Holmer Lake Primary School

Pupil Premium Grant action Plan 2017-2018

Diminishing the difference in achievement

'**Funding is not always targeted on those who need it, or on interventions with a track record of successfully raising achievement'**

(Unseen children: access and achievement 20 years on)

Pupil Premium Grant Allocation 2016-2017	
Number of pupils	136
Children in Care	6
Allocation of Pupil premium Grant	£1320 x 133 £1900 x 3 £300 x 4
Research Evidence from: **High impact**	EEF DISS evaluation Sutton Trust Toolkit – High impact spending The Pupil Premium OFSTED Teaching Assistants – A guide to good practice – Oxford Using the Pupil premium Effectively – John Dunford Achievement for All

The priorities for PPG spending for 2017-2018 have been based on sound educational research from the documents listed above and those aspects which compliment systems and strategies already in place which have a clear evidence base for success such as Building Learning Power, SOLO Taxonomy, Pupils making decisions and choices about their own learning, flexible groupings, the effective use of assessment for learning and open ended learning opportunities.

Holmer Lake Primary School - Pupil Premium Strategy Statement

1. Summary information					
School	Holmer Lake Primary School				
Academic Year	2017/18	**Total PP budget**	£167,560	**Date of most recent PP Review**	September 2016
Total number of pupils	270	**Number of pupils eligible for PP**	136	**Date for next internal review of this strategy**	July 2018

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving ARE or above in reading, writing & maths	**25%**	
% achieving ARE in reading	**77%**	
% achieving ARE in writing	**79%**	
% achieving ARE in mathematics	**82%**	
% achieving ARE in SPAG	**82%**	
% Key stage 1 -2 progress in reading		
% Key Stage 1-2 progress in writing		
% Key Stage 1-2 progress in maths		

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Communication and Language at EYFS and KS1 – Speech and Language
B.	Outcomes for Boys when compared to girls
C.	Outcomes in reading across the school

D.	Progress of SEND pupils enable pupils to meet ARE, diminishing the gaps between SEND and non-SEND pupils	
E.	English, Maths Subject Leaders and SENDCo to monitor provision and achievement of disadvantaged pupils; including pupils in care and HA disadvantaged pupils.	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
A.	Attendance of non-statutory school age pupils and those of statutory school age.	
B.	Lack of parental engagement and commitment – linked to poor attendance and lack of support for homework.	
C.	Emotional health and wellbeing	

4. **Desired outcomes** *(Desired*	**Success criteria**
A. The difference between disadvantaged and non-disadvantaged pupils diminishes.	- The % of pupils working at ARE in reading, writing and maths is in line with national outcomes. - Pupils in care are working at ARE. - Disadvantaged pupils are motivated to learn and attend school at least 96% of the time. - Disadvantaged pupils have access to a range of experiences to enable them to fully participate in learning opportunities and activities. - Disadvantaged pupils make at least sufficient progress and those where there are difference make more than sufficient progress.
B. HA pupils who were tested prior to 2016 or those who achieved greater depth; continue to work at greater depth.	- Pupils who exceeded ELGs at the end of EYFS and those who achieved L3/greater depth at the end of KS1; continue to work at a higher standard and at greater depth at the end of KS1 and KS2. - Disadvantaged pupils make at least sufficient progress, where there are differences, they make more than sufficient progress. - Differentiation is evident through the use of SOLO Taxonomy, leading pupils to access open-ended learning tasks at greater depth on a regular basis; using and applying the knowledge and skills they have been taught. - Pupils are able to evaluate their own learning and identify the next steps to further their learning
C. SEND pupils make accelerated progress from their starting points to be in line with all pupils nationally.	- Disadvantaged pupils make at least sufficient progress; where there are differences, they make more than sufficient progress. - Interventions match those recommended by SEND professionals. - SEND pupils make accelerated progress from their low, medium and high starting points. - The differences between SEND and non-SEND pupils diminish - Support staff are effectively deployed and are able to meet the learning needs of every child; making adjustments where necessary.
D. Most vulnerable pupils; those in care, achieve age related expectations year on year.	- Funding supports additional learning opportunities for pupils in care – including residential, self-esteem building and curriculum linked experiences, for those pupils who are working at or below ARE. - Interventions for children in care result in the differences diminishing; as a result of the interventions being tailored to their needs.

