

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	The Hermitage School				
Academic Year	2017/18	Total PP budget	£69,960	Date of most recent PP Review	19/4/17
Total number of pupils	340	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Sep 2018

2. Attainment for end of KS2 2017		
	School Pupil Premium pupils	National Average
% achieving expected standard or above in Reading	33%	60%
% achieving expected standard or above in Writing	11%	66%
% achieving expected standard or above in Maths	33%	63%
% achieving expected standard or above in SPAG	44%	66%
% achieving expected standard in R, W, M	0%	48%

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.	The impact of SEND needs of PP children in particular their difficulties in language and vocabulary skills
B.	Emotional difficulties impacting on learning in school
C.	The need to develop better problem solving skills and develop their confidence in working independently and as a team.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lateness in the morning affecting learning.
E.	Lack of interest and enthusiasm in reading.
F.	Encouraging opportunities for children to engage in clubs and areas of interest.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>For children to meet or exceed National expectations.</p> <p>To show an overall improvement in the success rate of our children achieving age expectations.</p> <p>For children to progress in their learning</p>	Children will meet National expectations
B.	<p>For children to be able to express themselves clearly and to have the language and vocabulary to engage and understand their learning.</p>	To show an improvement in language skills against a set baseline, as well as observed improvements in class.
C.	<p>For children to feel happy and confident to deal with tricky situations and feelings that they may face.</p> <p>For children to be able to build their independence.</p> <p>To be able to work cooperatively with others as a team and face problem solving with confidence.</p>	<p>80% of children will feel an increase in their confidence when working alongside others.</p> <p>Children will show an increased ability to work alongside others in the class.</p> <p>100% of the children seeing our ELSA will show an increase in confidence.</p>

5. Planned expenditure

Academic Year	2017/18
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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 implementation?
<p>To ensure all staff have a good understanding of the needs of all the children in their class and can use quality first teaching and wave 1 strategies to support these needs. This in turn will raise the standards of attainment of all children.</p>	<p>CPD on strategies that can be implemented and on effective quality first teaching.</p> <p>Teaching assistant in all year groups to offer support for class teacher for in class and out of class interventions.</p>	<p>It is important that children are in the classroom receiving high quality wave 1 strategies with the rest of the class, delivered by a trained teacher. There are some occasions where it is more appropriate for a child to work on a skill out of the class, but it is important that this is done out of lesson time so that the child is not missing out on teacher time.</p> <p>Teaching assistants offer a valuable support within the classroom and can help to implement the strategies and techniques alongside the class teacher,</p>	<p>Tracking of progress and attainment levels.</p> <p>Observations of teaching and learning carried out in all classes.</p> <p>Drop in sessions with Inclusion Leader for advice and strategies and opportunities for in class support where needed.</p> <p>TA training to mirror training received by teachers.</p> <p>Training given by trained pupil premium consultant- Linda Trueman</p>	<p>Inclusion Leader</p>	<p>Sep 2018</p>

<p>To ensure children's English skills improve, in particular with a focus on their interest, enthusiasm and attainment in Reading.</p>	<p>Wave 1 teaching, focusing on the delivery of English lessons. Ensuring planning and delivery engages children and ensures that their interest and enthusiasm thrives.</p>	<p>Reading is a key area that we need to improve the attainment in. If we can engage the children and increase their interest, this in turn will help to develop their vocabulary and their language used in their writing.</p>	<p>Use of core texts in English lessons. Destination Reader used in Reading sessions to motivate children and to ensure a focused scheme. Book corners in classrooms. Book assemblies. Book sharing club during assembly times.</p>	<p>Class teachers Inclusion Leader English Leader SLT</p>	<p>Sept 2018</p>
<p>To close the gap between PP and non-PP children.</p>	<p>TA targeted support in class. The TAs will be supported by and deployed effectively by YTLs</p>	<p>Children who are not on track to meet their end of year target will gain individual/small group support from in-class intervention. Class teachers provide support TAs with individualised planning for each pupil as well as background of barriers to learning.</p>	<p>Class teachers to track the gaps to target for individual pupils. Individual pupils discussed at PPMs. YTLs to ensure close monitoring of their year group PP children Whole school timetable to ensure all classes receive adequate support. PP monitoring folders set up to track and record progress. More streamline intervention procedures in place, with interventions no longer happening during class time. Quality first teaching training.</p>	<p>Class teachers Inclusion leader SLT</p>	<p>Sep 2018</p>
Total budgeted cost					<p>£36,920</p>
<p>ii. Targeted support</p>					

