

Pupil premium strategy statement

1. Summary information					
School	Alderman Richard Hallam Primary School				
Academic Year	2016-17	Total PP budget	186120	Date of most recent PP Review	n/a
Total number of pupils	852	Number of pupils eligible for PP	134	Date for next internal review of this strategy	Jan 2017

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		38%	71%
% achieving expected standard in Grammar, Punctuation and Spelling		59%	78%
% achieving expected standard in Mathematics		62%	75%
% achieving expected standard in Writing		55%	77%
KS1			
% achieving expected standard in Reading		52%	78%
% achieving expected standard in Mathematics		57%	77%
% achieving expected standard in Writing		52%	70%


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.	Behaviour issues (mostly disruptive) for a small group of Pupil Premium pupils in KS2 having a detrimental effect on their academic progress and that of their peers.
B.	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.
C.	Attainment in writing in lower Key Stage 2 for children eligible for Pupil Premium is slightly lower than non-PP pupils.







D.	Attainment in Mathematics in upper Key Stage 2 for children eligible for Pupil Premium is slightly 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.	Behavioural issues of KS2 Pupil Premium pupils are addressed.	Fewer behaviour incidents recorded for these pupils on SIMS (as monitored half-termly).
B.	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.
C.	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 within our Development Group and across the phase.
D.	Accelerated progress across upper KS2 in Mathematics 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 Mathematics. 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	2016/17


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>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. 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>Feedback is already well embedded in the school but with new staff joining, we want to ensure that feedback is effective and purposeful. Many different evidence sources, such as the EEF toolkit above, suggest high quality feedback is an effective way to improve attainment. Teaching assistants and intervention staff that have worked well in the school and supported children in making accelerate progress to be used in class</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, FirstClass@Number TA) to be done on a termly basis to ensure effective teaching and feedback is taking place.</p>	<p>CL – Assistant Head SB – Deputy Head</p>	<p>January 2017 and then half-termly</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>Quality First Teaching used effectively to ensure all children have high-quality input.</p>	<p>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. Academic Coaching will be used to support this in Year 2 and 6 as preparation for the SATs</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>CL – Assistant Head SB – Deputy Head</p>	<p>January 2017 and then half-termly</p>
Total budgeted cost					£140000

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. 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>    </p> <p>We want to invest in training opportunities for members of staff to be trained by Forest Schools to lead small groups with pupils eligible for PP. This should lead to better cooperation, teamwork and empathy which will help to reduce incidences of behaviour.</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 a day of workshops with PP pupils from Year 1-6, with longer time given to those pupils in upper KS2.</p> <p>Relevant staff will be selected to undertake Forest Schools training. This will comprise a teacher, the network manager and a teaching assistant.</p> <p>Cover required for the teacher's class to be paid for out of PP budget.</p>	<p>CL</p> <p>Maths coordinator</p>	<p>June 2017</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>    </p> <p>Some of the pupils need targeted 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>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>G&T Lead</p>	<p>April 2017 and then on a regular basis (monthly)</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>££££££ ££££££ +3</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.</p>	<p>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>June 2017</p>
<p>D. Accelerated progress across upper KS2 in Mathematics for pupils eligible for PP.</p>	<p>Developing meta-cognition and self-regulation through the use of videos of peer-tutoring sessions to go on the school website.</p>	<p>££££££ ££££££ +8</p> <p>The EEF toolkit reveals that meta-cognition and self-regulation has consistently high levels of impact. Self-regulation means managing one's own motivation towards learning. The intention is to give pupils a repertoire of strategies to choose from by providing access to 'how-to' guides created by the pupils of A.R.H. in how to scaffold their approaches to Mathematics.</p>	<p>Higher attaining pupils to be filmed teaching mathematical strategies to other pupils in Autumn 2. These will be uploaded to the website and referred to in the parent workshops and in lessons to provide pupils with a scaffolded support to out-of school learning. Pupil conferencing by Maths. And English leads to reveal impact of this support. Book scrutinies and lesson observations.</p>	<p>CL</p> <p>Maths coordinators</p> <p>English coordinators</p> <p>Network Manager</p>	<p>March 2017</p>
Total budgeted cost					£8000
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?

