in these areas at the end of Reception.
B. To accelerate the progress of boys who are eligible for Pupil Premium across the school, in order to close the attainment gap.	Pupil Premium boys will make accelerated progress across all areas of the school, in all subjects. A higher percentage of boys will reach FFT20 predictions.
C. To work to close the progress and attainment gap between Pupil Premium children and their peers	The gap between Pupil Premium children and their peers in Reading, Writing and Maths will narrow compared to 2016-17.
D. To develop resilience, learning skills and Growth Mindset in Pupil Premium children	Pupil Premium children will show resilience & outstanding learning skills. Pupil voice will show that they are aware of their next steps to improve and how they will do this. They will confidently engage in leaning conversations.
E. Pupil Premium children to make accelerated progress in Read Write Inc and Freshstart, supporting their reading attainment.	Pupil Premium children will make accelerated progress when comparing to their peers. The number of PP children achieving Y1 phonics screening will rise when compared to 2016-17.
F. To develop the mindset and learning skills of Pupil Premium boys in core subjects.	Pupil voice & the pass survey will show that there is no gap between Pupil premium learning attitudes and those of their peers. Learning walks will show that pupil premium children have good learning skills, can confidently discuss their learning with others and next steps.
G. To reduce Pupil premium children's curriculum gaps and ensure that pupil premium children have fundamental skills needed to access curriculum and support in making accelerated progress.	Children taking part in Rocket Room sessions will make accelerated progress in this area of learning. This will support them in closing curriculum gaps and raising attainment.
H. To develop Pupil Premium's character education to give broad and balanced experiences	Children's vocabulary will be developed through a range of experiences, these experiences will support their attainment in writing and reading as they will have a wider range of experiences to draw upon.
I. To engage Pupil Premium families in learning opportunities	Pupil Premium children will make increased progress and attainment as families are engaging in learning opportunities at home.
J. To raise attendance and punctuality of Pupil Premium children	Pupil Premium attendance will be above 97% at July 2018. There will not be a significant gap when comparing punctuality and absences.

Planned Expenditure					
Quality Teaching for All					
Desired Outcome	Chosen Action and Approach	Evidence and Rationale	How will you ensure this is implemented well	Staff Lead	Review of Implementation
To raise the attainment and progress of Pupil Premium children in Listening and Attention whilst in Nursery and Reception.	S&L specialist focussing on raising attainment of Listening and Attention of Reception and Nursery children.	EEF Toolkit: Early Years Intervention is highly effective (+5months). There has been a high level of success previously from Talk Therapy support & Speech and Language support in EYFS. EEF has evidence that Oral Language Development is also effective (+5months)	Line Management & PDR of specialist member of staff. Measuring pupil outcomes in key areas supported.	HHO/STR/ETH	
	Early Excellence to support through coaching and visits, discussing how this area can be further developed with a focus on Quality Teaching & Learning opportunities.		Learning Walks Profile Trawls Observations of children Data will show excellent progress and attainment for these children. CPD for staff from Early Excellence	HHO/STR	
	Support from Talk Therapy to develop staff skills and support in assessing and planning for children with needs in this area.		Monitoring of progress/attainment for the children worked with by Talk Therapy. Learning Walks/Profile Trawls and observations show that this support is positively impacting on pupil progress and attainment.	HHO/STR/ETH	
To raise the attainment and progress of Pupil Premium children in Moving and Handling whilst in Nursery and Reception.	Development of opportunities in the outside area and quality of interactions, where timetable is adapted to maximise opportunities for progress in continuous provision	EEF Toolkit: Early Years Intervention is highly effective (+5months). From data scrutiny 2016-17, there was a trend of PP children not attaining/progressing as well as peers in this area of the EYFS framework.	Early Excellence to support through CPD opportunities for staff	HHO/STR/ETH	
	Early Excellence to support through coaching and visits, discussing how this area can be further		Learning walks, profile trawls and observations will show this has a positive impact on pupil progress and attainment. Pupil Premium children will make more progress than	HHO/STR/ETH	

