

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	The Hermitage School				
Academic Year	2018/19	Total PP budget	£66,000	Date of most recent PP Review	19/4/17
Total number of pupils	317	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Sep 2019

% of children with other needs	
SEND	36%
EAL	6%
LAC	2%

Attainment for end of KS2 2018 (figures do not include children in the school's specialist resource centre) Confirmed levels yet to be received from the Government. Levels will updated once they have been received.			
	School Pupil Premium pupils	Pupil Premium (Non SEND)	National Average (Provisional)
% achieving expected standard or above in Reading	44%	80%	75%
% achieving expected standard or above in Writing	56%	100%	78%
% achieving expected standard or above in Maths	33%	60%	76%
% achieving expected standard or above in SPAG	44%	100%	
% achieving expected standard in R, W, M	22%	40%	

2. 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.	Ensuring high expectations of PP children- staff knowing the child, taking responsibility of all needs.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Ensuring positive and regular parental engagement.	
E.	Ensuring children have high expectations of themselves and clear aspirations.	
F.	Encouraging opportunities for children to engage in clubs and areas of interest.	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	For children to meet or exceed National expectations in line with non-pupil premium. To show an overall improvement in the success rate of our children achieving age expectations. For children to progress in their learning	Children will meet or exceed National expectations Show an improvement on previous year's results across the school Children will make expected progress or more progress.
B.	All staff will accept their responsibility for PP children and actively develop plans to improve the outcomes for these children.	Children will make expected progress or more. Teachers will talk confidently when asked about the children's interests, strengths and barriers to learning. Teachers will actively give ideas to raise PP children's progress.
C.	For children to feel happy and confident to deal with tricky situations and feelings that they may face. For children to be able to build their independence. To be able to face problem solving with confidence. For children to develop their emotional resilience.	100% of the children seeing our ELSA will show an increase in confidence. 50% of more of pupil premium children will access a club or further opportunity throughout the year.