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>Pupils in Year 6 to receive targeted support from a teacher to ensure that they are able to work towards achieving end of year expectations in Maths.</p>	<p>Small group maths lessons daily. Focused sessions developing confidence and skills in Maths. Slight changes in planning to ensure clear progression and identification of support.</p>	<p>Small group intervention by a trained teacher will ensure that quality teaching is available for children who need the extra encouragement and specified teaching focus on certain aspects of the curriculum. The member of staff will be able to clearly recognise areas of difficulties and strengths and assess children's next steps accordingly.</p>	<p>Tracking of Maths levels on Classroom Monitor. Observations where needed of the sessions. Liaison between group teacher and YTL to ensure constancy across the year group lessons.</p>	<p>Yr 6 YTL Group teacher SLT</p>	<p>July 2018</p>
<p>Pupils in the school are able to speak well, articulate their thoughts and use vocabulary and language effectively in their learning.</p>	<p>Children will work through a specific language programme as well as develop language through their Reading and English sessions.</p>	<p>Children who are able to express themselves with clear vocabulary and are able to understand language are going to be better equipped to deal with the changing world and more specifically the school curriculum. They will be able to participate well and express views more readily with others.</p>	<p>Specific language programme to be completed with group of children during assembly times and progress monitored- from baseline to end of programme. Quality first teaching which focuses on the use of language and good modelling by the adults in the classroom. Discussion of books as part of Destination Reader and core text English work. Monitoring of English levels on Classroom Monitor.</p>	<p>SLT English Leader Inclusion Leader Class teachers</p>	<p>Sept 2018</p>

<p>Pupils able to successfully manage their feelings and overcome difficulties so that they can access their learning effectively.</p>	<p>1:1 and group mentoring for pupils with emotional and social needs from school's ELSA. PHSE lessons. Circle Time to address whole class issues. Worry boxes in class.</p>	<p>Emotional support by a trained member of staff (ELSA) ensures that individual needs are being met and advice on sensitive issues can be sought from a trusted adult. PSHE lessons and Circle Time allow a child to share concerns in a safe and adult controlled environment.</p>	<p>ELSA trained member of staff with regular update training. Support for teachers from PSHE leader to ensure a good understanding of PSHE curriculum. RAG rate progress in learning for pupils attending ELSA sessions. Ensure effective communication between parents of children working with our ELSA on a half-termly basis.</p>	<p>ELSA Class teachers PSHE Leader</p>	<p>Sep 2018</p>
<p>To ensure that our children are able to learn appropriate social skills, enjoy their play and work cooperatively with others at break and lunch.</p>	<p>Lunchtime club. New behaviour policy. Opportunities to use adult skills at break and lunch to develop children's play skills-specific activities to join in with at play.</p>	<p>It is equally important that we nurture socially equipped children as well as those that can achieve academically. If the children do not have enjoyable playtimes then this will affect their ability to learn in the classroom and therefore it is important that they are supported in being able to socialise effectively and use their playtimes as times to enjoy, share interests and be creative.</p>	<p>Attendance at lunchtime club noted. Behaviour occurrences noted and any issues addressed. Children consulted as to what activities they would like to be able to take part in at lunchtimes.</p>	<p>Lunchtime supervisors Inclusion Leader Behaviour & safety lead. SLT</p>	<p>Sept 2018</p>
<p>To ensure that all our pupils have the ability to learn with others with confidence and can problem solve effectively.</p>	<p>Sessions with all PP/vulnerable children with Coach Jones, working on team building and decision-making.</p>	<p>We want children to have the independence to make decisions and to ensure that they can work with others to make choices. Children who are able to problem solve are better equipped to deal with changes and can apply these skills to their learning in class.</p>	<p>Questionnaire for children to complete before and after the session to monitor any change in attitude. Class teachers to continue the messages from the sessions in the classroom.</p>	<p>Coach Jones AHTs SLT Class teachers</p>	<p>Dec 2017 (initially)</p>
Total budgeted cost					<p>£26,503</p>

