

Pupil premium strategy statement

1. Summary information					
School	Alderman Richard Hallam Primary School				
Academic Year	2017-18	Total PP budget	197680	Date of most recent PP Review	n/a
Total number of pupils	871	Number of pupils eligible for PP	134	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2		
% achieving expected standard in Reading	59.1%	71%
% achieving expected standard in Grammar, Punctuation and Spelling	68.2%	77%
% achieving expected standard in Mathematics	68.2%	75%
% achieving expected standard in Writing	55%	76%
KS1		
% achieving expected standard in Reading	47.1%	76%
% achieving expected standard in Mathematics	41.2%	68%
% achieving expected standard in Writing	47.1%	75%


3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	A gap in attainment in Reading, Writing and Mathematics for those children eligible for PP compared to those who are not begins in Key Stage 1.
B.	Attainment in writing in lower Key Stage 2 for children eligible for Pupil Premium is slightly lower than non-PP pupils.
C.	Progress rates in upper KS2 for children eligible for Pupil Premium is lower than non-PP pupils, leading to a negative value added




D.	Attainment in Reading in upper Key Stage 2 for children eligible for Pupil Premium is lower than non-PP pupils	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance rates for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.	Pupils eligible for PP in Years 1 and 2 make rapid progress by the end of the year so that the number of pupils meeting age related expectations (ARE) is in line with non-PP children.
B.	Accelerated progress across lower KS2 in writing for pupils eligible for PP.	Pupils eligible for PP in Years 3 and 4 make accelerated progress (at least 7 steps on Target Tracker) in writing. This will be supported by teacher assessments, moderation
C.	Accelerated progress across upper KS2 in Reading, Writing and Mathematics for pupils eligible for PP.	Pupils eligible for PP in Years 4, 5, and 6 make accelerated progress (at least 7 steps on Target Tracker) in reading, writing and Mathematics. This will be supported by teacher assessments, moderation within our Development Group and across the phase.
D.	Accelerated progress across upper KS2 in reading for pupils eligible for PP.	Pupils eligible for PP in Years 5 and 6 make accelerated progress (at least 7 steps on Target Tracker) in reading. This will be supported by teacher assessments, moderation within our Development Group and across the phase.
E.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance is consistently 96% in line with whole school attendance objectives.





5. Planned expenditure	
Academic year	2017/18







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?
<p>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>B. Accelerated progress across lower KS2 in writing for pupils eligible for PP.</p> <p>C. Accelerated progress across upper KS2 in Reading, Writing and Mathematics for pupils eligible for PP.</p>	<p>Staff training on the use of verbal feedback in writing and implementation of a new effective marking policy</p> <p>Ensuring effective members of staff in year groups to provide effective feedback and interventions based on next steps.</p>	<p>EEF Toolkit analysis (https://educationendowmentfoundation.org.uk/our-work/about-the-toolkits/):</p> <p></p> <p>Building from last years' work on feedback, we want to move further towards verbal feedback and a new marking policy which is more visual and easy to understand for all learners in our school.</p> <p>Many different evidence sources, such as the EEF toolkit above, suggest high quality feedback is an effective way to improve attainment.</p> <p>Teaching assistants and intervention staff that have worked well in the school and supported children in making accelerate progress to be used in class and for targetted interventions</p>	<p>Use of disaggregated hours to provide longer staff meetings on feedback.</p> <p>Book audits in phases used to ensure all staff have access to best practise.</p> <p>Learning walks to observe interventions and ensure they have a clear focus based on feedback.</p> <p>Observations of intervention staff (such as RR teacher) to be done on a termly basis to ensure effective teaching and feedback is taking place.</p> <p>Time out of class provided for observations of staff confident in the use of verbal feedback.</p>	<p>CL – Assistant Head</p> <p>SB – Deputy Head</p> <p>KN – Assistant Head</p>	<p>January 2018 and then half-termly</p>

<p>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>B. Accelerated progress across lower KS2 in writing for pupils eligible for PP.</p> <p>C. Accelerated progress across upper KS2 in Reading, Writing and Mathematics for pupils eligible for PP.</p> <p>D. Accelerated progress across upper KS2 in reading for pupils eligible for PP.</p>	<p>Quality First Teaching with a strong emphasis on teaching for mastery used effectively in all year groups</p>	<p>    </p> <p>The EEF toolkit suggests that teaching for mastery has a moderate impact for low cost. We want to ensure children eligible for PP do not fall behind the attainment levels of their peers. We have delivered a range of CPD in house for teachers on QFT and have seen an impact of progress levels as a result. With an influx of new staff, we want to ensure that the emphasis on QFT is still prominent and that an increased emphasis is put on mastery of the curriculum for our PP children. Academic Coaching will be used to support this in Year 2 and 6 as preparation for the SATs. Focus on NQT programme helping to enhance Quality First Teaching and</p>	<p>Quality CPD sessions as have been delivered in the past to be rolled out over the course of the Autumn and Spring terms.</p> <p>Academic Coaching to be delivered by highly effective teachers to Years 2 and 6 on key focus areas as preparation for the SATs.</p> <p>Learning walks, lesson observations and book scrutinies to be carried out by management.</p> <p>Cover used for all staff to be able to informally observe experts within the school and in other schools if required (where no expertise is already present in house)</p>	<p>CL – Assistant Head SB – Deputy Head</p>	<p>January 2018 and then half-termly</p>
Total budgeted cost					£105000
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?