Type of Support, cost and impact on pupil progress	Objective	Success Criteria	Actions	Personnel and monitoring activities	Evaluation
Develop and secure Oral Language in EYFS and KS1 **£4,000** **+5 months** **(Barrier A)** **(Outcomes A, B, C and D)**	To develop and secure oral language in EYFS and at KS1	• Pupils will be able to articulate their views and understanding of the books they read • Pupils' spoken vocabulary will be extended • Pupils will be able to articulate responses to comprehension questions • At least 85% of pupils are working at age related expectations • The % of pupils making expected and better than expected progress is at least in line with national expectations • All staff will understand their role in closing learning gaps between disadvantaged and non-disadvantaged pupils	• Targeted speech and language interventions across EYFS/KS1 working with the speech and language therapists • Use of Rapid Phonics to accelerate progress of pupils with speech and language needs • Teach Your Monsters to Read intervention to accelerate pupil fluency in reading • Explicitly extending pupils' spoken vocabulary through modelled writing and the discrete teaching of SPAG • The use of structured questioning to develop reading comprehension • Use of SOLO question stems to develop pupil ability to respond to questions	**RG and Governors for SEND** **Jo Williamson and TAs** **Termly evaluation** **SD – English Subject leader**	**What is the impact of the intervention on pupil speech and language?** **What impact has this had on the outcomes in reading and writing?** **Is there evidence of this?** **Is pupil comprehension improved? What impact is this having across the curriculum?**

		• More boys working at ARE+ and achieving ELGs	• Pupil progress meetings each half-term. • Specific groups to target boys' oracy skills. • Review of the outdoor provision to highly motivate boys and encourage talk and language development. • Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing.		
Effective Early Years Intervention **£12,000** **+5 months** **Based on 2 hours per week(x39) for 20 pupils** **(Barrier A)**	**To improve the outcomes for disadvantaged pupils in EYFS**	• Disadvantaged pupils will achieve the ELGs in line with non-disadvantaged pupils • Pupils will be well prepared for entering KS1 • Pupils will make better than expected progress as a result of high quality interventions • Planned provision will be in place to	• All PPG pupils will have a clear action plan for support • All Support Staff to evaluate the impact of the intervention • Half-termly review of the interventions and their impact • Pupil progress meetings each half-term. • Review of provision and interventions to target boys' underachievement.	**EYFS Staff and governors for EYFS** **Termly evaluation**	**What impact are the interventions having on closing learning gaps?** **Are pupils in receipt of interventions likely to achieve ELGs?** **What can pupils do now that they couldn't do previously?**

(Outcomes A, B, C and D)		meet the needs of all pupils • More boys working at ARE+ • More SEND pupils achieving ARE+ and the ELGs	• Identification and targeting of SEND pupils with specific boy related tasks to engage and enthuse. • Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing.		
Outcomes for Boys **£3,000 subsidy(Arthog outreach)** **Commando Joe (£11,000)** **+3 months** **Total £14,000** **(Barrier B)** **(Outcomes A, B, C and D)**	To fully engage develop and engage boys in learning to improve outcomes and raise aspirations. To improve the pupils' collaborative learning experiences; particularly boys, including problem solving, explicit reflection and discussion of thinking.	• Outcomes for boys are improved and the gap between girls and boys is diminished • Pupil resilience, resourcefulness, reflectiveness and reciprocity will be developed • Pupils will be highly motivated and engaged in their learning, particularly boys. • At least 85% of pupils are working at age related expectations • The % of pupils making expected	• Subsidised Arthog outreach places for all pupils to support their learning linked to the class theme • KS2 weekly lessons to develop resilience – CPD for staff April 2018 • Pupil progress meetings each half-term. • Boys' group to work with underachieving boys. • Review the provision and contexts for learning to ensure	**SD Chair and Vice-Chair of governors** **All teaching staff** **Termly evaluation**	**What impact do activities that require resilience, resourcefulness, reciprocity and reflectiveness have on pupil attitude toward learning, particularly boys?** **What impact does the experience of Arthog Outreach have on the quality of outcomes for pupils, particularly boys?** **What do pupils say about Arthog outreach/Commando Joe?** **What impact do they think it has on their learning?**