<p>A. Behavioural issues of KS2 Pupil Premium pupils are addressed.</p> <p>E. Increased attendance rates for pupils eligible for PP.</p>	<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.</p>	<p>  </p> <p>Social and emotional learning opportunities have been shown by different evidence sources to have a high impact although for a high cost. As this should address two of our desired outcomes very effectively and will also support the other three outcomes, we felt it was worth pursuing.</p>	<p>Curriculum activities to be selected based on reviews by other schools.</p> <p>Organise a year overview to ensure a range of curriculum areas covered by these days and ensure staff organising the provision have sufficient preparation time.</p> <p>Observation of curriculum days by Assistant Head to ensure quality provision.</p>	<p>CL</p> <p>Year Leaders</p> <p>Subject Leaders</p>	<p>June 2017 and after each day</p>
<p>E. Increased attendance rates for pupils eligible for PP.</p>	<p>Ensure equality of access for all pupils to our enriched curriculum.</p>	<p>Pupils eligible for PP will have access to our school's breakfast club, after school club and Saturday School. All clubs within school are expected to prioritise these pupils and trips will be funded from the PP budget.</p> <p>We want to ensure that all pupils have an equality of access to the curriculum to foster a love of school and learning.</p>	<p>All trips will continue to be free for Pupil Premium pupils, as will after school club, breakfast club and Saturday School.</p> <p>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.</p>	<p>Karen Davies (bursar)</p> <p>CL</p> <p>Extended School and Enrichment Coordinator</p>	<p>January 2017 and then half-termly attendance reports</p>
Total budgeted cost					£30,000

6. Review of expenditure				
Previous Academic Year		Total PP budget		186120
		Number of pupils eligible for PP		119
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