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>Continued improvements in attendance rates but to also decrease the incidences of lateness.</p> <p>The attendance in Spring term 2017 for PP was 95.46% and 97.5% for non-PP.</p> <p>The attendance in Summer term 2017, was 94.9% for PP and 96.4% for non-PP. (PP attendance was significantly affected by the attendance of 4 children with low attendance for a particular reason.</p>	<p>Attendance Officer to address individual instances of absence without reason. Attendance Officer to inform parents, by letter, of low attendance and discuss any support required. Referral to EWO in cases of persistent absenteeism. Individual certificates each term for 99% & 100% attendance. Half-termly Class Attendance Cup.</p>	<p>Children attending school regularly make better progress.</p>	<p>Attendance monitored half-termly. Absences addressed immediately by the school's Attendance Officer. Half-termly meetings with EWO and referral if necessary.</p>	<p>Attendance Leader Attendance Officer EWO</p>	<p>Sep 2018</p>
<p>To enable all pupils to participate in learning out of school.</p>	<p>Subsidising costs of residential and day trips.</p>	<p>Children learn better when they are included in extra-curricular activities.</p>	<p>Year Team Leaders to monitor attendance on day trips and residential trips.</p>	<p>YTLs</p>	<p>Sep 2018</p>

To provide opportunities pupils might otherwise be unable to access.	£30 per child Voucher Scheme.	Children are able to access paid for clubs, non-curricular trips, Yr6 revision guides and school uniform allowing them to feel confident and included.	All parents receive a letter outlining the scheme. Senior admin officer to track spending.	SAO	Sep 2018
Total budgeted cost					£7,100



Review of expenditure			
Review of 2017/18			
Desired outcome	Chosen action / approach	Impact seen:	Lessons Learned/Next steps
<p>To ensure all staff have a good understanding of the needs of all the children in their class and can use quality first teaching and wave 1 strategies to support these needs. This in turn will raise the standards of attainment of all children.</p>	<p>CPD on strategies that can be implemented and on effective quality first teaching.</p> <p>Teaching assistant in all year groups to offer support for class teacher for in class and out of class interventions.</p>	<p>In year 3: (14% = 1 child)</p> <p>Maths: 57% of PP children made 3 points or more progress. 57% met end of year expectations. 57% met their personal end of year targets.</p> <p>Reading: 86% of PP children made 3 points or more progress. 86% met end of year expectations. 86% met their personal end of year targets.</p> <p>Writing: 71% of PP children made 3 points or more progress. 57% met end of year expectations. 71% met their personal end of year targets.</p> <p>In year 4: (6% = 1 child)</p> <p>Maths: 94% of PP children made 3 points or more progress. 63% met end of year expectations. 75% met their personal end of year targets.</p> <p>Reading: 94% of PP children made 3 points or more progress. 63% met end of year expectations. 75% met their personal end of year targets.</p> <p>Writing: 100% of PP children made 3 points or more</p>	<p>There continues to be a greater awareness of PP children and their needs. This needs to be fully embedded and YTLs also need to understand their role in being responsible for the attainment and progress of these children.</p> <p>Maths continues to be an area of development.</p> <p>The percentage of children meeting end of year expectations needs in increase but SEND impacts on this.</p> <p>Year team leaders have taken responsibility for the interventions that their year group needs and less interventions are taking place in lesson time.</p> <p>More training needs to be put in place to inform teachers of responsibility and classroom support and strategies</p>

progress.
38% met end of year expectations.
75% met their personal end of year targets.