		and better than expected progress is at least in line with national expectations • All staff will understand their role in closing learning gaps between disadvantaged and non-disadvantaged pupils • More boys working at ARE+	that these motivate and enthuse boys, particularly in writing.		**Is there evidence of this?** **Are outcomes for boys improving?**
Improve outcomes for boys **£12,000** **+8 months** **(Barrier B)** **(Outcomes A, B, C and D)**	To ensure that there is high quality oral and written feedback at least 3 times per week for all pupils, particularly boys.	• There is a consistent approach to giving feedback, following the school policy • Misconceptions are addressed immediately • Pupils learning is progressed by the setting of next steps • At least 85% of pupils are working at age related expectations • The % of pupils making expected and better than expected progress is at least in line	• All teachers and TAs give oral or written feedback to pupils • Feedback is evident in books and this is responded to consistently by all pupils • All staff check pupil responses for misconceptions and accuracy • Regular evidence of peer and self-assessment • Pupil progress meetings each half-term. • Weekly opportunities for	**RG and governor for SEND** **Termly evaluation**	**What is the impact of feedback on pupil achievement and in particular boys?** **What does monitoring tell us about the impact of feedback on pupil outcomes?** **What do pupils say about feedback? What impact do they think it has on their learning?** **Is there evidence of this?** **Is the gap diminishing between girls and boys?**

		• with national expectations • All pupils of all ability are able to effectively complete peer and self-assessment. • At KS2 pupils are able to orally and in writing; evaluate their own success and that of others. • Pupils in Y5 and Y6 will be able to write their own success criteria. • More boys working at ARE+	Y5 and Y6 pupils to write their own success criteria. • Boys coached to focus on success and identify next steps. • Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing.		
Memorable experiences **£8,000** **(Barrier B)** **(Outcomes A, B, C and D)**	**To engage all pupils, particularly boys with half-termly memorable learning experiences**	• All pupils will visit a place of worship on an annual basis • All pupils will access theatre workshops relating to anti-bullying, E-Safety, Child Sexual Exploitation(Y4-Y6) • Each half-term there is a memorable experience linked to the theme to immerse and engage	• Remembrance Day – November 2017, Telford 50 June 2018, CSE theatre production – June 2018 • Anti-bullying week – November 2017 • E-Safety Week – February/June 2018 • Pupil progress meetings each half-term. • Review the provision and contexts for learning to ensure that these motivate and enthuse boys,	**HW and governor responsible for engaging stakeholders** **Termly evaluation**	**What impact does this have on enabling pupils to understand the context of their theme?** **Have pupil outcomes improved?** **How many pupils have closed gaps and are now on track to meet ARE?** **What do pupils say about the memorable experience?** **What impact do they think it has on their learning?**