<p>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>C. Accelerated progress across upper KS2 in Reading, Writing and Mathematics for pupils eligible for PP.</p> <p>E. Increased attendance rates for pupils eligible for PP.</p>	<p>Use high-quality collaborative learning companies and training (Happy Puzzle Company and Forest Schools training) to ensure that pupils are able to work together to contribute to a common outcome.</p>	<div data-bbox="712 86 1144 129">   <div data-bbox="1093 73 1144 129" style="background-color: orange; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">+5</div> </div> <p>Following success of Happy Puzzle Company and Forest Schools training, we will continue to invest in these this academic year.</p> <p>Two members of staff are now trained to deliver Forest Schools to small groups with pupils eligible for PP. This should lead to better cooperation, teamwork and empathy which will help to reduce incidences of behaviour. Funding will be used for equipment and cover for these members of staff.</p> <p>Work with the Happy Puzzle Company will help each student to improve their personal learning and thinking skills, maths, logical reasoning and team skills. Above all, it will boost their self-confidence and raise their own expectation of what they can achieve.</p>	<p>The companies have been selected based on previous work with them that has proven to be effective.</p> <p>The Happy Puzzle Company will be invited to run three days (1 per term) of workshops with PP pupils from Year 1-6, with longer time given to those pupils in upper KS2.</p> <p>Required equipment for Forest Schools and cover required for the teacher's class to be paid for out of PP budget.</p>	<p>CL</p> <p>Maths coordinator</p> <p>BW and WH (FS Leads)</p>	<p>March 2018</p>
<p>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p>	<p>Expansion of peer tutoring scheme trialled last year – using a group of gifted and talented pupils in Years 4, 5 and 6 in peer tutoring to be delivered to PP pupils in Years 1, 2 and 3.</p>	<div data-bbox="712 900 1144 943">   <div data-bbox="1093 887 1144 943" style="background-color: orange; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">+5</div> </div> <p>Some of the pupils need targetted support to raise their attainment levels. Evidence suggests that peer tutoring is effective for a low cost. We have seen from our Reading Buddies scheme that this helps both the tutee with their attainment and the tutor with their mastery of the curriculum.</p> <p>Last year, due to time restarints, the trial used only Year 6 and Year 2 – this year it will be rolled out to all year groups orinigally planned for.</p>	<p>Organise timetable to ensure pupils have a quality session without missing any of the curriculum.</p> <p>Training for peer tutors to be sourced using evidence of effectiveness.</p> <p>Peer tutoring sessions to be overseen by a teaching assistant and reviewed by G&T lead.</p> <p>Funding for G&T lead to organise.</p>	<p>G&T Lead</p>	<p>January 2018 and then on a half-termly basis</p>

<p>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>B. Accelerated progress across lower KS2 in writing for pupils eligible for PP.</p> <p>C. Accelerated progress across upper KS2 in Reading, Writing and Mathematics for pupils eligible for PP.</p> <p>D. Accelerated progress across upper KS2 in reading for pupils eligible for PP.</p>	<p>Increasing parental involvement through workshops spread over the year and a new homework approach developing life skills</p>	<p>    </p> <p>The EEF toolkit suggests that parental involvement has mixed levels of effectiveness but our own work with parents has led to greater support at home for the pupils in homework. Parents at Alderman Richard Hallam are very supportive and keen to ensure their child achieves the best they can. A new homework system focused on developing life skills will be trialled in Years 1 and 5 in the Autumn terms and rolled out to other year groups if successful.</p>	<p>Homework system to be trialled in Years 1 and 5 with resources made available to PP children where needed. Staff training time on the new homework approach to be provided. Workshops to be organised on a termly basis for three key areas of the curriculum: Reading, Writing and Mathematics. These will have three sessions run for KS1, lower KS2 and upper KS2. Impact overseen by English and Mathematics coordinators. Engage with parents and carers before the workshops to identify any key concerns or areas of need.</p>	<p>CL SB</p> <p>Maths coordinators</p> <p>English coordinators</p>	<p>December 2017</p>
<p>B. Accelerated progress across lower KS2 in writing for pupils eligible for PP.</p> <p>C. Accelerated progress across upper KS2 in Reading, Writing and Mathematics for pupils eligible for PP.</p> <p>D. Accelerated progress across upper KS2 in reading for pupils eligible for PP.</p>	<p>Small group tuition to support PP pupils in making accelerated progress.</p>	<p>    </p> <p>This year, we want to focus on the use of small group tuition to target groups of pupils in Years 4, 5 and 6 who have not yet diminished the difference with their non-PP peers. We feel targeted support is necessary for this.</p> <p>The PP pupils in our current Year 5 cohort make up 25% of our PP pupils in the school and we feel this should be a target.</p>	<p>TA to be employed as a Pupil Premium champion, working with small groups across KS2.</p> <p>An outstanding teacher to be employed to work with small groups and to do one-to-one pupil conferencing in year 1.</p> <p>Observations of both staff to ensure quality of provision to be conducted regularly.</p>	<p>CL</p>	<p>On a half-termly basis.</p>
Total budgeted cost					£72000
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?