In year 5: (9% = 1 child)

Maths:

67% of PP children made 3 points or more progress.
15% met end of year expectations.
57% met their personal end of year targets.

Reading:

92% of PP children made 3 points or more progress.
38% met end of year expectations.
86% met their personal end of year targets.

Writing:

92% of PP children made 3 points or more progress.
23% met end of year expectations.
71% met their personal end of year targets.

In Year 6: (11% = 1 child)

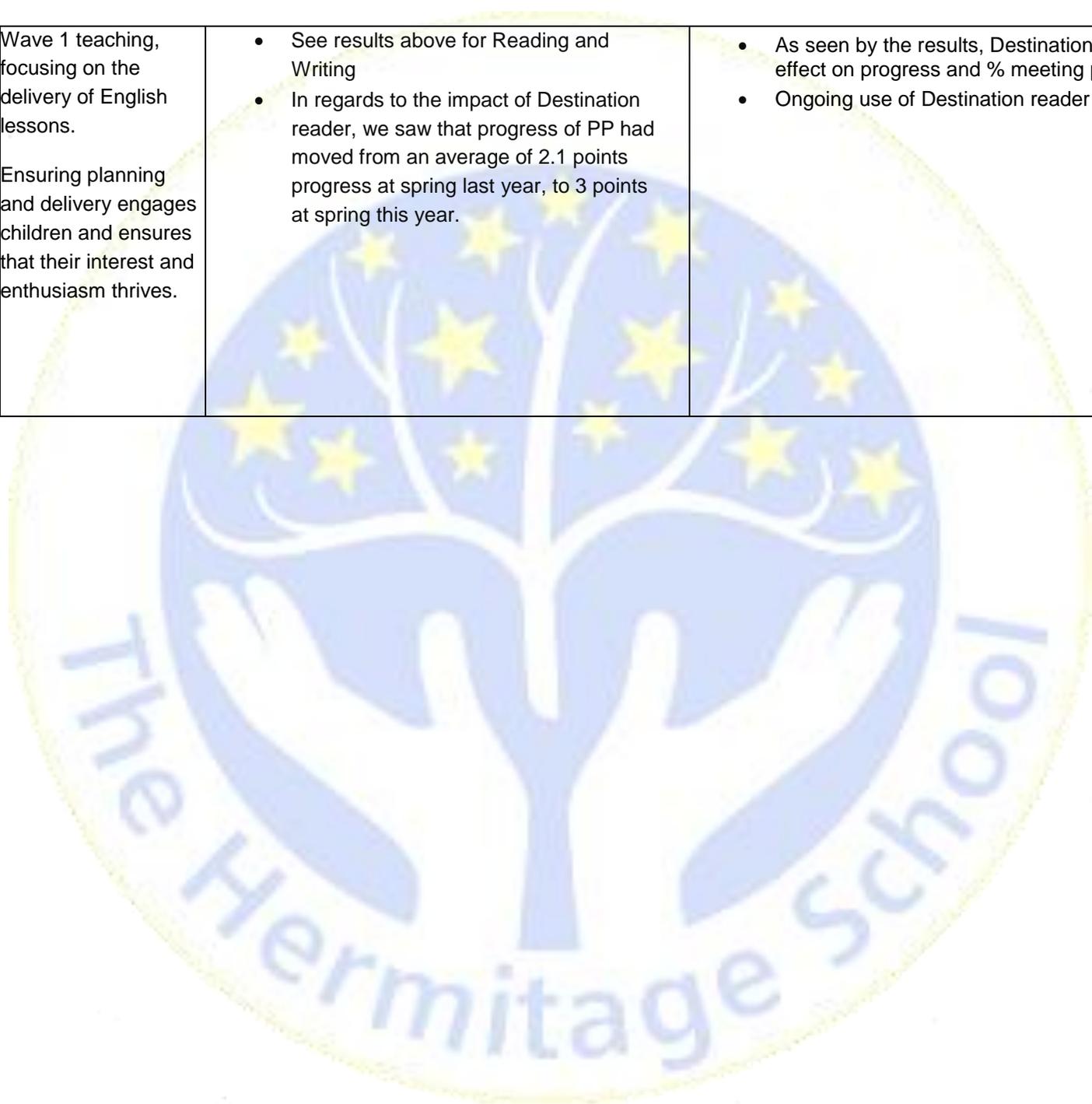
Maths:

