

Hanover Primary School

Pupil Premium Strategy 2017-2018

DRAFT

Summary

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

This document sets out Hanover Primary School's Pupil Premium Strategy for 2017-2018

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)	136.5 (38%)
Total number of pupils eligible for PP (Early Years)	17 (24% of 72 children)
Amount of PP per pupil	£1320 (plus adjustment for LAC children)
Total amount of PP received	£189,052.90
Total amount of PP planned spending 2017-2018	£190,192
Nature of support and Planned Expenditure 2017-18	
Focus on learning, attainment and progress in the curriculum	45%
Focus on social, emotional and behaviour	24%
Focus on enrichment beyond the curriculum	5%
Management, Planning, Administration	18%
Specialist Support	4%
Developing teaching and learning	11%
Overall focus for 2017-2018	
<p>Increase % of children entitled to Pupil Premium working at Age Related Expectations in reading, writing and maths in each year group, and to increase the % of children at the "Higher Standard" in reading, writing and maths to be in-line with other children.</p> <p>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 SEND.</p>	

Hanover School Objectives For Pupil Premium Spending 2017-2018

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 minimize the attainment and progress gap between those children who are entitled to the Pupil Premium, and those who are not. This is the most important priority at Hanover in 2017-2018. 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 significant gap in attainment between those entitled to Pupil Premium and others at the Higher Standard – fewer children entitled to Pupil Premium reach the Higher Standard.

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 since Key Stage 1.

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 to 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 Education Endowment Fund (EEF) 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 and increasingly as part of our core 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 and send regular information home about topics and areas of the curriculum being covered.
- We communicate well with parents both about how they can support their children at home, and about how their children are performing in school – academically and socially.

Funding Priorities 2017-2018

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 children entitled to the Pupil Premium 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 attainment and progress gap between pupil groups. 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 and progress 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 2017-2018 for our Pupil Premium cohort:

1. The development of the technical aspects of writing (SPAG)
2. The development of mathematical reasoning skills
3. The development of oral reasoning skills across the curriculum, and particularly in maths (**attainment in maths and English**)
4. 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**)
5. The development of emotional literacy and resilience (**Social and emotional wellbeing**)
6. The development of the Early Years environment and provision, with a focus on developing **writing, problem-solving and independence skills.**

These fit in with our whole-school priorities:

1. Improving outcomes for children who fall behind in their learning, particularly those from vulnerable groups (those entitled to Pupil Premium or on the SEND register)
2. Writing achievement across the school – looking at curriculum coverage against the outcomes of Year 6 tests in 2017.
3. Improving attendance.
 1. Development of growth-mindset for staff and children.
 2. Improved play facilitation.
 3. 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 writing 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”.

Cross-phase spending

Desired outcome	Chosen action	Costs	Description	Evidence and rationale	Success Criteria	Staff lead	Review date
Focus on social, emotional and behaviour	Delivery of 1:1 and group therapy sessions through Place2Be (0.5 of cost)	£13,000	One hour one to one counselling and therapy with pupils who have suffered emotional trauma that results in a barrier to learning.	The use of programmes which are targeted at students with particular social and emotional barriers to learning have been found to be particularly successful with disadvantaged pupils. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average - EEF).	Soft data that focusses on attitudes to learning is used with every child to ensure the work is being implemented well. We ask the psychotherapist to require children to fill in questionnaires to assess their response to the psychotherapy. The staff lead discusses issues in regular meetings with the psychotherapist.	Jack	Mar 18
Focus on social, emotional and behaviour	Employment of learning mentor	£26,000	One to one and group interventions for vulnerable children entitled to PP. This focussed on learning and barriers to learning including behavioural and social/emotional needs.	The use of programmes which are targeted at students with particular social and emotional barriers to learning have been found to be particularly successful with disadvantaged pupils. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average - EEF).	Soft data that focusses on attitudes to learning is used with every child to ensure the work is being implemented well. We ask the psychotherapist to require children to fill in questionnaires to assess their response to the psychotherapy. The staff lead discusses issues in regular meetings with the psychotherapist.	Richard	