E. Increased attendance rates for pupils eligible for PP.	Ensure equality of access for all pupils to our enriched curriculum.	Continuing from last year, pupils eligible for PP will have access to our school's breakfast club and priority for many extra-curricular clubs. All clubs within school are expected to prioritise these pupils and two trips per year will be funded from the PP budget. We want to ensure that all pupils have an equality of access to the curriculum to foster a love of school and learning.	Two trips in each year will be fully funded for Pupil Premium pupils, as will breakfast club and after school club where demonstrably affecting a pupils social and emotional wellbeing. Any staff leading clubs will be expected to keep a register of pupils attending and identifying the proportion of PP pupils attending. They will give first priority for limited capacity clubs to PP pupils.	Karen Davies (bursar) CL Paula Smith (Breakfast Club coordinator) WH - EVC	January 2018 and then half-termly attendance reports
E. Increased attendance rates for pupils eligible for PP.	Attendance interventions for priority PP pupils, where attendance is less than good.	We have found targeted interventions with regards to attendance to be successful in the past for all pupils. We want to focus this on those PP pupils whose attendance slips below 'good'.	Half-termly meetings between PP lead and Attendance and Admissions Manager to analyse data regarding attendance and identify priority pupils. Home visits, support for parents and rewards systems to be used to increase their attendance levels.	CL KH – Attendance and Admissions Manager	On a half-termly basis.
Total budgeted cost					£20680

6. Review of expenditure				
Previous Academic Year		Total PP budget		186120
		Number of pupils eligible for PP		134
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

<p>B. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>C. Accelerated progress across lower KS2 in writing for pupils eligible for PP.</p> <p>D. Accelerated progress across upper KS2 in Mathematics for pupils eligible for PP.</p>	<p>Staff training on high quality feedback, both written and verbal.</p> <p>Ensuring effective members of staff in year groups to provide effective feedback and interventions based on next steps.</p>	<p>Feedback has improved within the school (evidence from book audits by subject leaders and by year and phase leaders).</p> <p>Increase in children responding to comments and editing skills.</p> <p>This impacted particularly on PP children working at greater depth in KS1 SATS and on those at ARE in KS2.</p>	<p>This worked well but needs to have a higher priority earlier in the year to be truly effective. Next year, expectations that teachers will lead a session with children on what marking means and how to use it to develop.</p> <p>From EEF and other sources, a greater impact will be placed on verbal feedback in the next academic year.</p>	£65000
<p>B. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>C. Accelerated progress across lower KS2 in writing for pupils eligible for PP.</p> <p>D. Accelerated progress across upper KS2 in Mathematics for pupils eligible for PP.</p>	<p>Quality First Teaching used effectively to ensure all children have high-quality input.</p>	<p>We wanted to ensure children eligible for PP do not fall behind the attainment levels of their peers. We have delivered a range of CPD in house for teachers on QFT and have seen an impact of progress levels as a result.</p> <p>Academic Coaching was used to support this in Year 2 and 6 as preparation for the SATs</p>	<p>Academic coaching took place only in Year 6 and had a limited take up this academic year, particularly by PP pupils. For next year, we will be having a parent workshop to drive home the importance of this extra support and increase uptake.</p> <p>CPD has been effective and we will continue with this approach, with a greater emphasis on in-house training (release time needed) and on the mastery of the curriculum.</p>	£75000
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

