

Thomas Hickman School Pupil Premium strategy statement including planned expenditure, outcomes and impact 2019-20

The Government believes that the pupil premium, which is in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. National research shows that children who have been eligible for Free School Meals **at any point** in their school career have consistently lower educational attainment than those who have never been eligible.

Strong leadership systems ensure that the Pupil Premium funding has the necessary impact. This includes an identified governor, the Assistant Head teacher (in liaison with the Head teacher, SENDCO's (to monitor PP SEN) and the School bursar having responsibility for Pupil Premium.

Summary information								
School	Thomas Hickman School							
Academic year	2019-2020			Total PP budget		£ £180,120.		
Total number of pupils	461 (as of 04.09.19)			Number of pupils eligible for PP				
Current number of PP eligible pupils	132 (30%)	R: 10	Year 1: 19	Year 2: 12	Year 3: 18	Year 4: 20	Year 5: 26	Year 6: 27
BARRIERS TO BE ADDRESSED 2019-2020								
1. Current attendance rates are below the expected 95% NA for PP children.								
2. 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.								
3. 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.								
4. Pupils eligible for PP suffer from low self-esteem ; they lack motivation and aspiration and this affects their attitude to learning.								
5. Catering for the needs of Pupil Premium children who are also SEN .								
6. Parental engagement .								

ATTAINMENT: 2018-2019	PP eligible pupils (school)	School (other)	School Difference	National Other (Gap)
Early Years Foundation Stage Profile – achieving a good level of development	47%	70%	-23	73% -26
Year 1 Phonics – achieving the expected standard in phonic decoding	56% (3 didn't take screening)	91%		84 % -28
	45%(including the 3 who didn't take)	90%		
Key Stage One – achieving the expected standard in Reading	61%	79%	-18	79% -18
Key Stage One – achieving Greater Depth in Reading	11%	17%	-6	25% -14
Key Stage One – achieving the expected standard in Writing	56%	74%	-18	78% -22
Key Stage One – achieving Greater Depth in Writing	0%	5%	-5	15% -15
Key Stage One – achieving the expected standard in Maths	67%	79%	-12	79% -12
Key Stage One – achieving Greater Depth in Maths	6%	14%	-8	22% -16
Key Stage Two – achieving the expected standard in Reading	38%			73%

				-35
Key Stage Two – achieving Greater Depth in Reading	5%			27%
				-22
Key Stage Two – achieving the expected standard in Writing	62%			76%
				-14
Key Stage Two – achieving Greater Depth in Writing	0%			20%
				-20
Key Stage Two – achieving the expected standard in Maths	57%			75%
				-18
Key Stage Two – achieving Greater Depth in Maths	10%			27%
				-17

Barrier 1

Current attendance rates are below the 95% NA for PP children.

ATTENDANCE (97% plus club!)

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated
<p>Short term outcome : Pupil Premium attendance will be in line with our school's attendance target of 95%</p> <p>Long term outcome: Due to increased attendance rates, Pupil Premium attainment and progress will significantly rise leading to a decreased gap between pupil premium children and their peers</p>	<ul style="list-style-type: none"> • Assistant Head to work alongside attendance officer to monitor attendance and punctuality of all Pupil Premium children • Class teachers to phone parents of any absent child, during assembly. • Attendance officer to follow up persistent attendance / later arrivals. • Additional incentive offered to motivate and reward with a swimming voucher, each term, to those who have attendance of 97% or above. 	<p>We can't improve the attainment of our pupil premium children if they aren't attending school.</p> <p>Our persistent absence percentage, for disadvantaged pupils, is currently at 91.68% This is below our whole school data of 93.9%. Although both percentages are less than 96%, if we remove one persistent family, who are disadvantaged, the percentage would rise to 94%. This is still below National Expectations, however it has increased from the academic year of 2017/18 which was 93.1% for disadvantaged.</p>	<ul style="list-style-type: none"> • All class teachers to phone at 9.15am each day to discuss why their child is absent. • Class teachers to keep a monitoring log of phone calls that they have made. • Office to check answerphone by 9.15am and share relevant details with class teachers (before they phone) • JH to prepare PP weekly attendance reports and share with AHT. 	Ass. HT	<p>£1065</p> <p>(This will allow each PP child to receive a swimming voucher, each term, if they have 97%+)</p>
Impact statement:					

Barrier 2

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.

ADDITIONAL TEACHER IN YEAR 5/6**NOT ARP (Key Stage 1)**

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated
<p>Accelerated progress leading to 'closing the attainment gap' between PP children and their peers in reading, writing and maths.</p> <p>To ensure that all disadvantaged children are receiving Quality First Teaching and are provided with opportunities to close the gap.</p> <p>To support children in Year 1/2 who are not yet able to access the National Curriculum.</p>	<ul style="list-style-type: none"> An additional teacher to be placed in Year 6 and Year 5 to teach English daily. This will reduce the number of children in each group. Provide a 'Not ARP' for those who are not ready to access the National Curriculum. 	<p>Current Year 6's have the highest proportion of disadvantaged children in the school.</p> <p>SEN / Assessment data show that children are not able to access at the required level.</p>	<ul style="list-style-type: none"> Data Narratives to show impact. Books / Learning Walks Attainment gap will close between PP and All Other. PP children will make accelerated progress 	<p>GH (Year 6) – monitored by JM.</p> <p>TA's</p>	<p>Not ARP (2 x staff members)</p> <p>£48,700</p> <p>Additional teacher in Year 6</p> <p>£27,553</p>

Impact Statement:

Barrier 3

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.