Management, Planning, Administration	HT, DHT and EYFS lead time in accounting for and analysis PP data	£30,000	Time taken to account for tracking progress of PP group, setting up, and monitoring quality of delivery and accounting for expenditure.	Research shows that within-school variance has a significant negative affect, particularly on vulnerable children including those entitled to the Pupil Premium. Time spent moderating, analysing and scrutinising data and assessment, and ensuring consistency of provision addresses this issue.	All teaching will be judged as "good or better" (lesson observation and triangulation - SLT) by end of year. Children entitled to PP will make excellent progress (8 steps in Target Tracker, and an increasing proportion at Age Related Expectations and the	Jack	
Developing teaching and learning	Release time for phase leaders	£11,974	<p>Addressing within school variance. Ensuring consistent implementation of practice and expectations. Improving monitoring and evaluation.</p> <p>Ensuring Quality First Teaching and sharing best practice. Team teaching and planning including joint lesson study. Modelling lessons and presenting best models relating to quality of feedback.</p> <p>Ensuring Effective Intervention. Ensuring effectiveness of support staff interventions Providing targeted support/interventions for pupils to address underachievement. Ensuring more accurate data. Moderation and effective use of data and gap analysis.</p> <p>Increasing engagement of parents in learning. Leading on organisation of termly parents meetings</p>	Phase managers hold responsibility for PP-entitled children in their phases. In order to ensure consistency and high-quality teaching and learning, they must lead by example, team-teaching, quality-assuring teaching and evaluating impact.	All teaching will be judged as "good or better" (lesson observation and triangulation - SLT) by end of year. Children entitled to PP will make excellent progress (8 steps in Target Tracker, and an increasing proportion at Age Related Expectations and the Higher Standard from this group by end of year.	Jack	

Focus on learning, attainment and progress in the curriculum	Additional hour for Tas each week	£12,000	To improve the quality of communication between class teachers and TAs to better focus interventions and discuss outcome. 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.	In order for support staff to deliver high-quality intervention, and to ensure consistency between teaching and support staff across the school, support staff will meet with phase teachers each week. This to include moderation, assessment and SEMH discussion.	Targeted interventions have high impact (see individual SC for each intervention). Support staff meet PM targets and are judged as "good" or better by Inclusion leader by end of year.	Martin	
Developing teaching and learning	Teacher cover release - observing outstanding practice	£2,800	14 teachers covered for three days each in order to see outstanding practice in other high-performing schools. Schools chosen based upon Performance Management, Lesson observation and whole-school targets. Teachers write up visits in order to evidence impact.	There is significant research proving that quality-first teaching has the biggest single impact on progress and attainment. Teachers seeing outstanding practice in other high-performing schools, and drawing up action-plans based upon this will lead to improvements in the quality of teaching across the school.	All teaching will be judged as "good or better" (lesson observation and triangulation - SLT) by end of year. Children entitled to PP will make excellent progress (8 steps in Target Tracker, and an increasing proportion at Age Related Expectations and the Higher Standard from this group by end of year.		
Developing teaching and learning	CPD resources	£285	Purchase of Shirley Clarke CPD resources for the use of all teachers, and as the basis for school-led CPD	There is significant research proving that quality-first teaching has the biggest single impact on progress and attainment. Teachers seeing outstanding practice in other high-performing schools, and drawing up action-plans based upon this will lead to improvements in the quality of teaching across the school.	All teaching will be judged as "good or better" (lesson observation and triangulation - SLT) by end of year. Children entitled to PP will make excellent progress (8 steps in Target Tracker, and an increasing proportion at Age Related Expectations and the Higher Standard from this group by end of year.		