Promoting accelerated progress in Year 2 and Year 6 across all subjects.	Academic Coaching	Teachers provided after school tutoring for pupils in Year 6 and Year 2, including those eligible for Pupil Premium. This high-quality intervention was targeted at preparing the children for their SATs and addressing any areas of weakness in the pupils understanding of Maths. for Year 6 and for Grammar, Punctuation and Spelling for Year 2.	Children made good progress in these sessions which was shown through the Target Tracker assessments. This will be implemented again this academic year with the only key changes being the academic focus (adapted to suit the current Years 2 and 6) and that the Year 2 academic coaching sessions will take place earlier in the year.	£11000
Ensuring targeted support is available for all PP children in the school	<p>Skilled teaching assistants to work in every year group, with a focus on supporting pupils eligible for Pupil Premium</p> <p>Using experienced teachers to provide specific support for Pupil Premium children in specialist areas.</p> <p>An inclusion manager to oversee the provision for PP pupils.</p>	<p>Teaching assistants worked with focus groups to help them meet their targets and make good progress. TA training was delivered and TAs were regularly observed to ensure the quality of their practise.</p> <p>TAs were expected to stay in class, leading highly effective guided sessions in reading, writing and Maths. which is now common practise.</p> <p>An experienced teacher and previous Mathematics Coordinator at A.R.H. worked 1:1 with pupils from Year 6, primarily those eligible for Pupil Premium, to help them to achieve ARE in their end of Year SATs.</p> <p>Our Reading Recovery teacher has been working with 1:1 with pupils from Year 1, primarily those eligible for Pupil Premium, to ensure their reading is at ARE by the end of Year 1.</p>	<p>Good progress was made by a majority of pupils eligible for Pupil Premium, although accelerated progress is required to ensure the gap is closed between PP and non-PP pupils. This will be a focus in the next academic year.</p> <p>Guided sessions have become more embedded and for the pupils in our school work more effectively than out of class interventions in most cases.</p> <p>This worked exceptionally well, unfortunately the teacher has now retired and cannot continue this academic year.</p> <p>A similar provision is certainly something we would like to put in place in the future with someone as experienced in helping children to make accelerated progress.</p> <p>We are retaining our Reading Recovery teacher as she has had an excellent impact on reading in Year 1 and has been effective in monitoring and tracking the progress these pupils have made.</p> <p>The inclusion manager helped to build good links between the school and the parents and carers of pupils eligible for Pupil Premium. This role has now been encompassed within one of the Assistant Headteacher's responsibilities.</p>	£102076.30
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
Increased proportion of accelerated progress in all pupils eligible for Pupil Premium	Star Challenge Academy	Higher Level Teaching Assistants were allocated to each year group to work with pupils eligible for Pupil Premium in small group interventions. The focus of these interventions was decided by both the HLTAs and the Year Group Leaders to identify the key needs of the PP children in each year group. These ranged from Maths. and English interventions to nurture groups and self-esteem groups. These were targeted solely at PP children and helped to close the gaps, through regular analysis of the assessment data of vulnerable groups.	Responses from staff showed that they felt that while the interventions were having a positive impact, it also meant the children were missing out on time in class that would have been beneficial. Over the next academic year, we want to put the emphasis on PP children accessing Quality First Teaching and not missing out on key learning opportunities.	£34846
Improve the attainment rates in Year 5 Readers	Premier League Reading Stars	The school has invested in the Premier League Reading Stars programme run by Leicester City Football Club Community Trust which works to build links between the club and the community. The aim of the Trust through its education programme is to utilise the vehicle of football to engage and motivate children to achieve. Premier League Reading Stars is accredited, monitored and developed by the National Literacy Trust. The outcomes for the programme, which have been independently evaluated, are that children will make on average six months reading progress in the course of the ten week programme the school has bought in to. The children taking part made good progress in their reading and the programme was well regarded by members of staff in Year 5.	This programme had a good impact but we didn't feel the balance between cost and the number of children it impacted on was sufficient to continue in the next academic year.	£7000
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
Improve attendance rates in Pupil Premium children and levels of school enjoyment	Playscheme, Breakfast Club, After school club, Saturday School, transport to school.	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.	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). This will be continued in the next academic year, with a particular emphasis on Saturday School and Breakfast Club to continue to increase attendance rates.	£11135.50
Improve attendance rates in Pupil Premium children and levels of school enjoyment	Ensure equality of access for all pupils to our enriched curriculum.	<p>Pupils eligible for Pupil Premium went on all school trips and had such enriching activities, such as the Life Bus, provided for them. Levels of enthusiasm following these were high and we often saw a boost in attendance in some of our lower-attendees directly before and after trips.</p> <p>Books were also purchased for all pupils eligible for PP from the scholastic book fayre (twice over the academic year).</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>Books helped to promote a love of reading and the children were able to select something that appealed to them. One child said, <i>"I love my BFG book! My mum reads it with me."</i></p>	£11322.20
Support children with their ability to cope with a range of issues and challenges	Relate	Pupils were identified by the DSLs and Inclusion Manager based on their need for additional support, beyond that offered by the school staff. This impacted on the children's confidence and their ability to deal with challenging situations.	This had an excellent impact and was well received by the children and parents alike. Due to the needs of the current Pupil Premium children, it does not need to be continued this year.	£3150

Support children with their ability to cope with a range of issues and challenges	Be Great	Identified children were also provided with access to a motivational group run by an organisation called 'Be Great'. This aimed to improve children's confidence, team working skills and improve their motivation. It provided them with an understanding of why education was important and thus, gave them additional motivation to do well in class. One child said of the 'Be Great' Group they attended: <i>"This was epic"</i> , whilst another said, <i>"It has helped me to be more confident in myself."</i> Of the 30 children who took part, all thirty said that the classes were 'Excellent' on the evaluation. Additionally, all children mentioned how they felt they had improved their confidence by attending their groups.	This worked well to support Year 6 pupils in their transition to Year 7 and was reviewed positively by those pupils and the adults who supported the sessions. We found there was a negative impact on the children in younger years missing quality first teaching and losing time in class for the Be Great sessions that outweighed the positives. If we were to run this again with younger years, we would want it to function as an additional provision, either as a lunch time or after school provision.	£5590
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