71% of PP children made 3 points or more progress.
43% met end of year expectations.

Reading:

71% of PP children made 3 points or more progress.
57% met end of year expectations.

<p>To ensure children's English skills improve, in particular with a focus on their interest, enthusiasm and attainment in Reading.</p>	<p>Wave 1 teaching, focusing on the delivery of English lessons.</p> <p>Ensuring planning and delivery engages children and ensures that their interest and enthusiasm thrives.</p>	<ul style="list-style-type: none"> • See results above for Reading and Writing • In regards to the impact of Destination reader, we saw that progress of PP had moved from an average of 2.1 points progress at spring last year, to 3 points at spring this year. 	<ul style="list-style-type: none"> • As seen by the results, Destination reader has had a positive effect on progress and % meeting personal targets. • Ongoing use of Destination reader for prolonged impact
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<p>To close the gap between PP and non-PP children.</p>	<p>TA targeted support in class. The TAs will be supported by and deployed effectively by YTLs</p>	<ul style="list-style-type: none"> • Gap analysis year groups shows: <ul style="list-style-type: none"> • Year 3 the gap is positive for PP children in Writing. • In Year 4, more progress is made by PP children than non-PP. Gap is positive and closing. • In Year 5 the gap is positive and closing between PP children and non PP in Reading and Writing. • Ongoing awareness of PP children by all members of staff. • PP monitoring folders used to monitor the support given and the impact shown, were successful, and will continue. • PP Gap analysis shows that the consistency in closing the gap is not apparent across all the year groups. In most cases, the gap is closing between PP and non-PP children, but this is still an area of focus. 	<ul style="list-style-type: none"> • New streamlined intervention process set up and continues to be used so that children are in class. • Role of Year Team Leaders continues to ensure closer monitoring within year groups of PP children. • Targeted 1:1 interventions/approaches to ensure each child is getting the focus that they need, for the area that they need it.
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<p>Pupils able to successfully manage their feelings and overcome difficulties so that they can access their learning effectively.</p>	<p>ELSA PSHE lessons Circle time sessions</p>	<ul style="list-style-type: none"> • ELSA records show that the PP children that attended sessions improved greatly in their confidence to address their targets. They became more self-aware and able to talk through strategies and where appropriate were able to rate their confidence/happiness as improved against a baseline. 	<ul style="list-style-type: none"> • This intervention has a huge effect on the children involved and will continue for the coming year. It is valuable to the children and their wellbeing and the parents find it a positive influence on the children at home.
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<p>Pupils in Year 6 to receive targeted support from a teacher to ensure that they are able to work towards achieving end of year expectations in Maths.</p>	<p>Small group maths lessons daily.</p> <p>Focused sessions developing confidence and skills in Maths.</p> <p>Slight changes in planning to ensure clear progression and identification of support.</p>	<ul style="list-style-type: none"> • Progress made by disadvantaged over the year (teacher assessment) was slightly high class by class for PP children compared to non-PP. • 33% of PP children met end of year expectations this was the same as last year. • 60% of PP children without SEND, met end of year expectations. 	<ul style="list-style-type: none"> • The effectiveness of having a non-mixed ability group was low. • Next steps are to look at mixed ability groupings and the overall maths curriculum.
<p>Pupils in the school are able to speak well, articulate their thoughts and use vocabulary and language effectively in their learning.</p>	<p>Children will work through a specific language programme as well as develop language through their Reading and English sessions.</p>	<ul style="list-style-type: none"> • 100% of children who took part in the intervention improved on their language vocabulary baseline post intervention. 	<ul style="list-style-type: none"> • Although the children enjoyed the intervention and they improved in the sessions, the lasting application in class was not as obvious.
<p>To ensure that our children are able to learn appropriate social skills, enjoy their play and work cooperatively with others at break and lunch.</p>	<p>Lunchtime club.</p> <p>New behaviour policy.</p> <p>Opportunities to use adult skills at break and lunch to develop children's play skills-specific activities to join in with at play.</p>	<ul style="list-style-type: none"> • Lunchtime club attendance has been steady and has included both PP and non-PP children. • It has been a helpful short-term solution to any problems that arise. • The trialling of a 'no rota' approach has been successful and has reduced negative social incidents. • Year groups held social groups where necessary and the impact of these was seen by a reduction in lunchtime incidents for these children. 	<ul style="list-style-type: none"> • Ongoing lunchtime clubs/activities. • TAs to have lunchtimes as a performance management target to keep the focus current. • New TAs employed to pick up PP lunchtime needs.