			particularly in writing. • Purchase of VR for KS2 to immerse in inaccessible experiences		Is there evidence of this? What are the outcomes for boys? Is the gap diminishing?
• More boys working at ARE+ • More SEND pupils achieving ARE+ and the ELGs					
Reading Comprehension **£9,000** **+5 months** **(Barrier C)** **(Outcomes A, B, C and D)**	**To improve pupil reading comprehension**	• At least 85% of pupils are working at age related expectations • The % of pupils making expected and better than expected progress is at least in line with national expectations • Pupils will access Bug Club on line • Pupils will have a love of reading • Pupils will choose to read for enjoyment • Pupils will read across the curriculum • Clear evidence in guided reading books of developing comprehension skills • More boys working at ARE+ • More SEND pupils achieving ARE+ and the ELGs	• Love to Read in place across KS2 • Bug Club embedded across EYFS, KS1 and KS2 • Rapid phonics, Rapid Readers and Teach Your Monster to Read interventions are in place to accelerate the progress of all underachieving and EAL pupils • New reading targets to engage and motivate all pupils; particularly boys. • Assessments carried out as pupils progress through the bands • Reading taught each day • Pupil voice activities • Pupil progress meetings each half-term. • Review the provision and contexts for learning to ensure that these motivate and enthuse boys,	**CW and governor responsible for English** **Termly evaluation**	**Have pupil outcomes in reading comprehension improved?** **How many pupils have closed gaps and are now on track to meet ARE?** **Are pupils able to show a range of skills, including retrieval, inference and deduction?** **What do pupils say about reading?** **What is the impact of Rapid Phonic, Rapid Readers and Teach your Monsters to Read interventions?** **What impact do they think it has on their learning?** **Is there evidence of this?**

			particularly in reading.		
Progress of SEND pupils **£9,000** **+5 months** **(Barrier D)** **(Outcomes A, C and D)**	**To improve the quality of provision for SEND pupils**	• The gap between SEND and non-SEND pupils is diminishing • Interventions are resulting in accelerate progress • 50% of SEND pupils move to working within ARE by July 2018 • TAs are highly skilled to deliver interventions	• RG to train all TAs in the interventions to be delivered • Rapid Phonics, Rapid Readers and Teach your Monsters to Read are in place and monitored • EHWB interventions are in place • All pupils not making progress are seen by an external professional • RG works with class teachers to write provision maps for pupils with the most complex needs	**RG and Governor for SEND** **En SL and Governor to monitor interventions for Rapid phonics, Rapid Readers** **SD and RG to monitor EHWB interventions**	**Is the gap closing between SEND and non-SEND pupils?** **Is differentiation clear and effective?** **How do you know?** **Are interventions effective?** **What evidence is there to support this?** **Is progress rapid? Why/why not?**
Strengthening leadership to understand barriers , target activities and hold leaders to account **(Barrier E)** **£10,000** **(Outcomes A, B, C and D)**	To strengthen the leadership and management of pupil premium grant to meet the needs of all disadvantaged pupils	• There will be a consistent and cohesive approach to planning PPG spending • Pupils learning is progressed by the setting of next steps • At least 85% of pupils are working at age related expectations • The % of pupils making expected and better than expected progress	12 visits per year from the Achievement Coach to upskill Middle Leaders of Science, IT and D&T DHT to upskill the leadership of EYFS and Arts Lead, to ensure that they have a whole school view of the achievement of PPG pupils. All leaders to be involved in learning walks, book looks and monitoring of provision for PPG.	**SD Chair and Vice-Chair of governors** **All Leaders** **CIC Governor** **Termly evaluation**	**How has the leadership been strengthened?** **What is the impact on pupil achievement?** **How are the gaps between disadvantaged and no-disadvantaged pupils being closed?**

		is at least in line with national expectations • All staff will understand their role in closing learning gaps between disadvantaged and non-disadvantaged pupils	SENCO to monitor the outcomes for SEND/PPG pupils. Pupil progress meetings each half-term to track the progress of all PPG pupils. Governor for CIC to monitor the progress of pupils each half-term. Governors to meet with all leaders each term to review the progress and outcomes of PPG pupils. Release for senior and middle leaders to develop their skills and complete learning walks/book looks/talking to pupils Main priorities: **Outcomes for boys and SEND pupils** **Writing, particularly boys** **Reasoning in maths**		
The use of Digital Technology to enhance learning opportunities	**To use technology to problem solve and attempt more open-ended learning; leading to the higher**	• Pupils are able to complete open ended tasks by selecting the skills and knowledge they have	• Daily and weekly planned opportunities for teaching the computing curriculum	**JM and governor for curriculum** **Termly evaluation**	**Do pupils use technology across the curriculum?** **Are pupils working at age related expectations in computing?**

