

# Pupil Premium Strategy Statement (Action Plan) Thomas Hickman School

1. Summary information					
School	Thomas Hickman School				
Academic Year	2018/19	Total PP budget	£188,940	Date of most recent PP Review	n/a
Total number of pupils	457	Number of pupils eligible for PP (This info was taken from DFE report beginning of Sept 17)	142 (pp) 5 (service)  32.17%	Date for next internal review of this strategy	September 2018

Attainment and Progress (previous academic year 2017 – 2018)			
Number of PP eligible pupils in Year 6: 29 children			
	PP eligible pupils (school)	Pupils not eligible (Bucks)	Difference
% achieving age related expectations (Reading)	55%	72%	
% achieving age related expectations (Writing)	58%	76%	
% achieving age related expectations (Maths)	48%	75%	
% progress in line with, or better than, national (i.e. 0 or above)			
Reading	-0.6	0.3	-0.9
Writing	-2.6	0.2	-2.8
Maths	-1.9	0.3	-2.2
Number of PP eligible pupils in Year 2: 18 children			
	PP eligible pupils (school)	Pupils not eligible (National 2017)	Difference
% achieving age related expectations (Reading)	78%	79%	-1%
% achieving age related expectations (Writing)	78%	72%	+6%
% achieving age related expectations (Maths)	83%	79%	+4%
Number of PP eligible pupils in Year 1: 16 children			
	PP eligible pupils (school)	Pupils not eligible (National 2017)	Difference
% achieving expected standard in Phonics Screening Check	81%	84%	-3%
Number of PP eligible pupils in Year 2: children			
	PP eligible pupils (school)	Pupils not eligible (National 2017 )	Difference
% achieving expected standard in Phonics Screening Check	100%	92%	+8
Number of PP eligible pupils in Reception: 12 children			
	PP eligible pupils (school)	Pupils not eligible (National 2017)	Difference
% achieving a Good Level of Development	50%		
Note: A 32% increase 2016-18			

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2. 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.	The percentage of pupils eligible for PP attaining the expected level in each year group is generally below that of pupils not eligible for PP.	
B.	Pupils eligible for PP lack opportunities due to financial disadvantage. This means that pupils have fewer life experiences to relate their learning to and to apply to their learning, such as in reading comprehensions and in their writing.	
C.	Pupils eligible for PP suffer from low self-esteem; they lack motivation and aspiration and this affects their attitude to learning	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates for pupils eligible for PP are 93.95% (below the target for all children of 96%. Plus Non-disadvantage % was 94.22). Generally, this reduces their school hours and causes them to fall behind.	
3. Desired outcomes (Desired outcomes and how)		Success criteria
A.	PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing and mathematics.  Improve attainment of disadvantaged pupils.	<ul style="list-style-type: none"><li>• Pupils eligible for PP make accelerated progress across Key Stage 1 and Key Stage 2 in reading, writing and maths.</li><li>• Measured in Y1-6 by teacher assessments and successful moderation practices established within the school and with other schools.</li><li>• Post assessment week data analysis shows the difference between attainment of PP pupils and non PP pupils is diminished in all year groups.</li><li>• For disadvantaged children to reach expected level of attainment: Phonics 84% KS1 R79% W78% M83% KS2 Reading scaled score to be in line with National Other 105 Maths scaled score to be in line with National Other 105</li></ul>

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B.	Increased home support, leading to greater parental engagement	<ul style="list-style-type: none"> <li>• Increased % of pupils eligible for PP are attending homework club, maths club and extra-curricular in house clubs.</li> <li>• All PP parents attend Parental Consultation Meetings three times in the academic year.</li> <li>• Increased attendance of PP parents at parental workshops enabling greater support of their children.</li> <li>• Staff to organise enriching trips to enhance the children's understanding in their field of study; one trip per half term.</li> </ul>
C.	Social emotional and mental needs of PP pupils are met resulting in a more positive attitude to learning	<ul style="list-style-type: none"> <li>• Staff to monitor pupil wellbeing and report to the pastoral tem concerning issues arising PP.</li> <li>• Children are supported through nurture activities in the aviary, enabling them to be in a better place to access learning.</li> <li>• Access to our on-sight Play therapist who can support children with their emotional wellbeing.</li> <li>• School uniform needs are supported through the PP funding.</li> </ul>
D.	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> <li>• Overall PP attendance continues to improve in line with others</li> <li>• Gap between percentages of late sessions for pupils eligible for PP and those not eligible for PP narrows</li> </ul>

