

Hanwell Fields Community School - Pupil Premium Statement (2018-19)

Summary Information					
Academic Year	2017/2018	Total PP Budget	£99,640	Date of most recent PP Review	Sept. 18
Total Number of Pupils	441	Number of Pupils Eligible for PP	78	Date for next internal review of strategy	July. 19

Current Attainment (OCC Data – Currently Unvalidated)						
	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	50% (4chn)	83.7% (43chn)				
% Achieving expected in reading, writing and maths			50%	85.7%	53.8%	57.1%
% Achieving expected in reading			62.5%	93.8%	61.5%	80%
% Achieving expected in writing			50%	89.6%	85.7%	85.4%
% Achieving expected in maths			50%	91.7%	53.8%	62.9%
% Achieving above expected in reading			0%	41%	0%	34%
% Achieving above expected in writing			0%	29%	0%	24%
% Achieving above expected in maths			0%	39%	0%	33%

Barriers to Future Attainment
A. Differentiation does not always effectively support pupils eligible for pupil premium in making progress within lessons: This is especially the case when SEND is another factor in their provision. Embedding intervention and provisions using data strategically to map these to need.
B. Accelerating progress and increasing attainment of pupil premium children in writing.
C. Accelerating the progress and increasing attainment of current middle attaining pupil premium children
D. Oral language skills for pupils eligible for pupil premium are lower than for other pupils. This slows reading and writing progress.
E. Children who are eligible for pupil premium do not consistently have a similar level of aspiration to non pupil premium children.

External Barriers to Future Attainment
A. Attendance rates for pupils eligible for pupil premium are below 97%. This reduces their school hours and is contributing to the gap in attainment.
B. Children who are eligible for pupil premium are disadvantaged in terms of their character development when compared to opportunities had by their peers.

Desired Outcomes from Pupil Premium Spending	
Outcomes	Success Criteria
A. Differentiation does not always effectively support pupils eligible for pupil premium in making progress within lessons: This is especially the case when SEND is another factor in their provision. Embedding intervention and provisions using data strategically to map these to need.	Pupil Premium children make accelerated progress. Intervention and provision is matched closely to need and decided upon using data.
B. Accelerating progress and increasing attainment of pupil premium children in writing.	Pupil Premium children will make accelerated progress in writing. The attainment gap will diminish.
C. Accelerating the progress and increasing attainment of current middle attaining pupil premium children	MAP Pupil Premium children will make accelerated progress. The attainment gap will diminish.
D. Oral language skills for pupils eligible for pupil premium are lower than for other pupils. This slows reading and writing progress.	Pupil Premium children will develop their oral language skills. There will be a diminishing gap between them and their peers.
E. Children who are eligible for pupil premium do not consistently have a similar level of aspiration to non pupil premium children.	Pupil Voice will show that PP have similar aspirational levels to their peers.
F. Attendance rates for pupils eligible for pupil premium are below 97%. This reduces their school hours and is contributing to the gap in attainment.	There will not be a significant gap between PP attendance and their peers. Attendance will be above 97%.
G. Children who are eligible for pupil premium are disadvantaged in terms of their character development when compared to opportunities had by their peers.	ECM tracker will show that PP have equal opportunities to peers.

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 Implementation
<p>Differentiation will effectively support pupils eligible for pupil premium in making progress within lessons: especially when SEND is another factor in their provision.</p> <p>Interventions and provisions will be strategically mapped linked to PP need using data.</p>	<p>To develop the use of keep up & catch up interventions. There will be a consistent approach regarding provisions vs. intervention.</p> <p>SEND Teacher to support 0.8hrs week – small groups to ensure progress and fundamental skills are mastered.</p> <p>To use data to inform next steps & provisions through regular assessment processes & analysis</p>	<p>EEF shows that individualised instruction is beneficial for children's progress (+2 months).</p> <p>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.</p>	<p>Monitoring and Evaluation of delivery through learning walks, identifying CPD needs and actioning these.</p> <p>Book trawls to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure children are identified for provision where needed and that through intervention and provision they make good progress and the gap is diminishing.</p>	<p>ETH HWA CBO SRI CTO STR SEND Teacher</p>	
	<p>Through CPD opportunities, the use of TA's will be developed. This will be linked to maximising impact of TA project research.</p>	<p>J.Hattie research that CPD has large effect on pupil achievement.</p> <p>Bolam and Weindling (2006), Centre for Research – Evaluation in Education (2011) and Teacher Development Trust (2012) show that CPD is effective when it is targeted, evidence based, collaborative, sustained and evaluated.</p> <p>Outcomes will ensure that this criteria is met.</p>	<p>Triangulation of teaching and learning to identify points to improve.</p> <p>CPD planned in key areas for staff to access, delivered by individuals who have strengths in these areas.</p> <p>Opportunities developed for teaching assistants to observe good practise in school to help inform their delivery and differentiation.</p>	<p>ETH HWA CBO LGI</p>	