£39,000 Richard Smith £5,000 Total £43,000 +4 months (Barrier A, B, C, D and E) (Outcomes A, B, C and D)	standard and greater depth	• Digital technology has an impact on pupil learning • At least 85% of pupils are working at age related expectations • The % of pupils making expected and better than expected progress is at least in line with national expectations • Digital Technology is planned for on a weekly basis and integrates as part of everyday learning • Pupils are able to fulfil the expectations of the computing curriculum • Pupils have good E-Safety knowledge, understanding and practice. • More boys working at ARE+ • More SEND pupils achieving ARE+ and the ELGs	• Teaching of explicit skills which are age related • Pupils explain their understanding of the expectations of the curriculum • Computing across the curriculum is evident • E-Safety is evident in lessons and from talking to pupils. • Pupil progress meetings each half-term. • Boy specific groups to showcase their success across the curriculum. • Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in reading and writing. • Use of VR to motivate and engage boys.		**What do pupils say about computing? What impact do they think it has on their learning?** **Is there evidence of this?** **Are they able to explain and demonstrate how to use a computing program?** **What impact is the use of digital learning having on reading?** **How does technology motivate boys? What is the impact on their reading?**

Subsidised high quality arts **+2 months** **£4,000** **(Barrier A, B, C, D, E)** **(Outcomes A, B, C and D)**	**To offer pupils high quality musical tuition**	• All pupils will have access to musical tuition across the year • More boys working at ARE+ as a result of being motivated • More SEND pupils achieving ARE+ and the ELGs	Subsidies: • In school tuition no charge to pupils • Pupil progress meetings each half-term.	**KP and governor responsible for The Arts** **Termly evaluation**	**What impact is the tuition having on pupils?** **What is the engagement of boys?** **What do pupils say about musical tuition?** **What impact do they think it has on their learning?**
Attendance of non-statutory school age pupils and those of statutory school age. **(£2,000)** **External Barrier A** **(Outcomes A, B, C and D)**	**To secure good attendance from Year R**	• Pupils will make accelerated progress • The % of pupils achieving GLD will be consistently at least in line with national expectations • The % of pupils achieving GLD in Literacy will be at least in line with national expectations	• Reviews with EWO every 3 weeks • YR parents to receive SAL1 and SAL2 in line with statutory aged pupils • Attendance Concern meetings with YR pupils • Weekly £5 class prize for best attendance • Targeted attendance weeks to secure good attendance	**SD and LF** **EWO** **EYFS Lead and Governor**	**Is the attendance of pupils in YR as good as the rest of the school?** **How many persistent absentees are there in YR, is this decreasing?**
Lack of parental engagement and commitment –	**To improve parental engagement in pupil learning**	• Parents will have high aspirations for their children • School attendance will be improved	• Family lunches- Each class to invite parents into school once a term to have lunch with their child • Each class to offer a thematic based	**SD and SLT** **Governor for Parental Engagement**	**What % of pupils regularly complete homework?** **What is the link between poor attendance and low %**

