

# Disadvantaged Pupil Strategy Statement: Thomas Hickman School

## Review of expenditure and outcomes for 2017/2018

1. Summary information					
School	Thomas Hickman School				
Academic Year	2017/18	Total PP budget	£180,840	Date of most recent PP Review	n/a
Total number of pupils	397	Number of pupils eligible for PP <small>(This info was taken from DFE report beginning of Sept 17)</small>	137 (34%)	Date for next internal review of this strategy	

### Key Stage 2 Progress measures for the 2017/18 Year 6 cohort

2 children were withdrawn from SATs. Child A was working below the level of SATs and could not access the tests even with access arrangements and child B was absent for the duration of the tests and upon returning to school it was felt it would be detrimental to the well-being of the child to sit the tests.

### **Other End of Key Stage 2 Data 2017/2018 (Cohort of 60 pupils in Year 6; 29 were eligible for Pupil Premium Funding.**

	THS Disadvantaged		National	
	% of pupils achieving expected standard	Average scaled score	% of pupils achieving expected standard	Average scaled score
Reading	55%	94.6 (102.5)	72%	105.0
Writing	58%		76%	
Maths	48%	93.0 (100.2)	75%	105.0
SPAG	55%	93.4 (100.3)		
Combined Reading, Writing, Maths	31%		61%	

Note that the Government uses a comparison between the performance of pupils for whom the school receives the Pupil Premium and all other pupils nationally for whom schools do not receive the Pupil Premium for all statutory national assessments.

**Commentary:** Numbers in brackets are the average scaled score for the 27 children eligible for PP who sat the tests. If we compare this data to the National average scaled score then there was a difference of -2.5 in Reading and -4.8 in Maths.

The percentage of disadvantaged pupils achieving the expected standard were below National in all three areas of Reading, Writing and Maths.

Disadvantaged girls outperformed disadvantaged boys in Reading, Writing and Maths.

It is worth noting that disadvantaged children who joined Thomas Hickman School after year 2 SATs were working below the standard of our home-grown children.

(Reading 50% compared to 77%, Writing 25% compared to 77%, Maths 33% compared to 77%)

**End of Key Stage 1 Data 2017/2018 (Cohort of 58 pupils in Year 2, of which 16 were eligible for Pupil Premium)**

	<b>All pupils (58)</b>	<b>Disadvantaged pupils (16)</b>	<b>National Other</b>
	<b>% of children achieving expected standard</b>	<b>% of children achieving expected standard</b>	<b>% of children achieving expected standard</b>
<b>Reading</b>	<b>86%</b>	<b>78%</b>	<b>79%</b>
<b>Writing</b>	<b>81%</b>	<b>78%</b>	<b>72%</b>
<b>Maths</b>	<b>88%</b>	<b>83%</b>	<b>79%</b>

**Commentary:** Maths was a strength in Year 2 and both 'All pupils' and 'Disadvantaged pupils' performed better than National Other.

There was only a small gap in Reading (-1%) between disadvantaged and National Other. However, it is worth noting that when comparing THS Other to THS disadvantage there was a -14 gap.

Writing is an area that still requires support with a -6 gap.

	<b>All pupils (58)</b>	<b>Disadvantaged pupils (16)</b>	<b>National Other</b>
	<b>% of children achieving Greater Depth</b>	<b>% of children achieving Greater Depth</b>	<b>% of children achieving Greater Depth</b>
<b>Reading</b>	<b>22%</b>	<b>17%</b>	<b>25%</b>
<b>Writing</b>	<b>21%</b>	<b>11%</b>	<b>16%</b>
<b>Maths</b>	<b>21%</b>	<b>12%</b>	<b>21%</b>

**Commentary:** In 2016-2017 no children received Greater Depth in Writing or Maths, so it is pleasing to see that in 2017-18 both THS 'All pupils' and THS 'disadvantage pupils' are now achieving Greater Depth.

There is a gap between 'disadvantage' and 'National Other'. The largest gap being in Maths.