<p>A. Behavioural issues of KS2 Pupil Premium pupils are addressed.</p> <p>D. Accelerated progress across upper KS2 in Mathematics for pupils eligible for PP.</p>	<p>Use high-quality collaborative learning companies and training (Happy Puzzle Company and Forest Schools training) to ensure that pupils are able to work together to contribute to a common outcome.</p>	<p>Two members of staff have received the initial year training for Forest Schools which will now need to be refined through course work and small groups in the next academic year.</p> <p>The Happy Puzzle Company delivered some highly effective curriculum days developing pupils' personal learning and thinking skills, maths, logical reasoning and team skills. It also helped to boost their self-confidence and raise their own expectations of what they can achieve.</p>	<p>This had an excellent impact on the children's enjoyment of school and had some impact on their attendance rates. Next academic year, we will continue with this approach with an emphasis on follow-up learning to help to increase accelerated progress levels in pupils eligible for Pupil premium.</p>	<p>£1100</p>
<p>B. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>C. Accelerated progress across lower KS2 in writing for pupils eligible for PP.</p>	<p>Training a group of gifted and talented pupils in Years 4, 5 and 6 in peer tutoring to be delivered to PP pupils in Years 1, 2 and 3.</p>	<p>Peer tutoring took place this academic year by G&T pupils in Year 6 for PP children in year 2. This had an excellent impact on their attainment and progress rates as shown by SATs results (improvement from predicted results at the beginning of the year).</p>	<p>This had an excellent impact but due to time constraints in the timetable, we weren't able to roll it out to other year groups as initially planned. We hope to do this next year by investing more in the programme, particularly release time for staff to organise and train peer mentors.</p>	<p>£1500</p>
<p>B. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>C. Accelerated progress across lower KS2 in writing for pupils eligible for PP.</p> <p>D. Accelerated progress across upper KS2 in Mathematics for pupils eligible for PP.</p>	<p>Increasing parental involvement through parent's evening support packs and workshops spread over the year.</p>	<p>One parental workshop for each subject took place over the course of the year, rather than the termly ones originally planned due to low parental take up on the initial workshops and staff meeting time allotted to this.</p> <p>Parent's evening packs were created for each phase to encourage parents to attend parents' and carer's evening. There was a large uptake of PP parents and carers attending. These included story writing books, grammar books, puzzles and logic problems.</p>	<p>The parents' and carer's evening packs had an excellent impact and was well received by the children and parents alike. Many parents expressed their gratitude and children regularly brought in their completed creative writing or puzzles to show in school. Attendance for PP parents' and carers' was high. Parents' and carers' evenings will be operating differently in the next academic year but this is something we will definitely do in the future when appropriate.</p> <p>Parental workshops need higher levels of take up to warrant the investment. This will be reviewed in the next academic year.</p>	<p>£5300</p>

D. Accelerated progress across upper KS2 in Mathematics for pupils eligible for PP.	Developing meta-cognition and self-regulation through the use of videos of peer-tutoring sessions to go on the school website.	'How-to' guides created by the pupils of A.R.H. in how to scaffold their approaches to Mathematics. Higher attaining pupils were filmed teaching mathematical strategies.	These were not utilised particularly well and need more of awareness of these in the future. The website is being remodelled in this academic year and we may reintroduce these videos in 2018-19.	£100
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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
<p>A. Behavioural issues of KS2 Pupil Premium pupils are addressed.</p> <p>E. Increased attendance rates for pupils eligible for PP.</p>	Introduce a range of exciting curriculum days to develop a positive school ethos amongst pupils eligible for PP in order to create greater engagement in learning, improved attendance and behaviour.	Year overview curriculum days created and some days followed through. Those delivered were observed and highly effective e.g. sparks workshop, poetry slam.	<p>Curriculum days were hugely enjoyed by PP children and attendance rates improved. Reductions in incidence of behaviour in PP children over the course of the academic year, as shown through half-termly behaviour reports conducted by Assistant Head.</p> <p>If to be used in the future, need to chase up subject leaders as not all arranged their curriculum days.</p>	£5500
E. Increased attendance rates for pupils eligible for PP.	Ensure equality of access for all pupils to our enriched curriculum.	These clubs offer enhanced opportunities for children to complete homework with support from staff, access the ICT resources available, take part in guided reading, meet children in other year groups, access learning resources and games and provide children with even greater access to academic coaching from teachers. In addition, at Breakfast Club children start the day with a healthy breakfast which enables them to learn more effectively in school. Trips helped to increase enjoyment in school and attendance.	There was a large uptake of these clubs by Pupil premium pupils. Due to the participation in Breakfast Club, many of these pupils had improved attendance and a ready-to-learn attitude (as commented by teachers). We found that after school club attendance did not affect the children's attendance rates at school and next academic year, this will only be funded in cases where it impacts on the child's social and emotional wellbeing. Saturday is not being continued.	£24500