

Hanover School Objectives For Pupil Premium Spending 2016-2017

We carefully consider the use of our pupil premium funding to take into account the context of the school and its pupils and previous and current data.

Our prime objective in using the pupil premium funding is to narrow the gap between pupil groups. Nationally, the group of children who are entitled to pupil premium achieve less well than their non-eligible counterparts which can be limiting to their future life-chances. It is not only important that children entitled to pupil premium achieve well academically, but also that they have access to a full range of enrichment opportunities that should be the entitlement of all. This includes access to a range of musical, creative and sporting experiences.

Historically, where children at Hanover achieve well overall and make good progress, attainment for children eligible for free school meals or Pupil Premium has been lower than the non-eligible group. Through targeted interventions, we are working to eliminate barriers to learning and progress. For children that start school with low attainment on entry, we aim to help them to make accelerated progress in order to reach age-related expectations as they move up through the school.

We are making progress in narrowing the gap in children achieving age-related expectations between those entitled and not entitled to FSM or Pupil Premium. Indeed in December 2014 we received a Pupil Premium Award for the attainment and progress of this group that year. However, there remains a gap in attainment between those entitled to Pupil Premium and others at the higher levels – fewer children entitled to Pupil Premium reach the higher levels.

The high proportion of children in 2015 year 6 pupil premium group who had special educational needs, despite specialist and intensive intervention, contributed to this group not making as much progress, and attaining less well, than those entitled to pupil premium the previous year. We need to ensure that through their years at Hanover, these children are consistently well supported in order that they make good or better progress from their individual starting points so that we are sending them on to secondary school as well equipped as possible.

Where we need to remember that each cohort of children is different from the last and outcomes at the end of each year vary, it is clear that currently, the children in KS2 entitled to pupil premium are overall making less good progress than their peers, particularly in reading. We are confident that the teaching of phonics in KS1 is very strong and this is reflected in KS1 assessment outcomes. Work needs to continue with relation to comprehension and engagement in reading.

We have identified some key principles which we believe will maximise the impact of our pupil premium spending.

Key Principles:

Ensuring high expectations

- Staff believe in the ability of ALL children to make good progress and achieve well
- There are no excuses made for underperformance
- Staff adopt a solution-based approach to overcoming barriers
- Staff support children to develop good learning behaviour
- We seek to engage parents as partners in their children's learning and try to ensure that they share our high expectations

Analysing Data

- All teaching staff use data in inform their planning and teaching
- All staff involved in analysis of data are fully aware of the strengths and areas for development across the school
- Through regular pupil progress meetings between class teachers and Senior Leadership Team, the progress and attainment of all children is discussed including barriers to learning and

solutions to these barriers. The discussions take place with children's up to date progress tracking.

- Teachers' performance management targets include a target related specifically to the progress of children entitled to pupil premium
- We use research such as the Sutton Trust Toolkit to support us in selecting appropriate strategies

Identification of Pupils

- All staff are aware of those children who are entitled to pupil premium
- All teaching staff and teaching assistants are involved in discussions about individual children and their needs
- Underachievement at all levels is targeted (not just lower attaining children)
- All pupil premium children benefit, not just those who are under performing

Improving Day to Day Teaching

- We are dedicated to the view that 'Quality First' teaching from all staff across the school is the most important feature in supporting learning of all children
- We have an annual target in school improvement planning relating to percentage of 'outstanding' teaching that we are aiming towards
- High expectations are set for all children
- We ensure implementation consistent message around expectations including in marking, handwriting, guided reading and moderation
- We share good practice within the school and draw on external expertise both for teachers and teaching assistants

Increasing Learning Time

- We address punctuality and attendance using school-wide and individual approaches
- We extend learning beyond the school day including a wide range of homework and 'catch-up' clubs included in our after-school clubs offer
- We provide early intervention in foundation stage and KS1

Individualising Support

- We ensure that additional support provided is effective by considering the learning needs of each individual child and having a clear purpose for each intervention session
- We ensure that additional support staff and class teachers communicate regularly
- Phase managers and class teachers have a clear picture of interventions in their phase and the impact that these are having
- We work with external agencies and advisors including CAMHS, educational psychologists, bereavement counsellors, speech and language therapists and educational welfare officers to ensure that individuals are best supported

Working with Parents

- As well as liaising closely with parents about expectations for their children, we also provide extensive information about the curriculum and its delivery.
- We hold termly parents meetings informing about expectations and areas that children will be studying
- We hold regular parent information sessions including running a parent Power of Reading book group, sessions on the teaching and learning of phonics, maths and calculation methods and offer parent ESOL classes
- We are improving channels of communication with parents with a view to heightening engagement and providing information in a range of ways. These include email correspondence, better use of the school website and home/school reading booklets purchased to inform parents of curriculum coverage in reading and spelling and make the message on the importance of home reading, and the support that we provide for this, a consistent one across the school.