Focus on enrichment beyond the curriculum	Enrichment opportunities	£3,500	Specialist music projects, visiting theatre productions, workshops, curriculum related visits	The EEF states that (through arts involvement) "Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners."	Increase in the proportion of children entitled to PP reaching ARE by end of the year. Increase in the proportion of children entitled to PP participating in optional enrichment activities.	Darragh	
Focus on enrichment beyond the curriculum	Enrichment subsidy	£3,500	Subsidy for children entitled to PP to participate in small-group music lessons, after-school clubs and breakfast club.	The EEF states that (through arts involvement) "Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners."	Increase in the proportion of children entitled to PP reaching ARE by end of the year. Increase in the proportion of children entitled to PP participating in optional enrichment activities.	Darragh, Jack	
Developing teaching and learning	Specialist 1:1 support for all teachers - writing	£4,000	Natalie Derry, Islington English consultant carrying out three lessons with each class teacher in KS1-2. Based upon observation, team-teaching and co-construction of lesson. Focus on clarity of Learning Intention and challenge for all.	There is significant research proving that quality-first teaching has the biggest single impact on progress and attainment. Teachers seeing outstanding practice in other high-performing schools, and drawing up action-plans based upon this will lead to improvements in the quality of teaching across the school.	All teaching will be judged as "good or better" (lesson observation and triangulation - SLT) by end of year. Children entitled to PP will make excellent progress (8 steps in Target Tracker, and an increasing proportion at Age Related Expectations and the Higher Standard from this group by end of year.	Polly	

Focus on learning, attainment and progress in the curriculum	Employment of Interventions teacher (part funded by Islington)	£22,000	Qualified teacher employed to work in years 1-4 with PP children on core Speaking and listening, English and maths skills in order to accelerate progress for this group.	There is significant research proving that quality-first teaching has the biggest single impact on progress and attainment. Teachers seeing outstanding practice in other high-performing schools, and drawing up action-plans based upon this will lead to improvements in the quality of teaching across the school.	Children engaged in interventions will make accelerated progress and a significantly increased proportion will reach ARE by the end of the year/intervention period.	Martin	
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EYFS spending

Desired outcome	Chosen action	Costs	Description	Evidence and rationale	Success Criteria	Staff lead	Review date
Specialist Support	EYFS consultancy - 10 days	£4,000	Ruth Moore, EYFS consultant working with EYFS team on developing "Planning in the Moment" approach- developing challenge and independent problem solving	The EEF says that "pedagogical expertise is a key component of successful teaching of early reading." High quality, age-appropriate phonics teaching at Hanover is developing alongside the school's new approach in the Early Years.	Through observation and scrutiny of Focus Child record sheets, PP children will increase levels of engagement and will work more independently. Levels of engagement with writing in particular will be higher amongst PP children.	Rachel Parkinson	Mar-18
Specialist Support	Reception phonics training for staff	£2,000	Sinead Belcher, RWI phonics trainer working with Reception staff on development of phonics teaching in Reception classes in line with new model of EYFS delivery at Hanover.	The EEF says that "pedagogical expertise is a key component of successful teaching of early reading." High quality, age-appropriate phonics teaching at Hanover is developing alongside the school's new approach in the Early Years.	A higher proportion of children entitled to PP will pass the phonics check at the end of year 1. Those who pass will achieve a higher score than children entitled to PP historically.	Polly Shields	Mar-18

Focus on learning, attainment and progress in the curriculum	Nursery & Reception Basic Skills Groups	£2,036	Small group work with those children entitled to the PP who are in the bottom 20% on developing basic skills (Oracy, gross and fine motor skills, counting and phonics.)	The EEF highlights the benefit of early years and oral language intervention. This intervention has been used to target low levels of language skills and poor communication.	Children in the bottom 20% will make rapid progress as judged against EYFSP and other measures during the year.	Rachel Parkinson	Mar-18
Focus on social, emotional and behaviour	Nursery and Reception nurture groups	£2,036	Small group interventions intended to support the social development of targeted groups of children.	The use of programmes which are targeted at students with particular social and emotional barriers to learning have been found to be particularly successful with disadvantaged pupils. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average - EEF).	Social development good across phase, and Reception outcomes show improvement on 2017 for PSED.	Rachel Parkinson	Mar-18