			T&L term to offer bespoke CPD opportunities & support		
	EP time will be used so there is x3 drop in sessions where staff can discuss children causing concern and seek advice.	Intsitute of Coaching & K Blanchard - 80% of people who receive coaching report increased self-confidence, and over 70% benefit from improved work performance, relationships, and more effective communication skills.	Monitoring and Evaluation of support through learning walks. Staff voice collected re: impact. Book trawls to monitor pupil progress and outcomes.	ETH	
Progress and attainment of pupil premium children in writing will be raised, supporting in closing the gap.	Vocabulary working group will develop and implement strategies for T&L of vocabulary.	Oral language interventions score highly on EEF (+5months).	Monitoring and evaluation – Book Trawls, Learning Walks, Data collection & pupil/staff voice will show diminishing vocabulary gap.	CBO CTO	
	Key PP children will be focus of verbal feedback in class to support them in accelerating progress.	EEF Toolkit shows that feedback is highly effective when instant and relevant to children (+8 months).	Feedback will support children in making progress – there will be increased progress and attainment of pupil premium children in writing compared to 2017-18	CBO CTO	
	Teaching & Learning CPD focus, linking to the principles of instruction. Modelling, scaffolding	J.Hattie research that CPD has large effect on pupil achievement.	The teaching of writing will be consistently good+	CBO LGI	

	and differentiation in literacy (writing) will feature.		PP children will make accelerated progress and attainment and the gap will be diminishing.		
	Pupil Premium children who are not making accelerated progress in writing will, where appropriate, take part in peer tutoring	EEF Toolkit shows that peer tutoring is highly effective (+5months) – both cross age and peer to peer.	PP children will make accelerated progress and attainment and the gap will be diminishing. PP attitudes towards writing will be positive (pupil voice)	ETH CBO HWA	
Accelerating the progress and increasing attainment of current middle attaining pupil premium children	CPD opportunities are given to staff linked to The Principles of Instruction. These will support the development of Teaching & Learning.	J.Hattie research that CPD has large effect on pupil achievement.	The teaching will be consistently good+ PP children will make accelerated progress and attainment and the gap across the curriculum for MAP will be diminishing.	CBO LGI	
	To develop children's skills around metacognition and self regulation.	Metacognition is highly effective on EEF toolkit (+8months).	Monitoring and evaluation – Book Trawls, Learning Walks, Data collection & pupil/staff voice will show that children have developing metacognition & self-regulation skills.	ETH HWA	
	To develop nurture & behaviour Interventions, so there is a consistent approach, baselining measures and ensures progress and therefore MAP children with additional needs (not academic) are effectively supported, enabling them to make academic progress.	EEF Toolkit – Behaviour interventions has impact of +4 months. Social and emotional learning is also recognised as effective by EEF (+4 months)	SEMH intervention measures will show that children make progress in interventions. PP behaviour needs are monitored closely and intervention quickly put in place – ensuring there is high level of support for children. Regular monitoring and evaluation of delivery, and	ETH	

			triangulation to ensure intervention is effective.		
	Investment in PIRA & PUMA Analysis and assessments to ensure that gap analysis informs planning and therefore teaching and learning of MAP is focussed on need.	Need to analyse summative data to ensure that this informs planning for it to be effective.	AHT to meet with teachers to ensure assessments rigorously analysed and used to inform planning. Monitoring and evaluation – Book Trawls, Learning Walks, Data collection & pupil/staff voice show MAP progress is accelerated.	CTO SRI	
	To develop collaborative learning opportunities, targeting MAP pupils.	EEF Toolkit – Collaborative Learning has impact of +5 months.	Learning Walks show that there are opportunities for collaborative learning where all pupils take active part in learning. MAP children will make accelerated progress and the gap between them and HAP will diminish.	ETH HWA CBO SRI CTO STR	
	To develop the range of outdoor learning opportunities used within the curriculum.	EEF shows that this has impact of +4 months.	Monitoring and evaluation – Book Trawls, Learning Walks & pupil/staff voice show that progress is evident where children have been exposed to outdoor learning opportunities. Staff voice will show they are confident to plan and implement outdoor learning opportunities.	ETH HWA CBO SRI CTO STR	

<p>Oral language skills for pupils eligible for pupil premium will increase. This will support their progress in reading and writing.</p>	<p>Vocabulary working group will develop and implement strategies for T&L of vocabulary.</p>	<p>Oral language interventions score highly on EEF (+5months).</p>	<p>Monitoring and evaluation – Book Trawls, Learning Walks, Data collection & pupil/staff voice will show diminishing vocabulary gap.</p>	<p>CBO CTO</p>	
	<p>CPD opportunities are given to staff linked to developing understanding of vocabulary. This will support the development of Teaching & Learning.</p>	<p>J.Hattie research that CPD has large effect on pupil achievement.</p>	<p>Teaching will be consistently good+</p> <p>PP children will make accelerated progress and develop a wider vocabulary/strategies to understand unfamiliar words.</p>	<p>CBO LGI</p>	
	<p>PP children will have mentors and a rucksack where they will be able to take targeted books & materials home to support. These will be bespoke and arranged by mentor.</p>	<p>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).</p> <p>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.</p>	<p>SLT to ensure that meetings happen regularly so they have impact and to a set format, ensuring that Growth Mindset and metacognition is explicitly discussed.</p> <p>Monitor and Evaluate the effectiveness of coaching model.</p>	<p>ETH</p>	
Total Budgeted Cost					£88,900