**Year 1 Phonics Screening Test Data 2018 (Cohort of 59 pupils in Year 1, of which 16 were eligible for Pupil Premium)**

<b>All pupils (59)</b>	<b>Disadvantaged pupils (16)</b>	<b>National</b>
<b>% of pupils achieving expected standard</b>	<b>% of pupils achieving expected standard</b>	<b>% of pupils achieving expected standard</b>
93%	81%	81%

**Commentary:** Within the year 1 cohort, three children did not meet the threshold for phonics (32/40). Attendance was a concern for all three children. All three children also had SEN, Medical and Pastoral support. However, Disadvantage pupils achieved the same as National.

Phonics was a success in Thomas Hickman and will continue to be developed next academic year.

**Year 2 Phonics Screening Test Data 2018 (Cohort of 58 pupils in Year 2, of which 18 were eligible for Pupil Premium)**

<b>All pupils (59)</b>	<b>Disadvantaged pupils (16)</b>	<b>National</b>
<b>% of pupils achieving expected standard</b>	<b>% of pupils achieving expected standard</b>	<b>% of pupils achieving expected standard</b>
100%	100%	92%

**Commentary:** All disadvantaged children in Year 2 left KS1 achieving threshold with phonics. THS 'disadvantaged' children outperformed National.

**End of Early Years Foundation Stage Data 2018 (Cohort of 57 pupils in the Reception Year, of which 12 were eligible for Pupil Premium)**

<b>Good level of development by the end of the Reception Year</b>	<b>All pupils (57)</b>	<b>Disadvantaged pupils (12)</b>	<b>National</b>
	<b>% of pupils achieving a Good level of development</b>	<b>% of pupils achieving a Good level of development</b>	<b>% of pupils achieving a Good level of development</b>
	70%	50%	71%

**Commentary:** There is a -21 gap between disadvantaged children and National, verses only a -1 gap between 'all pupils' and National. When breaking down the disadvantaged data further, 7/14 children were supported with Special Educational Needs. One child who achieved GLD entered Reception with no English. Although there is a -21 gap, all 'disadvantage' children made at least expected progress.

**D. Review of expenditure for year 2017 – 2018**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve oral language skills for pupils across the whole school.	EYFS outdoor area	Set up during the summer holidays of 2018 – no impact yet.	Monitor the GLD for children in EYFS during the academic year of 2018-19	£13044.85
	Performance arts teacher	Appointed July 2018 – no impact yet to be seen.	All year groups to have timetabled Performance Art sessions, weekly. Year R, 2, 4 & 6 to host a production that can be shown to parents.	£10,628.93 £20,000 £15,000

Talk for Reading Training (SG/SB) then all staff

**A table to show the % of pupils making at least expected progress since the previous Key Stage (End of EYFS)**

		All pupils	PP
<b>Number of pupils</b>		55	13
<b>Year 1</b>	Reading	67%	54%
<b>Number of pupils</b>		53	14
<b>Year 2</b>	Reading	94%	100%

**A table to show the % of pupils making at least expected progress since the previous Key Stage (End of KS1)**

		All pupils	PP
<b>Number of pupils</b>		59	23
<b>Year 3</b>	Reading	78%	83%
<b>Number of pupils</b>			
<b>Year 4</b>	Reading	July 2018 – Staff are re-moderating for accuracy into Year 5.	
<b>Number of pupils</b>		51	14
<b>Year 5</b>	Reading	45%	43%
<b>Number of pupils</b>		R47 W53 M53	R23 W19 M25
<b>Year 6</b>	Reading	66%	57%

Please refer to the document attached in ‘additional information’ This document shows that the gap between disadvantaged and ‘all other’ is closing in all year groups except year 1 and year 6.  
Year 6 - 28% mobility of year 6 cohort in last 2 years.  
12% within the last year.

Talk 4 Reading has had a positive impact on learning for the children and will continue to be developed next academic year.

Staff INSET will be delivered to all staff so they are more acutely aware of how to target their disadvantaged pupils, by looking at data.