	developed with a focus on Quality Teaching & Learning opportunities.		compared to previous PP cohort when analysing data.		
To accelerate the progress of boys who are eligible for Pupil Premium across the school, in order to close the attainment gap	Member of SLT coaching each year group and fortnightly completing coached dialogue and a Raising Attainment Plan which has a focus of PP children.	NCTL research and documentation around how lesson study and coaching is highly successful in developing practise. We know from previous support given to teachers, a model of coaching works with good effect to raise standards of teaching and learning.	Learning Walks, Book Trawls and Data will show high standards of teaching and learning for PP children. PP will make accelerated progress (PP+ to make expected progress)	Senior Leadership Team	
	Each Pupil Premium child to have a linked staff member as a coach who they meet fortnightly with to share work and make learning targets to further success.	EEF Toolkit shows that feedback is highly effective when instant and relevant to children (+8 months). Metacognition is also highly effective on EEF toolkit (+8months). This approach uses both of these elements, we have noticed previously that children with Growth Mindset embedded have success with their learning and therefore are developing this further.	PP children will be able to share via pupil voice how their coach has positively impacted on them. PP will make accelerated progress (PP+ to make expected progress)	ETH	
To work to close the progress and attainment gap between Pupil Premium children and their peers	Member of SLT coaching each year group and fortnightly completing coached dialogue and a Raising Attainment Plan which has a focus of PP children.	NCTL research and documentation around how lesson study and coaching is highly successful in developing practise. We know from previous support given to teachers, a	Learning Walks, Book Trawls and Data will show high standards of teaching and learning for PP children. PP will make accelerated progress (PP+ to make expected progress)	Senior Leadership Team	

		model of coaching works with good effect to raise standards of teaching and learning.			
	To continue the work with Achievement for All, focussing on provision for Pupil Premium children as focus cohort.	DfE research project on Achievement for All showed that schools which engage see a: significant impact on literacy and maths progress; significant improvements in behaviour and attendance; significant improvements in partnerships with parents; increased awareness and focus on disadvantaged children leading to improved outcomes.	Support through CPD and visits around how to diminish the difference. Support when monitoring and evaluating, linked to children eligible for pupil premium and SEND children. Focussing specifically this academic year on HAP PP children. Staff CPD to share messages from visits and ensure successful implementation of techniques.	ETH	
To develop resilience, learning skills and Growth Mindset in Pupil Premium children	Each Pupil Premium child to have a linked staff member as a coach who they meet fortnightly with to share work and make learning targets to further success.	EEF Toolkit shows that feedback is highly effective when instant and relevant to children (+8 months). Metacognition is also highly effective on EEF toolkit (+8months). This approach uses both of these elements, we have noticed previously that children with Growth Mindset embedded have success with their learning and therefore are developing this further.	PP children will be able to share via pupil voice how their coach has positively impacted on them. PP will make accelerated progress (PP+ to make expected progress)	ETH	
Total Budgeted Cost					£18,500

Targeted Support

Desired Outcome	Chosen Action and Approach	Evidence and Rationale	How will you ensure this is implemented well	Staff Lead	Review of Implementation
Pupil Premium children to make accelerated progress in Read Write Inc and Freshstart, supporting their reading attainment.	Staff to have regular CPD to develop provision of Read Write Inc through Masterclasses.	EEF Toolkit: Teaching Reading Comprehension & Strategies has positive impact (+5months) and that phonics is effective (+4 months) Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught effectively in order for children to develop fluency in reading.	Learning Walks, Book Trawls and progress & attainment data shows that children make good progress in Read Write Inc and the standard of teaching and learning is high. Staff voice shows they are confident in developing excellent standards of delivery. There is a decreasing amount of children at the end of the Year 2 and Year 3 taking part in RWI due to high standards of T&L.	JDU	
	Staff to have regular CPD to develop provision of Freshstart through Masterclasses.		Learning Walks, Book Trawls and progress & attainment data shows that children make good progress in Freshstart and the standard of teaching and learning is high. Staff voice shows they are confident in developing excellent standards of delivery.	CSH	
To develop the mindset and learning skills of Pupil Premium boys in core subjects.	Learning Mentor apprentice to work with identified children in core subjects, focussing on developing mindset and learning skills.	EEF Toolkit shows that feedback is highly effective when instant and relevant to children (+8 months). Metacognition is also highly effective on EEF toolkit (+8months). This approach uses both of these elements, we have	PP children & their teachers will be able to share via pupil voice how the learning mentor has positively impacted on them. Learning mentor will support PP to make accelerated progress in lessons (PP+ to make expected progress)	ETH	

		noticed previously that children with Growth Mindset embedded have success with their learning and therefore are developing this further.			
To reduce Pupil premium children's curriculum gaps and ensure that pupil premium children have fundamental skills needed to access curriculum and support in making accelerated progress.	Rocket Room to address known curriculum gaps and support in developing key skills needed for success for key pupil premium children.	EEF shows that individualised instruction is beneficial for children's progress (+2 months). EEF shows small group intervention is effective (+4 months). Shows that groups above 6 do not have so much impact, so need to be aware of this when planning success unit. This research also shows that a clear understanding of children's needs is needed in order for the intervention to be effective.	Learning Walks & data shows that where children have attended Rocket Room there has been a positive impact on their progress. Pupils, staff and parent voice shows positive attitudes towards Rocket Room and that this has supported children's learning.	ETH	
Total Budgeted Cost					£37,000