### 4. Planned expenditure

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Academic year	2018-19				
The 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: New Initiatives					
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. PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing, and mathematics	<ul style="list-style-type: none"><li>All staff have a target for PP attainment/progress on performance management</li><li>Ensure books of PP pupils are 'marked' and assessed first</li><li>Children to have fluidity between lessons and not have a 'setting' ceiling placed upon them.</li><li>AHTs to lead a maths afterschool club; invitation will also extend to parents.</li><li>Bespoke interventions to be put in place to support closing the gap.</li><li>Introduction of 'Busy Ants' package</li><li>Additional teacher to be placed in year 5 so the cohort is taught in three groups</li><li>TAs to support interventions</li></ul>	<p><b>Rationale:</b> We believe that pupils will reach their FULL potential if support is carefully focused.</p> <p><b>Evidence: The Pupil Premium: an Update Ofsted 2014</b> reports that 'effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage.</p> <p><b>Evidence: EEF Toolkit</b> suggest high quality feedback is an effective way to improve attainment</p> <p><b>Evidence: EEF Toolkit</b> suggest high quality feedback is an effective way to improve attainment</p> <p><b>The Pupil Premium: an Update Ofsted 2014</b> reports that 'Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap'. <b>'They target interventions forensically...</b></p>	<ul style="list-style-type: none"><li>Pupil observation/Pupil voice</li><li>Lesson observation to ensure strategies being implemented effectively</li><li>Monitoring and analysing data on Target tracker</li><li>Pupil Progress Meetings</li><li>Disadvantaged pupils to be effectively supported in class to 'keep up' not catch up and therefore meet their full potential</li></ul>	CO (PP lead)  HT DH	<p>Half termly at Pupil progress reviews.</p> <p>Regularly reported in HT report to Governors.</p> <p><b>COSTINGS</b> <b>£ 7,448.00 (additional teacher)</b></p> <p><b>£ 6701.80 (AHTs time in clubs, lesson observations, support)</b></p> <p><b>£49,686 (TAs across the school to support)</b></p>

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## ii. Initiatives in place previously and to continue

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?
<b>A. PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing, and mathematics</b>	<ul style="list-style-type: none"> <li>Talk 4 Reading to embed new vocabulary</li> <li>Gap analysis in R,W,M each assessment point</li> <li>Identify and address main barriers to learning for pupils eligible for PP</li> <li>Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact</li> <li>Talk 4 writing to incorporate Cornerstone planning</li> </ul>	<p>Teachers will be supported to ensure PP pupils make accelerated progress and gaps with non PP are closed.</p> <p>Teachers will understand barriers to learning for their PP children and be supported with strategies to overcome these as indicated in Pupil Premium Provision Maps</p>	<ul style="list-style-type: none"> <li>Pupil observation/Pupil voice</li> <li>Lesson observation to ensure strategies being implemented effectively</li> <li>Monitoring and analysing data on Target tracker</li> <li>Pupil Progress Meetings</li> <li>Disadvantaged pupils to be effectively supported in class to 'keep up' not catch up and therefore meet their full potential</li> </ul>	SLT	<p>Half termly at Pupil progress reviews.</p> <p>Regularly reported in HT report to Governors.</p> <p><b>COSTINGS:</b> <b>£10000 (resources that staff may need to support the teaching)</b></p>