Years 1 and 2 spending

Desired outcome	Chosen action	Costs	Description	Evidence and rationale	Success Criteria	Staff lead	Review date
Focus on learning, attainment and progress in the curriculum	Applied phonics group Year 2	£1,791	TA-led intervention - PP children who are not consistently applying phonetic knowledge to independent writing. 2 hours per week	Whilst children at Hanover do well in phonics screening check, some children do not consistently apply this in their independent writing. This intervention is designed to tackle this issue.	Children will use phonetically plausible or correct spellings in independent writing.	Marion	
Focus on learning, attainment and progress in the curriculum	Basic writing skills group Year 1	£1,791	TA-led intervention - PP children who need support with basic writing skills - finger-spaces, letter formation, checking for sense, naming letters of alphabet. 2 hours per week	SATs results at end of KS1 2017 showed that some PP children lacked basic writing skills on entry to Year 2. This intervention is designed to provide additional support to these identified children.	Children will evidence improvement - finger-spacing, letter formation, writing making sense, can recite and identify letters	Marion	
Focus on learning, attainment and progress in the curriculum	Year 2 basic number skills	£1,791	TA-led intervention - PP children who need support with basic maths skills, Year 2: counting on and back to and across 100/ adding money and giving change/ understanding language of more than, less than, equal to, most least between. 2 hours per week.	SATs results at end of KS1 2017 showed that some PP children lacked basic writing skills on entry to Year 2. This intervention is designed to provide additional support to these identified children.	Children can count on and back to and across 100, can find change, understand the language of more-than/less than, equal to most least between.	Marion	

Focus on learning, attainment and progress in the curriculum	Year 1 basic number skills	£1,791	TA-led intervention - PP children who need support with basic maths skills: counting on and back to 20/ identify one more, one less/ grouping objects in twos	SATs results at end of KS1 2017 showed that some PP children lacked basic mathematical skills on entry to Year 2. This intervention is designed to provide additional support to these identified children.	Children can do the following: counting on and back to 20/ identify one more, one less/ grouping objects in twos	Ellen	
Focus on learning, attainment and progress in the curriculum	Year 1 phonics booster	£600	TA-led twice-weekly phonics booster session for PP children (2X20 minute sessions)	Children entitled to PP in this Year 1 cohort are more vulnerable to not passing phonics screening check than other children. This booster is intended to address this issue.	Children involved pass phonics screening check, and children entitled to PP will achieve a higher score than previous years.	Marion	
Focus on learning, attainment and progress in the curriculum	Year 1 basic number skills - very low achieving PP	£1,048.74	TA-led 4 half hour sessions each week - basic number skills for lowest achieving Y1 children.	SATs results at end of KS1 2017 showed that some PP children lacked basic mathematical skills on entry to Year 2. This intervention is designed to provide additional support to these identified children.	An increase in the proportion of PP-entitled children at Age Related Expectations by end of Year 1.	Marion	

Years 3 and 4 spending

Desired outcome	Chosen action	Costs	Description	Evidence and rationale	Success Criteria	Staff lead	Review date
Focus on learning, attainment and progress in the curriculum	Higher Standard PP group Y3	£1,791	Group intervention aimed at helping PP children reach the Higher Standard by end-Year 3/4. 2 hours per week (1 maths/1 English)	A lower proportion of children entitled to PP reached the Higher Standard than their peers in 2017 KS1 SATs. This intervention is designed to help address this issue.	Proportionately, the same number of PP-entitled children reach ARE as their peers by end of year	Stephen	
Focus on learning, attainment and progress in the curriculum	Higher Standard PP group Y4	£1,791	Group intervention aimed at helping PP children reach the Higher Standard by end-Year 3/4. 2 hours per week (1 maths/1 English)	A lower proportion of children entitled to PP reached the Higher Standard than their peers in 2017 KS1 SATs. This intervention is designed to help address this issue.	Proportionately, the same number of PP-entitled children reach ARE as their peers by end of year	Stephen	
Focus on learning, attainment and progress in the curriculum	Cusp maths intervention Y3	£2,149	2X TA-led group intervention aimed at helping children reach the Expected by end-Year 3. 2 hours per week (60% PP - 60% cost)	KS1 SATs results 2017 showed that a lower proportion of children entitled to PP reached ARE than their peers. This intervention is intended to help PP children catch up.	Proportionately, the same number of PP-entitled children reach ARE as their peers by end of year	Stephen	
Focus on learning, attainment and progress in the curriculum	Cusp maths intervention Y4	£2,507	TA-led group intervention aimed at helping children reach the Expected by end-Year 3. 2 hours per week (70% PP - 70% cost)	A lower proportion of children entitled to PP reached ARE than their peers at end-Year 3. This intervention is intended to help PP children catch up.	Proportionately, the same number of PP-entitled children reach ARE as their peers by end of year	Stephen	