T4W £250

T4W resources £5000

£10,000

Improve attainment of disadvantaged pupils.	Maths setting for year 2 – 6.	Please refer to the document attached in ‘additional information’ This document shows that the gap between disadvantaged and ‘all other’ has not closed in all year groups, except year 3 and 5.	Setting will not be used as a teaching tool in the next academic year.  Resources have been purchased to support the delivery of Maths and to ensure that it is at the correct pitch.	£5000
	After school phonics club	After-school club was not offered.  80% of disadvantage children met the threshold. <ul style="list-style-type: none"> <li>• 3 PP children did not meet the threshold (32/40)</li> <li>• Attendance was a concern for all 3 children</li> <li>• SEN / Medical / Pastoral needs for all 3 children</li> </ul>	CO/CY to run a parent meeting for parents to show how they can support phonics at home.  Phonics is a strength at THS and staff will be monitored to ensure this is maintained. Children are given every opportunity throughout the day to incorporate their phonics and re-inforce any learning.	£0.00
Disadvantaged pupils and their parents to have high aspiration; for parents to take an active part in their child’s learning.	Aspirational assemblies	<b>Georgia</b> – a singer /songwriter who discussed the use of cyber bullying. <b>George</b> – Whole school assembly and then workshops with year 4 and 5. He developed the message of having a high aspiration and not letting barriers stop you from succeeding. <b>Para Olympian</b> – Showed children the challenges that he overcame and how to have an aspirational goal to work towards. <b>Show racism the red card</b> – assembly was given to year 4 children and then the children had a workshop on what racism looked like.	Children responded well to the workshops and showed a good understanding of the elements discussed.  Aspirational visitors will continue to support children in having higher aspirations for their future.	Dare to Aspire talk £340
	Toddler group	Ran by Pastoral Team - 3 families attend, who currently have toddlers who will join THS, and have children who are eligible for PP funding in the school already.	Support to continue next academic year.	£2000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve oral language skills for pupils across the school.	New Reading scheme in EFYS  Resources for story sacks	March 2018 – Purchased new reading scheme that is for the sole use of EYFS children. Children are more engaged with these texts as they target the phonics skills that they have been taught. Parental involvement has been positive as the parents access them daily before school. They is now a wide choice of reading material in school.  All PP children have made progress with their reading development.		£381.49  £5000
Disadvantaged pupils can confidently self-regulate.	Play Therapy / Pastoral support	Play therapist supported a group of year 4 boys, who were having difficulty self-regulating in class. Their behaviour incidents in class decreased.  Worked with children across the school to support with their emotional wellbeing.	Play therapist now works 5 days a week.	Play Therapy £12,250  £15,000
	Aviary programme & Nurture Room	May 2018 – Introduction of “Aviary” – this is where children who are experiencing problems on the playground are taught how to play and eat with others. Behaviour incidents will / have decreased due to the children being formally engaged with at all times. Behaviour tracked weekly by FJ (Pastoral TA) PP children attending:  May 2018 – Pastoral Team have moved to the Acorn centre and the area now includes a “nurture room”. Resources that have been purchased include: <ul style="list-style-type: none"> <li>• Sensory tent, strobe lightening, sensory balls</li> <li>• Cushions</li> <li>• Reading materials for children to calm down with</li> </ul> This was a safe place for children to develop skills	Behaviour incidents reduced on the playground.  Children’s behaviour in lessons improved and their concentration increased.	£10,000

		and many children joined the main playground again.		
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved attainment and progress of disadvantaged pupils. (Children can access the curriculum and extra-curricular activities to enhance and extend learning)	Breakfast Club / Milk		Breakfast club spaces can be offered. A more targeted audience needs to be considered to support those families who are struggling with the morning routine. Regular discussions between the pastoral team and attendance officer are needed.	Aldi: £24.16  Cool Milk £1205.64  £500
	School trips	School trips that were offered supported learning.  All year groups had at least one experience.	There was not enough opportunity for children to gain wider experiences. CO / JM to create a Curriculum Map so that there is a trip / experience each half term. Funding will continue from the PP budget.	Britannia Coach services: £1865.83  Cooking club: £2640  Coach (writing event): £65  £2500  Supply staffing £44,468.10