Funding Priorities 2016-2017

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make excellent progress in order to reach age related expectations + as they move through the school

Using a range of historical evidence, as well as our knowledge of the children in each year group, we have identified a number of strategies that we hope will close the progress gap between children entitled to Pupil Premium and those who are not entitled, and also close the attainment gap where possible.

Having done extensive analysis of both end of year data, and of data from other sources such as pupil interviews, Pupil Progress meetings, we have identified the following key priorities for the year 2016-2017 for our Pupil Premium cohort:

1. The development of fluency in maths (**maths attainment**)
2. The development of oral reasoning skills across the curriculum, and particularly in maths (**attainment in maths and English**)
3. The development of 1:1 and group reading for children who do not regularly read at home, or who are behind in reading (**reading attainment**)
4. The development of emotional literacy and resilience (**Social and emotional wellbeing**)
5. The development of the Early Years environment and provision, with a focus on developing **PSHCE, problem-solving** and **independence skills**.

These fit in with our whole-school priorities:

1. Maths achievement across the school – looking at curriculum coverage against the outcomes of Year 6 tests in 2016
2. Improving attendance
 1. Transition between Early Years and Key Stage 1
 2. Development of growth-mindset for staff and children
 3. Begin research into ability grouping and alternative structures for teaching
 4. Improved play facilitation
 5. Developing more effective structures for monitoring and support of teaching and learning

We will continue our whole-school work on improving the quality of teaching and learning, and in particular on ensuring that pitch and challenge is judged correctly. This training will have a maths focus, but the skills developed will be applicable across the curriculum. We will measure the impact of

this CPD through termly lesson observations, video evidence, and through the use of “lesson-study”.

Numbers of pupils and pupil premium grant received	
Total number of pupils on roll	343
Total number of pupils eligible for PP (Years 1-6)	114 (43%)
Total number of pupils eligible for PP (Early Years)	19 (24% of 78 children)
Amount of PP per pupil	
Total amount of PP received	£187,280
Total amount of PP planned spending 2016-2017	£188,761.86

Nature of support and Planned Expenditure 2016-17	
Focus on learning, attainment and progress in the curriculum	45%
Focus on social, emotional and behaviour	22%
Focus on enrichment beyond the curriculum	2%
Focus on families/community	2%
Management, Planning, Administration	29%
<p>Curriculum Focus Increase % of children entitled to pupil premium working at age related expectations in reading, writing and maths and to increase the % of children exceeding age-related expectations in reading, writing and maths. To ensure that all children make expected or better progress across each year group and key stage. This to include the children in the pupil premium group that also have SEN.</p>	

Year Group	Item/Project	Cost and use of funding	Objective	Outcomes/Progress (success of intervention to be recorded with traffic light colours to indicate level of success)
5/6	Year 5 Reading – 1:1	£1,500	To support and accelerate the progress of individual children	Y5 PP children made more progress than whole cohort in reading with the exception of those who also had SEND (21 children in analysis)
	Year 5 Reading/Phonics Groups	£1,500	Phonics sessions to improve reading, writing and basic sentence structure aiming to support improvements in reading and writing overall	Y5 PP children made more progress than whole cohort in reading with the exception of those who also had SEND (21 children in analysis)
	Year 5 & 6 Maths Booster	£1,170	After school sessions to support	On average, Y5 PP children made expected

			low achieving in phase	progress over year, Year 6 PP children made better than expected maths progress during the year.
	Year 5 & 6 Homework Club	£2,600	After school sessions to support less able and those who find homework easier to carry out with teacher support	Up to 30 PP entitled children attended each week, and were offered support by teacher and TA each week.
	Year 5 & 6 Double Club	£700	After school sessions run by Arsenal FC and school staff working on football for half the session and homework for the other half	Of 30 children who took part, 22 were entitled to PP. Attendance was excellent for this group. 41% of PP children reached ARE in RWM against 66% of non-PP entitled children.
	One to one reading groups	£3,675	To bring identified PP children meeting ARE by end of school year led by deputy headteacher	Y5 PP children made more progress than whole cohort in reading with the exception of those who also had SEND (21 children in analysis) Year 6 PP progress in reading was significantly improved on previous year, but was less than that for non-PP pupils. With SEND children removed, PP progress in reading was in line with non-PP pupils.
	Employment of full-time HLTA (supply – fixed-term, one year).	£24500	Learning and behaviour support in Years 5 and 6 – 1:1 and small group work, focus on PP children. (EF)	Improved progress for PP group in-year. Improved engagement through year of PP children in Years 5 and 6.
	Employment of full-time behaviour support TA (.5 of salary against SEND, .5 against PP)(SB)	£10800	Small group and 1:1 learning sessions for PP children significantly behind in RWM in years 5&6	Ended up working mainly 1:1 and in small groups with one (PP-entitled child)because of behavioural needs, who did not reach ARE or make significant progress. However, this work did protect the learning of others in the phase.
	Reading: Teacher-led	£5659	To boost progress	15/17 children entitled to