<p>To ensure that all our pupils have the ability to learn with others with confidence and can problem solve effectively.</p>	<p>Sessions with all PP/vulnerable children with Coach Jones, working on team building and decision-making.</p>	<ul style="list-style-type: none"> • Children enjoyed the sessions. • Baselines were able to show improvement in certain areas. 61% of children improved on their baseline scores. • Coach was able to adapt his focus throughout depending on the needs of the group. • Forest schools supported our PP children, with 100% of children improving in at least 3 out of the 5 sessions aims. 	<ul style="list-style-type: none"> • Children enjoyed the sessions. • Coach to be deployed on the playground to work on some of these areas so that children do not need to have time out of class. • New TA employed to look at aspirations of our PP children and build on these in a positive manner.
<p>Continued improvements in attendance rates but to also decrease the incidences of lateness.</p>	<p>Attendance Officer to address individual instances of absence without reason.</p> <p>Attendance Officer to inform parents, by letter, of low attendance and discuss any support required.</p> <p>Referral to EWO in cases of persistent absenteeism.</p> <p>Individual certificates each term for 99% & 100% attendance.</p> <p>Half-termly Class Attendance Cup.</p>	<ul style="list-style-type: none"> • PP attendance figures tracked termly. • Lateness figures monitored and individual actions put into place where needed. • Support for individual families affected by lateness or poor attendance. 	<ul style="list-style-type: none"> • Ongoing focus for individual cases of poor punctuality although overall the attendance is not an area of concern.

To enable all pupils to participate in learning out of school.	Subsidising costs of residential and day trips	<ul style="list-style-type: none"> No child was unable to attend a trip due to financial reasons. 	Continue as this is a crucial support to some families.
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To provide opportunities pupils might otherwise be unable to access.	£30 per child voucher scheme	<ul style="list-style-type: none"> Uptake has been good and 76% of parents used all or most of their allocated money. 	This will be continued as uptake was good. More advertising needed for those parents that do not use it- more prompts by the office to remind parents.
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6. Additional detail

Attainment for end of KS2 2018 compared to 2017		
	School Pupil Premium pupils 2017	School Pupil Premium pupils 2018
% achieving expected standard or above in Reading	33%	44% (+11%)
% achieving expected standard or above in Writing	11%	56% (+45%)
% achieving expected standard or above in Maths	33%	33% (=)
% achieving expected standard or above in SPAG	44%	44% (=)
% achieving expected standard in R, W, M	0%	22% (+22%)