Other Approaches

Desired Outcome	Chosen Action and Approach	Evidence and Rationale	How will you ensure this is implemented well	Staff Lead	Review Implementation
Children who are eligible for pupil premium have a similar level of aspiration to non pupil premium children.	Hanwell 50 challenge will providing opportunities to develop character education & aspirations.	EEF shows that character education has positive impact on children's learning (+3 months).	Pupil voice will show that 50 Things has had an impact on aspirations and challenge.	ETH	
	Pupil Premium children will be targeted to join Children's University & complete targeted activities to gain hours.	Sports & Arts participation on EEF = +2months & Extending school time (learning time) = +2months.	Monitoring and Evaluating the impact of CU learning opportunities. Gathering pupil voice around the impact of CU.	ETH HGR	
	Pupil Premium children will be targeted to attend After School Club provision	Sports & Arts participation on EEF = +2months & Extending school time (learning time) = +2months.	Monitoring and Evaluating the impact of ASC learning opportunities. Gathering pupil voice around the impact of ASC.	ETH RTO	
	To develop aspirations through author visits & visits from inspirational figures.	EEF shows that character education has positive impact on children's learning (+3 months).	Pupil Voice will show that PP children enjoy & visits have positive impact on learning.	ETH SRI	
	PP children will have mentors and a rucksack where they will be able to take targeted books & materials home to support. These will be bespoke and arranged by mentor.	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).	SLT to ensure that meetings happen regularly so they have impact and to a set format, ensuring that Growth Mindset and metacognition is explicitly discussed.	ETH	

			Monitor and Evaluate the effectiveness of coaching model.		
Attendance rates for pupils eligible for pupil premium are at 97%. There continues to not be a significant gap between PP and their peers.	To continue to promote good attendance habits through whole school award systems.	<p>DfE has called for high level of analysis on data so absence trends/patterns are picked up earlier – leading to earlier intervention with parents.</p> <p>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.</p>	<p>Termly implementation – ensure timetabled time for this to happen and for data to be pulled.</p> <p>Scheduled opportunities in assembly to celebrate attendance/punctuality awards.</p> <p>Celebrate in newsletter.</p>	ETH	
	To raise awareness of whole school and class attendance levels through promoting this (assemblies, door signs, newsletters).	<p>We know from last year's work around attendance, early intervention had a positive impact on improving attendance, as well as rewards for attendance.</p> <p>After reflecting on last year, we know that putting intervention and support in earlier will help to stop attendance falling & we need to tighten parent contact systems.</p>	<p>Staff to actively use SIMS when taking register to identify those children with 3+ days continuous absence.</p> <p>Monitoring and Evaluation of this Waved Approach.</p> <p>Communication with staff and whole school community re: attendance.</p>	ETH	

<p>The gap between PP children and their peers, in character development, is diminished.</p>	<p>To give children eligible for pupil premium opportunities and experiences they may not access outside of school by funding school trips and visits.</p>	<p>EEF Outdoor Adventure Learning (+3 months) - we have seen impact previously of children undertaking trips/residentials and this has benefited their education.</p> <p>University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact.</p>	<p>Monitoring and Evaluating the impact of trips and visits.</p> <p>Using the ECM tracker to ensure that children eligible for pupil premium are accessing trips and visits.</p> <p>Gathering staff and pupil feedback around the impact of these.</p>	<p>ETH HWA CBO SRI CTO STR</p>	
	<p>To give children eligible for Pupil Premium a broad and balanced curriculum, through Enrichment programme.</p>	<p>EEF shows that character education has positive impact on children's learning (+3 months).</p>	<p>Monitoring and Evaluating the impact and effectiveness of Enrichment provision through triangulation.</p> <p>Gathering staff and pupil feedback around the impact of this.</p>	<p>ETH HWA CBO SRI CTO STR</p>	
	<p>To develop character education and social & well-being development for children eligible for pupil premium through the use of Sports Champions.</p>	<p>EEF Toolkit shows that Sports Participation has positive impact (+2months). This is linked to metacognition and growth mindset which also has positive research attached from EEF(+8months)</p>	<p>To identify pupil premium eligible children (particularly boys).</p> <p>To plan, monitor and evaluate effectiveness of activities which teach Growth Mindset through the medium of sport.</p> <p>Pupil and staff voice to evaluate impact.</p>	<p>ETH HWA CBO SRI CTO STR</p>	
Total Budgeted Cost					£11,800