	interventions (1:1 and small group) since Easter 2017 (KM)		for PP-entitled children in Years 5 and 6 who were making slower progress than peers (judged against all children, not just PP)	PP. Reading 5.7 (5.9 for all pupils) points progress, Rate of progress increased as a result of intervention.
	Writing: Teacher-led interventions (1:1 and small group) since Easter 2017 (KM)	£5659	To boost progress for PP-entitled children in Years 5 and 6 who were making slower progress than peers (judged against all children, not just PP)	15/17 children entitled to PP. Writing progress 5.4 (5.8 for all pupils) Rate of progress increased as a result of intervention.
	Maths: Teacher-led interventions (1:1 and small group) since Easter 2017 (KM)	£5659	To boost progress for PP-entitled children in Years 5 and 6 who were making slower progress than peers (judged against all children, not just PP)	15/17 children entitled to PP. Maths progress for group taught 6.3 points (equal to all pupils). Rate of progress increased as a result of intervention.
	Third Space Learning maths intervention	£6132	Increase numbers of PP children reaching ARE in maths (Y6, and Y5)	10/14 children entitled to PP achieved 100+ (average 102.4). This compared to 7/7 below ARE at end of Year 5
3/4	Reading/Phonic Booster Groups <i>AH & SW</i>	£2860	To review and reinforce set 2 and 3 sounds to enhance overall reading ability (set 2 and set 3 sounds)	Y3 PP children made 6.2 points progress against 6.1 for the whole cohort. With SEND children removed made 6.5 points progress. Y4 PP children made equivalent progress to non PP with SEND children removed.
	Additional one to one reading <i>AH & SW</i>	£1240	Identified PP children having additional regular one to one reading support with TAs	Y3 PP children made 6.2 points progress against 6.1 for the whole cohort. With SEND children removed made 6.5 points progress. Y4 PP children made equivalent progress to non PP with SEND children removed.
	Communication/language groups for children entitled to PP (JR)	£5,372	To develop communication and language skills for PP children not on the SEND register but	

			identified as needing support	
1/2	Years 1 and 2 Phonic Booster Groups <i>EK, IF & NT</i>	£1080.59	To enhance overall reading ability by reinforcing and securing phonic knowledge.	Y1 85.7% of PP children passed screening test Y1 (83% of all children). PP children made more progress in reading than non PP
	Year 2 Reading Comprehension Booster Groups <i>EK & EW</i>	£2613	To develop comprehension skills of focus children and prepare for end of key stage SATs.	76% of PP children at 100+ in Y2 (71% of all children)
	1:1 Phonics <i>EC & MN</i>	£1240	To support and accelerate the phonic skills of individual children.	Y1 85.7% of PP children passed screening test Y1 (83% of all children). PP children made more progress in reading than non PP
	1:1 Reading <i>EC & MN</i>	£346	To support and accelerate the progress of individual children.	76% of PP children at 100+ in Y2 (71% of all children)
	Years 1 and 2 Handwriting Groups <i>EC & MN</i>	£326	To develop fine motor skills and letter formation.	Handwriting at Y2 significantly improved in year, as judged against IAF
	Year 2 Maths Booster Groups <i>EK, EW & NT</i>	£1083	Extending and challenging focus children including the more able.	Y2 70% of PP children at 100+ in Y2 (73.3% of all children). PP children made 5.9 points progress against 6 points for all children
EYFS	Nursery & Reception Basic Skills Groups <i>RP, LPW/FF & RK</i>	£2036	To extend the learning in basic skills of the bottom 20%.	FSM children in bottom 20% made more progress than non-FSM bottom 20% in Nursery. Progress of bottom 20% FSM children in Reception increased during year.
	Nursery & Reception English/Maths Support & Extension Groups <i>JW</i>	£958	To extend the learning of focus children including the more able.	Fewer FSM-entitled children in Reception reached GLD than non-FSM entitled. This largely due to writing results being low in 2017.
	Nursery & Reception Fine Motor Skills Groups <i>ET & NM</i>	£894.27	To support the development of fine motor skills.	Children in Nursery and Reception entitled to PP made equivalent progress to non PP children across the year in PD and started

