

An illustrative example of a completed primary template is available at:
<http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/>

Pupil premium strategy statement (primary)

1. Summary information					
School	Hemlington Hall Academy				
Academic Year	2017/2018	Total PP budget	£193,840	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP	124	Date for next internal review of this strategy	
2. Current attainment					
2016/2017 KS2 Pupil Outcomes			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths			60%	60%	
KS2 progress in reading			-2.7	0.33	
KS2 progress in writing			2.9	0.10	
KS2 progress in maths			-3.14	0.20	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Disadvantaged children across school are not making enough progress in maths. Disadvantaged pupils are significantly below their peers in school and also when compared against the outcomes of non-disadvantaged children. The gap is particularly wide for pupils who were at expected standard at the end of Key Stage 1. Reasoning and problem solving in the form of 'Mastery' is an area of difficulty for all our children including those known to be eligible for PP funding and is something that is currently being addressed within school.				
B.	Disadvantaged children across school are not making enough progress in reading. Disadvantaged pupils are significantly below their peers and also when compared against national data. The gap is particularly wide for children who were at expected standards at the end of Key Stage 1 and are now working within upper KS2. Understanding the text that is being read is a fundamental barrier to making good progress for our pupils. Encouraging and equipping parents to support reading at home is a priority to help bring about rapid improvement. Reading is an area of difficulty for many of our children including those known to be eligible for PP funding and is something that will be addressed.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
C.	To improve attendance rates for all children including disadvantaged pupils.				
D.	Many of our disadvantaged pupils require significant emotional support. If not addressed, emotional needs have a negative impact on pupils learning and progress.				

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve outcomes for disadvantaged children in maths across all year groups and in particular, at statutory assessment.	56% of PP children to make expected progress in maths across all year groups. 15% of PP children to make more than expected progress in maths across all year groups. KS2 – 25/27 (93%) will make expected or better progress from their starting points in KS1 This prediction is based on KS1 prior attainment and the in-school tracking system.
B.	To improve outcomes for disadvantaged children in reading.	56% of PP children to make expected progress in reading across all year groups. 13% of PP children to make more than expected progress in reading across all year groups. KS2 – 25/27 (93%) will make expected or better progress from their starting points in KS1 This prediction is based on KS1 prior attainment and the in-school tracking system.
C.	To improve attendance for disadvantaged pupils.	To improve attendance from 95.5% (2016/2017) to the national expectation of 97% by the end of 2019 academic year.
D.	To develop new and continue current initiatives that have a positive impact on children's well-being.	New initiatives to be developed and impact analysed.

5. Planned expenditure

Academic year

2017/2018

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?
A	Mixed ability teaching in: <ul style="list-style-type: none"> - Small class sizes - increased capacity in KS2 - Support Staff across the school (broken down and costed below)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming EEF research shows that the system used previously for maths (streaming) has a negative impact (-1 month) on pupil outcomes. Therefore, the SLT has decided to move to mixed ability teaching in maths to ensure all children have the opportunity to succeed.	AHT to monitor impact and quality of teaching.	AHT	Half termly pupil progress meetings 13.12.17 Standards Meeting
A/B	New homework structure to be implemented.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary EEF suggests that the quality of the task is more important than the quantity. Therefore, the SLT have designed a new homework policy reflecting focusing on improving reading and maths skills	DHT to develop a new homework structure. Outcomes to be monitored by DHT.	DHT	Oct 2017
A/B	DHT and AHT to be released 2 days per week each	Unlocking Assessment: Understanding for Reflection and Application – Sue Swaffield Ofsted have highlighted the importance of assessment and tracking of individual children very carefully.	AHT/DHT to analyse data and provide feedback to staff on individual children and groups. Half termly SSE monitoring. Pupil Progress meetings Data Analysis Pupil Premium data.	SLT	PP Champion / AHT Release (Mon (pm) half termly Half Termly Pupil Progress Meetings Cost £14,806.72

B	Improve standards of English through investment in targeted support materials, authors and theatre visits.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/learning-styles/ EEF research suggests gains of 2 months through a variation of learning styles.	Governor Monitoring SSE Monitoring Pupil Progress Meetings Appraisal Pupil Evaluations		
Total budgeted cost					£25,000.00
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?
A/B	10 week boost to Year 5 by providing additional 0.6 teacher.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ To address the attainment gap between PP and non PP in classes with challenging data.	SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data	SLT	Oct 2017 Cost £11,250.00
A/B	Providing an additional teacher in Year 6.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ To address the attainment gap between PP and non PP in classes with challenging data.	SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data	SLT	Half Termly Cost £24,000
A/B	Providing an additional TA in EY/KS1	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ EEF research suggests a gain in 4 months when pupils are involved in small group tuition. To address the attainment gap between PP and non PP in classes with large numbers.	SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data	SLT	Half Termly Cost £11, 254