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iii. 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?
<b>A. PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing, and mathematics</b>	<ul style="list-style-type: none"> <li>Identify and address main barriers to learning for pupils eligible for PP (Venn diagrams)</li> <li>Same day interventions</li> <li>Employment of TA to support writing in year 5 and 6 (AH)</li> </ul>	<p>Pupil Premium pupils have different barriers which impact their achievement – as outlined in individual provision maps. Teachers need to be aware of these and know how best to support the children.</p> <p>Individuals receive additional support to ensure they meet age related expectations at the end of each year / achieve accelerated progress.</p> <p>Gap between PP and non PP children is diminished.</p>	<ul style="list-style-type: none"> <li>Venn diagrams</li> <li>Provision maps</li> </ul>	Class teachers	<p>Half termly at Pupil progress reviews.</p> <p>Regularly reported in HT report to Governors.</p> <p><b>COSTINGS:</b></p> <p><b>£12618 (Specialist TA)</b></p>

iv. Other approaches: New					
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?
<b>B: Increased home support, leading to greater parental engagement</b>	<ul style="list-style-type: none"> <li>Each year group to organise an enriching experience / trip per half term.</li> <li>Class teachers to phone PP parents to arrange parent consultations, if an appointment has not been made.</li> <li>AHTs to run an after school maths session, where parents will be invited to join.</li> <li>'Helping Hands' programme in the Acorn Centre with the pastoral team.</li> <li>To finance the cost of coach expenditure, to reduce trip costings.</li> </ul>	Lack of parental support and engagement is a key barrier to learning for pupils at Thomas Hickman School.	<ul style="list-style-type: none"> <li>Curriculum maps to be completed</li> <li>Feedback from staff</li> <li>Pupil voice</li> </ul>	<p>Pastoral team</p> <p>CO / JM</p>	<p><b>COSTINGS:</b></p> <p><b>£10,000 (trips)</b></p> <p><b>£5000 (Coach)</b></p> <p><b>£12618 (PAFT)</b></p>

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<p><b>C: Social emotional and mental needs of PP pupils are met resulting in a more positive attitude to learning.</b></p>	<ul style="list-style-type: none"> <li>• Play therapist to increase hours to 5 days per week.</li> <li>• Whole staff training on identifying Basic Needs (Sept INSET)</li> <li>• Opportunity for children to learn how to play a musical instrument.</li> <li>• Pastoral PAFT support</li> </ul>	<p>Financial restraint should not prevent any child from accessing extracurricular activities.</p>	<ul style="list-style-type: none"> <li>• CTs to identify families that may need support</li> <li>• CO contacting families</li> </ul>	<p>SB with pastoral team</p> <p>PA teachers</p>	<p><b>£8550 (Play therapy)</b></p>
<p><b>Initiatives in place previously and to continue</b></p>					
<p><b>C: Social emotional and mental needs of PP pupils are met resulting in a more positive attitude to learning.</b></p> <p><b>D: Increased attendance rates for pupils eligible for PP.</b></p>	<ul style="list-style-type: none"> <li>• Allocation of free places to PP children for school clubs</li> <li>• Allocation of free places for PP children for school trips / residential.</li> <li>• Opportunity to attend breakfast club for those who fall below 96% attendance.</li> <li>• Allocation of free school uniform</li> <li>• Aviary programme for those who are struggling to self-regulate.</li> <li>• Sessions with our in house play therapist.</li> <li>• Further focus on improving punctuality and attendance of PP children</li> <li>• Cool Milk programme</li> <li>• Swimming for Year 4 and 2</li> </ul>	<p>Financial restraint should not prevent any child from accessing trips and visits throughout the school.</p> <p>To ensure equality of opportunity for all children.</p> <p>To ensure inclusivity, raising aspirations and enriching children's learning experiences.</p>	<ul style="list-style-type: none"> <li>• Parental voice</li> <li>• Monitoring % of attendance</li> <li>• Work to show children's understanding has been enriched by experiences</li> <li>• Lesson observations show a high level of engagement</li> </ul>	<p>Attendance officer</p> <p>SLT</p> <p>Pastoral team</p>	<p><b>COSTINGS:</b></p> <p><b>£1000 (Cool Milk)</b></p> <p><b>£7900 (Breakfast club)</b></p> <p><b>£5000 (DSL attendance)</b></p> <p><b>£5040 (Swimming)</b></p>