	Swimming lessons	Swimming not only extended the children's learning, but it gave them an opportunity to develop a life skill.  All disadvantaged children improved their swimming skills greatly and improved their confidence.	Swimming lessons will continue next academic year for the new cohort of year 4 pupils.	£1000
	Purchasing uniform	Parents have engaged with his approach and will regularly have contact with the class teacher and/or pastoral team.	Funding will continue to be given. PE kits, jumpers, book bags to be given from school. Parents may wish to purchase school shoes and give the receipt to the finance team.	MW Laptop £376  £2000
Increased attendance rates.	Targeting attendance (bike scheme)	Attendance for disadvantaged pupils in all year groups was lower than 'other'.  Next year focus will need to be given to year 2 and year 6 as these groups last year had the biggest difference.  We have ensured that parents are aware of when the school gates will open and close and SLT have a presence on all gates. Head teacher has been using a 'late log' to have dialogues with late arrivals.	Staff to have regular dialogues with parents.  PP co-ordinator to meet regularly with attendance officer to discuss pupils who are falling below 96%.	£300
<b>Total expenditure</b>				<b>£23,071.90</b>

#### E. Additional detail

Summer 2 2018	Reading	Writing	Maths
<b>Year 1</b> Total: 59 PP ch: 15	Spring 1 gap -0.3 Spring 2 Gap -11.2 Summer 2 gap -46.7 PP 46.7% ALL 77.3%	Spring 1 gap -26.9 Spring 2 Gap -11 Summer 2 gap -28.1 PP 33.3% ALL 61.4%	Spring 1 gap -0.3 Spring 2 Gap -21 Summer 2 gap -26.2 PP 53.3% ALL 79.5%
<b>Year 2</b> Total: 59 PP ch: 15	Spring 1 gap -36.7 Spring 2 Gap -12 Summer 2 gap -10.7 PP 80% ALL 90.7%	Spring 1 gap -32.2 Spring 2 Gap -30.4 Summer 2 gap -1 PP 82% ALL 83%	Spring 1 gap -9.4 Spring 2 Gap -4.5 Summer 2 gap -15 PP 83% ALL 98%
<b>Year 3</b> Total: 59	Spring 1 gap +7.5 Spring 2 Gap +4.9 Summer 2 gap +10.7	Spring 1 gap +8.7 Spring 2 Gap +8.3 Summer 2 gap +4.3	Spring 1 gap +1.6 Spring 2 Gap +1.5 Summer 2 gap +11.8

PP ch: 20	PP 80% ALL 70.7%	PP 75% ALL 70.7%	PP 85% ALL 73.2%
<b>Year 4</b> Total: 58 PP ch: 11	<i>Spring 1 gap -21.2</i> <i>Spring 2 Gap -39.3</i> <i>Summer 2 gap -26.2</i> PP 63.6% ALL 89.8%	<i>Spring 1 gap -28.8</i> <i>Spring 2 Gap -12.1</i> <i>Summer 2 gap -45.2</i> PP 36.4% ALL 81.6%	<i>Spring 1 gap -22.3</i> <i>Spring 2 Gap -25.3</i> <i>Summer 2 gap -29.2</i> PP 54.5% ALL 83.7%
<b>Year 5</b> Total: 56 PP ch: 9	<i>Spring 1 gap +9.7</i> <i>Spring 2 Gap +1</i> <i>Summer 2 gap +1</i> PP 72.7% ALL 71.7%	<i>Spring 1 gap -0.3</i> <i>Spring 2 Gap +11.3</i> <i>Summer 2 gap +11</i> PP 54.5% ALL 43.5%	<i>Spring 1 gap -17.3</i> <i>Spring 2 Gap -16</i> <i>Summer 2 gap +9.3</i> PP 63.6% ALL 54.3%
<b>Year 6</b> Total: 59 PP ch: 18	<i>Spring 1 gap -14.1</i> <i>Spring 2 Gap -11.5</i> <i>Summer 2 gap -19</i> PP 55% ALL 74%	<i>Spring 1 gap -14.1</i> <i>Spring 2 Gap -12.7</i> <i>Summer 2 gap -25</i> PP 58% ALL 83%	<i>Spring 1 gap -13.4</i> <i>Spring 2 Gap -14.9</i> <i>Summer 2 gap</i> PP 4.8% ALL