4. Planned expenditure

Academic Year

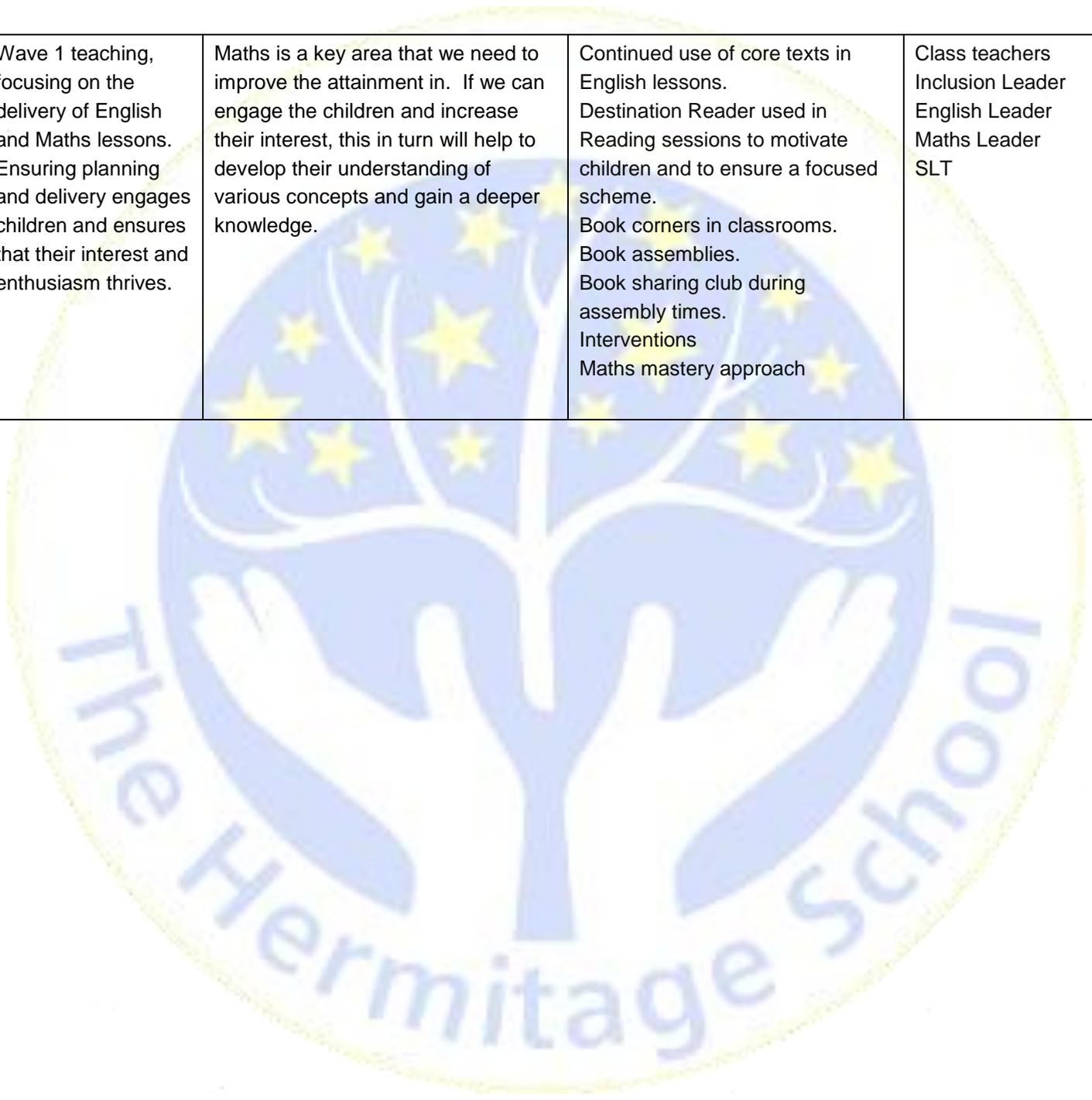
2018/19

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?
To continue 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>CPD on strategies that can be implemented and on effective quality first teaching.</p> <p>Teaching assistants in all year groups to offer support for class teacher for in class and out of class interventions.</p> <p>External training to encourage and reinforce school message.</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>Further training needs to be sought for YTLs and teachers on the effectiveness of Quality First Teaching and their personal impact on PP children's progress.</p>	<p>Inclusion Leader</p> <p>YTLs</p> <p>Class Teachers</p>	<p>Sept 2019</p>

<p>To continue to ensure children's English and Maths skills improve, in particular with a focus on their interest, enthusiasm and attainment in Reading, maths mastery and sustained quality writing</p>	<p>Wave 1 teaching, focusing on the delivery of English and Maths lessons. Ensuring planning and delivery engages children and ensures that their interest and enthusiasm thrives.</p>	<p>Maths 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 understanding of various concepts and gain a deeper knowledge.</p>	<p>Continued 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. Interventions Maths mastery approach</p>	<p>Class teachers Inclusion Leader English Leader Maths Leader SLT</p>	<p>Sept 2019</p>
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<p>To close the gap between PP and non-PP children, focusing on the individual needs of the children.</p>	<p>TA targeted support in class. The TAs will be supported by and deployed effectively by YTLs Teachers to take on interventions themselves. YTLs to regularly scrutinise work and data from their year group.</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. Social and emotional support to run alongside academic support.</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. Ongoing streamline intervention procedures in place, reduced interventions no longer happening during class time. 1:1/small group scoops- PP TAs 1:1 'gap tutor' Outside agency priority to assess needs where appropriate Homework club- if appropriate Parent workshops-look into effectiveness of running these</p>	<p>Class teachers YTLs Inclusion leader SLT</p>	<p>Sept 2019</p>
Total budgeted cost					<p>£37,300</p>

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?
Ensure outcomes for Year 6 are positive with good or better progress for SEND PP and good or better attainment where appropriate.	Small group intervention lead daily. Mixed ability groupings. 4 maths groups. Slight changes in planning to ensure clear progression and identification of support. External maths support to give ideas and strategies.	Additional Maths group lead by trained teacher to ensure smaller groups and 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. Additional small group Maths boosters lead by TAs	Tracking of Maths and English levels on Classroom Monitor. Observations where needed of the sessions. Updates on practice SATs improvements/tracking Liaison between YTL, class teachers and SLT to ensure constancy across the year group lessons.	Yr 6 YTL Yr. 6 teachers SLT	July 2019
Pupils in the school are able to develop themselves outside of the academic, to follow interests and talents and develop their wider learning.	Teachers to be aware of children's interests and put forward for opportunities. Pay for clubs etc. where we are aware of special interests or talents. Out of school 'further learning' and life skills opportunities given where possible.	Children who are valued for the skills and interests that they have are going to gain in confidence and self-esteem and therefore be better equipped for learning.	Music lesson Additional trips Club invitations In school opportunities/events Forest school Surrey University link Surrey Arts link	SLT YTLs Inclusion Leader Class teachers	Sept 2019

<p>Pupils have strong emotional intelligence and are able to successfully manage their feelings and overcome difficulties so that they can access their learning effectively and function socially in school.</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>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>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. 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. Aspirations focus to ensure high expectations of all</p>	<p>ELSA Class teachers PSHE Leader</p>	<p>Sept 2019</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£23,400</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?
Continue to monitor attendance and improve lateness for key individuals; Working with families to reduce this.	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.	Children attending school regularly make better progress.	Attendance monitored half-termly. Absences addressed immediately by the school's Attendance Officer. Half-termly meetings with EWO and referral if necessary.	Attendance Leader Attendance Officer EWO	Sept 2019
To provide opportunities pupils might otherwise be unable to access.	£30 per child Voucher Scheme. Subsidising costs of residential and day trips.	Children are able to access paid for clubs, non-curricular trips, Yr6 revision guides and school uniform allowing them to feel confident and included. Children learn better when they are included in extra-curricular activities.	All parents receive a letter outlining the scheme. Senior admin officer to track spending. Year Team Leaders to monitor attendance on day trips and residential trips.	SAO YTLs	Sept 2019
Total budgeted cost					£5300