SCHOOL TRIPS, RESIDENTIAL VISITS AND EXTRA-CURRICULUR OPPORTUNITIES

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated
To provide equality of opportunity to disadvantaged pupils to engage with extra-curricular opportunities and have access to a range of curriculum enrichment to improve and enhance breadth of life experience, shape lives, support aspirations and open windows of opportunity. In addition, these opportunities would support their academic work throughout the curriculum by enriching vocabulary, knowledge and understanding.	<ul style="list-style-type: none"> School trips, residential visits, swimming and coach journeys will be paid for. Some disadvantaged children will be offered the opportunity to attend after-school clubs. These children will be looked at as an individual basis to see if they would benefit from any outside agency support e.g. StageCoach. To provide a uniform (1x PE T-shirt, 1x School jumper and additional extras for those who require it.) 	<p>Family circumstances should not determine whether children can participate in extra-curricular activities and which children cannot.</p> <p>PP children often have less access to cultural and social experiences.</p> <p>The trips and residential visits will allow children to develop their self-confidence, independence skills, self-esteem, physical well-being and knowledge and understanding of the world.</p>	<ul style="list-style-type: none"> All pupil premium children will have their school trips paid for using the funding All Year 6 pupil premium children will be offered a fully funded place on the school residential. All Year 2 and 4 disadvantaged children will have their swimming lessons paid for. Priority given to PP pupils when new clubs are selected e.g. archery, mini tennis and gymnastics. All disadvantaged children will attend school dressed appropriately. 	<p>Ass. HT</p> <p>Bursar</p>	<p>Coach</p> <p>£3,012.07</p> <p>Trips</p> <p>£4,995.65</p> <p>Swimming (Yr2 and 4)</p> <p>£1,442</p> <p>Uniform £2,500</p> <p>Extra-Curricular Learning £1,500</p>

Impact Statement:

100% of Pupil Premium children have had their school trips fully funded. Disadvantaged families were given PE kits and uniform, when requested.
Last academic year (2018-2019) 82% of Pupil Premium children accessed an extra-curricular club, compared to 81% of non-Pupil Premium children.

Autumn 2019:

KS1 PP attending clubs = 63%

KS1 NON PP attending clubs = 58%

KS2 PP attending clubs = 68%

KS2 NON PP attending clubs = 65%

Total (1-6)

PP attending clubs = 66%

NON PP attending clubs = 63%

Barrier 4

Pupils eligible for PP suffer from **low self-esteem**; they lack motivation and aspiration and this affects their attitude to learning.

THERAPIST, DSL, WELTA

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated
Accelerated progress leading to 'closing the attainment gap' between PP children and their peers. Build up positive relationships with hard to reach families.	<ul style="list-style-type: none">• WELTA support offered daily in the Acron Centre. Parents will have access to regular medical advice and support.• Pastoral support given to families e.g. PAFT• Onsite therapist to support children and families.• 'Avairy' available to lunchtime support to those who require a smaller setting at lunchtime.	<p>EDF state that Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take</p>	<ul style="list-style-type: none">• Children will be able to self-regulate.• Increased confidence and self-esteem in children.• Children will be happier and therefore able to access their learning.• Less behaviour outbursts.	AM – trained therapist. FJ JL	£74,612

		<p>greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The EDF have also tested parental engagement. They have said that Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p>			
<p>Impact Statement: <i>Last academic era, our School Therapist has worked with various children, of which 23 were eligible for Pupil Premium. This has had a positive impact on children's confidence, self-esteem and emotional well-being which we hope, with further interventions next year, will lead to accelerated progress and higher attainment. See individual case studies.</i></p>					

<p align="center">Barrier 5 Catering for the needs of Pupil Premium children who are <i>also SEN</i></p> <p align="center">PUPIL PREMIUM PUPILS WITH SEN (SENTA) – Interventions</p>					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated

<p>To narrow the gap in progress and attainment of PP children that have additional SEN needs.</p> <p>To give all pupils the opportunity to have additional support if they have not fully understood the learning that has taken place.</p>	<ul style="list-style-type: none"> • SENTA to work with selected classes. • Timetabled support for those who require it. • All children to take spelling and reading age assessments. • SENTA to collate all intervention information. • CT's to discuss those who require additional support in data meetings. • SENCO to oversee Reading and Spelling ages in year 1 to 6. Highlight those who need individualised targeting. 	<p>The EDF has found that there is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews. The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments. Although the majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit.</p>	<p>Data Narratives will show that disadvantaged children, who have SEN, will have made accelerated progress.</p>	<p>SENCo</p> <p>SENTA</p> <p>Class teachers to identify support required</p>	<p>£12,886</p>
Impact Statement:					

Barrier 6					
PARENTAL ENGAGEMENT					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated

<p>To increase the parental engagement of pupil premium parents and parental confidence (to support their child fully in school and at home)</p>	<ul style="list-style-type: none"> • EYFS morning routines for parents and carers to settle children. • Increase the % of Pupil Premium parents attending parent consultations. • Organise tailored workshops to support parents with their child's learning at home. 	<p>Poor parental engagement is a key factor leading to poor attainment.</p> <p>The Buckinghamshire gap between pupil premium and non-pupil premium children is the second worst in the country.</p>	<ul style="list-style-type: none"> • Organise and implement parental workshops (as specified by pupil premium parents) • Monitor parental involvement of PP children. 	<p>AHT CT</p>	
<p><i>Impact:</i></p>					

Total budgeted cost from Pupil Premium budget	£178,265.72
Total estimated remaining from Pupil Premium budget	£1854.28