linked to poor attendance and lack of support for homework. External Barrier B (Outcomes A, B, C and D) £4,000		• Attendance at school based activities will be improved • % of pupils completing homework will be increased	learning opportunity for at least two hours each term to engage parents • Structured conversations to engage hard to reach parents – 2 per class		of the completion of homework? Are parental aspirations rising? What is the take up of Family Lunch and in class workshops? What impact is parental engagement having on pupil engagement?
Emotional Health and Wellbeing +4 months £5,000 External Barrier C (Outcomes D)	For all pupils to feel secure in their learning and to have good emotional health and wellbeing	• All pupils are able to access the curriculum • Emotional health does not impact on achievement • At least 85% of pupils are working at age related expectations • The % of pupils making expected and better than expected progress is at least in line with national expectations • More boys working at ARE+ • More SEND pupils achieving ARE+ and the ELGs	• Hypnotherapy linked to Neuro-linguistic programming – weekly 1-1 • Weekly feedback from the hypnotherapist • Pupil voice • Feedback from parents • Feedback from teachers • Pupil progress meetings each half-term. • 1-1 support on a daily basis for every child with an identified EHWB need. • EHWB attendance at the Future in Mind termly CPD	RG, SD and governor responsible for SEND/EHWB Termly evaluation	What impact have the sessions had on pupils' emotional wellbeing? What impact has this had on pupil outcomes? Have pupil outcomes in maths improved? How many pupils have closed gaps and are now on track to meet ARE? What do pupils say about hypnotherapy? What impact do they think it has on their learning? Is there evidence of this?

			- KS2 interventions for anger, low self-esteem, worry and anxiety and sadness - Training for Support Staff on attachment theory		**What impact are the targeted interventions having on EHWB at KS2?**
Higher Ability pupils working at the higher standard and greater depth **£21,000** **+5 months** **(Outcome B)**	**To ensure that higher ability pupils achieve greater depth in their learning**	- Pupils demonstrate a high level of success on tests, 80%, before progressing to new content. - At least 85% of pupils are working at age related expectations - The % of pupils making expected and better than expected progress is at least in line with national expectations - Pupils are able to evaluate whether or not they achieved mastery - Pupils are able to use and apply their knowledge and skills to fulfil the innovate aspect of the curriculum - More boys working at ARE+	- Teachers plan differentiation by the use of SOLO Taxonomy - Flexible grouping is evident in all lessons - Pupils evaluate their competency at the beginning and end of each theme/unit of work - There is a consistent approach by all staff to SOLO Taxonomy and greater depth - Innovate tasks allow pupils the opportunity to use and apply the knowledge and skills they have been taught - Pupil progress meetings each half-term. - Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing.	**SD Chair and Vice-Chair of governors** **Termly evaluation**	**What evidence is there of greater depth being planned for?** **What evidence is there of pupils using and applying the skills they have taught?** **What impact is there on the outcomes during Innovate week?** **What do pupils say about Innovate week? What impact do they think it has on their learning?** **Is there evidence of this?**

| Ensuring that pupils achieve Meta-Cognition

£12,000

+8 months (Outcomes A, B, C and D) | To embed the strategies for meta-cognition across the school | • At least 85% of pupils are working at age related expectations
• The % of pupils making expected and better than expected progress is at least in line with national expectations
• Pupils are able to evaluate whether or not they achieved mastery
• Pupils are able to use and apply their knowledge and skills to fulfil the innovate aspect of the curriculum
• Pupils are able to use the language of Building Learning Power and SOLO to explain their understanding of where they are in their learning
• More boys working at ARE+
• More SEND pupils achieving ARE+ and the ELGs | • BLP to form part of each lesson for pupils to evaluate their own learning
• SOLO to be used to plan for differentiation and allow all pupils to learn at greater depth
• SOLO to be used to assess pupil skills and knowledge at the beginning and end of a unit of work.
• Pupil progress meetings each half-term.
• Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing. | SD and engaging stakeholder governors

Termly evaluation | Is BLP and SOLO evident in pupil books?

Do pupils use the vocabulary of BLP and SOLO?

What do pupils say about the impact of BLP and SOLO on their learning?

What impact do they think it has on their learning?

Is there evidence of this? |
| **Total cost:** | | | ==£169,000== | | |