Other Approaches

Desired Outcome	Chosen Action and Approach	Evidence and Rationale	How will you ensure this is implemented well	Staff Lead	Review of Implementation
To develop Pupil Premium's character education to give broad and balanced experiences	To support Pupil Premium children in accessing Children's University	<p>University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact.</p> <p>EEF shows that character education has positive impact on children's learning (+3 months).</p>	<p>Year 1 and Year 5 PP to be invited to join – monitor impact on learning skills & attitudes to learning through pupil voice, learning walks and data collection.</p> <p>After School Club for children and parents to work to gain learning hours, facilitated by PP lead. Development of parental relationships through this activity as well.</p>	ETH/HGR	
	To develop a '101 Things to do before you leave Hanwell' and share/encourage PP children to participate		<p>Written and sent home to PP parents, with rationale of why this is important.</p> <p>AHT to monitor impact of this on pupils learning skills, attitudes and progress/attainment through learning walks, book trawls and observations.</p>	SRO/ETH	
	To develop cultural capital for PP children by completing three 'cultural trips' a year, targeting PP children		<p>Organise and communicate with parents Dec/Mar/July.</p> <p>Parent workshops to support parents in developing skills to engage with their child.</p> <p>Monitor impact of this on pupils learning skills, attitudes and progress/attainment through learning walks, book trawls and observations.</p>	ETH	

To engage Pupil Premium families in learning opportunities	Providing topic backpacks for Pupil Premium children to share and engage in learning at home	EEF Toolkit shows parental engagement is effective (+3months). Where parents are involved and engaged in children's education there has been a positive impact.	Parent and child voice around how this supports children in their learning.	ETH	
	To develop cultural capital for PP children by completing three 'cultural trip' parents meetings, targeting PP families	EFF shows that home learning/homework is effective (+2months). This will be effective if all children (including those eligible for pupil premium) take part in this and parents are actively involved in this learning.	Monitor impact of this on pupils learning skills, attitudes, vocabulary and progress/attainment through learning walks, book trawls and observations.	ETH	
	Family Welfare co-ordinator to support families in engaging with school.		Identify through monitoring any PP families who need additional support. Bespoke offers of support dependent on need.	RTU/ETH	
To raise attendance and punctuality of Pupil Premium children	Attendance officer to work with key families to produce attendance contracts & monitor effectiveness of these	DfE has called for high level of analysis on data so absence trends/patterns are picked up earlier – leading to earlier intervention with parents. Attendance was raised to 95% (2016-17). DfE has shown interest in attendance for those children who are not compulsory school age and how schools engage with these parents to ensure that good attendance patterns start on entrance to school environment.	Number of families on contracts will diminish – where families are on attendance contracts there will be sustained and rapid improvements to attendance. HLL will show improving trends for children. Monthly meetings will be timetabled for this to take place. Data will be shared with SLT to support RAP meetings.	FPR/ETH/SNU	
	Attendance awards and incentives to support in developing children's attitudes towards attendance.	We know from last year's work around attendance, early intervention and parental contracts had a positive impact on improving attendance and tightened	Scheduled opportunities in assembly to celebrate attendance/punctuality awards. Celebrate in newsletter.		
	Minibus pick up service for key families to ensure		Minibus to pick up identified children.		

	punctuality and attendance at school.	systems and structures around this, as well as monitoring of PA.	Monitor impact this has on raising attendance and use to support families on attendance contracts.		
Total Budgeted Cost					£26,500

Review of Expenditure

Quality Teaching for All

Desired Outcome	Chosen Action and Approach	Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible for PP if appropriate.</i>	Lessons Learnt <i>And whether you will continue this approach</i>	Cost

Targeted Support

Desired Outcome	Chosen Action and Approach	Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible for PP if appropriate.</i>	Lessons Learnt <i>And whether you will continue this approach</i>	Cost

Other Approaches

Desired Outcome	Chosen Action and Approach	Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible for PP if appropriate.</i>	Lessons Learnt <i>And whether you will continue this approach</i>	Cost

Additional Detail

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