				from lower starting points.
	Nursery & Reception Nurture Groups <i>RP, LPW/FF & RK</i>	£2036	To support the social development of targeted groups of children.	Social development good across phase, and Reception outcomes show improvement on 2016 for PSED.
	Nursery and Reception Communication Groups (including 1:1) <i>RP, LPW/FF, RK & JW</i>	£2036	To support children, including those who have EAL, with developing their communication skills.	Children in Nursery and Reception with EAL made more progress than non EAL pupils. Of these, PP children made the most progress of all.
Whole School / Cross Phase	Phase Managers' release time	£ 12,895	<p>Addressing within school variance Ensuring consistent implementation of practice and expectations</p> <p>Improving monitoring and evaluation</p> <p>Ensuring Quality First Teaching and sharing best practice Team teaching and planning including joint lesson study</p> <p>Modelling lessons and presenting best models relating to quality of feedback</p> <p>Ensuring Effective Interventions Ensuring effectiveness of support staff interventions</p> <p>Providing targeted support/interventions for pupils to address underachievement</p> <p>Ensuring more accurate data Moderation and</p>	<p>Lesson Study developed and trialled in KS1. This highly effective in bringing about improvement in quality of teaching. This evidenced through lesson observation and other scrutiny within the phase.</p> <p>Phase leaders modelled and supported in phase and quality of teaching improved in all phases as judged against OFSTED criteria.</p> <p>Phase leaders effectively monitored interventions.</p> <p>Phase leaders led parent workshops in KS1, EYFS and UKS2</p> <p>Phase leaders able to discuss needs of staff and children in their phases as judged through SMT meetings, individual meetings with HT, DHT and SENDCO, and their SIPs.</p> <p>Phase leaders led of moderation within phase.</p>

			<p>effective use of data and gap analysis</p> <p>Increasing engagement of parents in learning Leading on organisation of termly parents meetings</p>	
	Additional TA hour across the school after school hours on Mondays for all TAs	£ 12,000	<p>To improve the quality of communication between class teachers and TAs to better focus interventions and discuss outcomes</p> <p>To ensure that TAs are very clear about the content of learning across each week and are better able to provide quality support to children.</p>	Teachers and support staff reported better communication as a result of this additional time. According to support staff, this time was most effectively used where information about children was shared, and planning was discussed for the coming week. This model to be made more consistent in all phases in 2017-2018.
	Welfare and first aid officer	£3,500	Providing sessions to help support parenting, parental engagement and liaising with outside health agencies to support children and their families' health and well-being	Welfare and First Aid officer worked effectively with families as evidenced through significantly increased Early Help caseload (data held by DSL) and through increased awareness/understanding of safeguarding and welfare issues.
	Employment of librarian half day per week	£4,000	Librarian working with every class each week supporting enthusiasm of and access to books and reading	All children entitled to PP borrowed books each week and benefitted from expert advice as well as library skills development.
	Enrichment subsidy	£ 1,000	Supporting families to access musical instrument tuition, sports opportunities, after	Three PP-entitled children attended enrichment or breakfast club, improving attendance

			school enrichment club membership	and engagement for these children.
	Enrichment opportunities	£ 3,500	Specialist music projects, visiting theatre productions, workshops, curriculum related visits	Samba project (Hackney Music Service) and Theatre ADAD workshops were effective in improving engagement across the curriculum. Theatre ADAD effective in developing PSHCEE understanding.
	Learning Mentor support	£26,746	Individual and group support for PP children whose learning behaviour impacts on their ability to progress and achieve well in order to meet their academic potential	Learning Mentor worked 1:1 and in groups with children throughout the year, particularly in Years 5 and 6. Significant improvements in behaviour as logged in CPOMS for individuals. Significant work done to protect the learning of others through work in-class or by removal of children from lessons for learning outside the classroom.
	Administration and Management Time	£ 30000	Time taken to account for tracking progress of PP group, setting up, and monitoring quality of delivery and accounting for expenditure.	HT held staff to account and reported accurately to governors around PP. HT, SENDCO and Business manager communicated effectively around PP spend and monitoring.
	Whole School phonics training (RML)	£1161	Consistent approach to the teaching of phonics across the school, leading to better outcomes in Y1, Y2 and in reading in KS2.	New strategies employed across the school. Y1 85.7% of PP children passed screening test Y1 (83% of all children). PP children made more progress in reading than non PP
	Shirley Clarke online learning resources	£285	CPD based upon Shirley Clarke books led by DHT across school. Focus on maths pedagogy and the use of success	Improvement in the quality of teaching observed over the year.

			criteria in order to stretch all children	
	TOTAL SPEND	£188,761.86		