A/B	Providing an additional TA in Year 3	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition EEF research suggests a gain in 4 months when pupils are involved in small group tuition. To address the attainment gap between PP and non PP in classes with large numbers.	SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data	SLT	Half Termly Cost £11, 254
A/B	Providing an additional full time TA2 in HNB	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition EEF research suggests a gain in 4 months when pupils are involved in small group tuition. To address the attainment gap between PP and non PP when class size increases from 15 to 18 and the three extra are PP children.	SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data	SLT	Half Termly Cost £11, 254
A/B	Targeted intervention programmes and license subscriptions to complement the curriculum and narrow the gaps in learning for PP children.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ EEF research suggests a 4 month gain when learners make effective use of digital technology.	Ongoing monitoring Targeted evaluations	HLTA (CS)	Termly (JK) £3000 contribution
A/B/C/D	Improve training and development of all staff in order to raise achievement for PP children. Ambition school leaders SENDCo Qualification Thinking, Talking, Doing Science Grammar for Writing Science Training	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ EEF research suggests gains of 8 months when these approaches are applied.	MM / JW attend various training across the year – follow up regularly through staff / team meetings, Appraisal Pupil Progress meetings SSE monitoring Data analysis Pupil interviews	SLT	Annual review (Y5 & Y6 Teams & MM) Termly Review for ASL – BB, EF, KO £10000 contribution
Total budgeted cost					£82,012.00
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?
	2 additional Support Staff for lunch time supervision. To maintain positive playground rules and behaviour, thus impacting on classroom behaviour.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ EEF research suggests a gain in 3 months when behaviour is effectively managed in school.	Pupil Questionnaires. Behaviour monitoring at break times. CPOMS record.		
A/B/C/D	Providing rich and varied wider opportunities within the curriculum. Including - Living eggs, NCBF authors, Historical visitors, NCBF workshops, Manga artist, Wild Science, Choir, Challenging Industry	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ EEF research suggests gains of around 2 months when children are involved in enrichment.	SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data Pupil interviews Learning display Photos	SLT Subject leads. Context Lead.	Half Termly
A/B/C/D	PP children given the opportunity to access brass, violin and woodwind instruments.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ EEF research suggests gains of around 2 months when children are involved in the arts.	TVMS monitoring Teacher/Pupil feedback	Music Coordinator	Termly
C/D	PP children to receive discount on residential trips and visits	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/ EEF research suggests a 4 month gain when children are involved in outdoor adventurous activities.	Half termly SSE monitoring Reach for the stars Pupil Data and assessment Pupil evaluations	SLT	Termly
A/B/C/D	External agency involvement for targeted individuals to identify and address specific barriers to learning.		EP reports SEND data analysis SaLT reports Work for individuals Timetables/identified lists LLT reports Parents meeting minutes	HT SENDCo	
D	Improve independence and self motivation of PP children through effective and challenging learning environments across the school including KS1, Y6 and the ICT suite.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/built-environment/	Governor monitoring SSE timetable End of Year data	SLT	

C/D	<p>Yoga Bugs for EY/KS1/HNB</p> <p>Swimming Coaching</p> <p>Specialist sports coach employed by school.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p> <p>EEF research suggests a 2 month gain for children who regularly participate in sport.</p>	<p>Feedback Children, staff and parents</p> <p>Data analysis</p> <p>Learning observations (formal / informal)</p> <p>Swimming Data</p> <p>Pupil Feedback</p> <p>SSE Lesson Observations</p> <p>Pupil Questionnaire</p> <p>Timetable Review</p> <p>Staff Consultation</p> <p>Targeted evaluations</p>		
C/D	<p>Free Breakfast Club for all PP children – 29 currently access this.</p> <p>Free fruit for PP children in KS2</p> <p>Free school meals for 27 eligible “ever 6” children.</p> <p>Free milk daily for reception children</p>	<p>Ensure children are school ready and able to make the best progress possible.</p>	<p>annual review</p> <p>Targeted evaluations</p>	<p>JH Monitoring</p> <p>EY Lead</p>	
	<p>Wide range of after school clubs.</p> <p>Sports holiday clubs.</p> <p>Chess.</p> <p>Cookery.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</p> <p>EEF research suggests gains of 2 months for children who attend extended school hours.</p>	<p>Half-termly work with P.E. Coordinator / Middle Leader</p> <p>Sport Coach Appraisal monitoring through DC</p> <p>Parent / pupil questionnaire responses</p>	<p>PE Lead</p>	<p>Half Termly</p>
D	<p>HLTA to support children with social, emotional and learning needs.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>EEF research suggests gains of 4 months when this type of support is available for children.</p>			
C/D	<p>IEWO involvement</p>				
C/D	<p>Specialist support</p> <p>The Bungalow</p> <p>Play Therapy</p> <p>Family Counselling</p> <p>Bereavement counselling</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>SSE outcomes</p>	<p>SLT</p>	

	Safeguarding	EEF research suggests gains of 4 months when this type of support is available for children.			
C/D	Full time FLO to support families and children in receipt of PP funding.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests gains of 4 months when this type of support is available for children.	Appraisal outcomes Respect room register.		
C/D	Family learning events.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/ EEF research suggests gains of 3 months when parents are actively involved in their child's learning.	Annual Review Event registers Event reviews Coffee Morning Oct 2016.		
C/D	Transition and induction support for mobile PP children.	Support for transition between classes / key stages / new schools to ensure a smooth transition and transfer of information / data	JH	JH CSh	
A/B/C/D	Appointment of PP/Disadvantaged Champion	Analysis of pupil progress in order to drive up standards and diminish the difference for between disadvantaged and non-disadvantaged children compared to national figures	Data Analysis PP review outcomes	SLT EF	
A/B/C/D	Appointment of LAC Champion	Pastoral support and work with individual pupils. Analysis of pupil progress in order to drive up standards and improve outcomes for LAC children compared to national figures	Data Analysis PP review outcomes	SLT JP	
C/D	Children's University to encourage involvement on learning beyond the school day.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/ EEF research suggests gains of 2 months for children who attend extended school hours.	Annual Review Passports Club registers	EF RM	
C/D	New starter funding for book bags, uniform, water bottles and PE kit.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/	Pupil and parent questionnaires Pupil Progress meetings incl Reach for the Stars Children attend school and lessons equipped for learning.	SLT EY lead	
Total budgeted cost					£86,828.00