Focus on learning, attainment and progress in the curriculum	Cusp reading intervention Y3	£1,540	2X TA-led group intervention aimed at helping children reach the Expected by end-Year 3. 2 hours per week (43% PP - 43% cost)	Whilst PP children out-performed non-PP children in reading KS1 SATs 2017, some children entitled to PP underachieved in reading. This intervention is targeted at those children.	PP-entitled children who are at risk of falling below Age Related Expectations (scores of 90-101 in GL tests Autumn 2017) will be securely at ARE by end of year.	Stephen	
Focus on learning, attainment and progress in the curriculum	Cusp reading intervention Y4	£2,758	2X TA-led group intervention aimed at helping children reach the Expected by end-Year 3. 2 hours per week (77% PP - 77% cost)	PP-entitled children under-performed when compared to their peers in Autumn assessments. This interventino aimed at vulnerable readers in Year 4 aimed at ensuring they are on track.	PP-entitled children who are at risk of falling below Age Related Expectations (scores of 90-101 in GL tests Autumn 2017) will be securely at ARE by end of year.	Stephen	
Focus on learning, attainment and progress in the curriculum	Cusp writing intervention Y3	£2,113	2X TA-led group intervention aimed at helping children reach the Expected by end-Year 3. 2 hours per week (59% PP - 59% cost)	PP-entitled children under-performed when compared to their peers in Autumn assessments. This interventino aimed at vulnerable writers in Year 3 aimed at ensuring they are on track.	PP-entitled children who are at risk of falling below Age Related Expectations (scores of 90-101 in GL tests Autumn 2017) will be securely at ARE by end of year.	Stephen	
Focus on learning, attainment and progress in the curriculum	Cusp writing intervention Y4	£2,149	2X TA-led group intervention aimed at helping children reach the Expected by end-Year 3. 2 hours per week (60% PP - 60% cost)	PP-entitled children under-performed when compared to their peers in Autumn assessments. This interventino aimed at vulnerable writers in Year 4 aimed at ensuring they are on track.	PP-entitled children who are at risk of falling below Age Related Expectations (scores of 90-101 in GL tests Autumn 2017) will be securely at ARE by end of year.	Stephen	

Years 5 and 6 spending

Desired outcome	Chosen action	Costs	Description	Evidence and rationale	Success Criteria	Staff lead	Review date
Focus on learning, attainment and progress in the curriculum	Small group intervention reading and writing Year 6 - resourcing	£3,500	Small group resources proven to help children rapidly get to ARE in Years 5 and 6	The EEF states that: "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress."	All children in intervention reach ARE by end of Year 6	Polly	
Focus on learning, attainment and progress in the curriculum	Small group intervention reading and writing Year 6 - staffing (TA)	£1,550	Small group resources proven to help children rapidly get to ARE in Years 5 and 6	The EEF states that: "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress."	All children in intervention reach ARE by end of Year 6	Polly	
Focus on learning, attainment and progress in the curriculum	Small group intervention reading and writing Year 6 - staffing (DHT)	£6,000	Small group resources proven to help children rapidly get to ARE in Years 5 and 6	The EEF states that: "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress."	All children in intervention reach ARE by end of Year 6	Polly	

				progress."			
Focus on learning, attainment and progress in the curriculum	TA -led maths interventions for children in Years 5 and 6 entitled to PP	£2,400	Small group interventions based upon misconceptions from previous days and pre-teaching	Maths is a focus at Hanover in 2017-2018, and children entitled to PP have done the least well in the last two years. The EEF states that "Overall, the pattern is that small group tuition is effective."	At least 75% of children reach ARE in maths by end of Year 6. PP children in line with others.	Martin/Mark	
Focus on learning, attainment and progress in the curriculum	Teacher -led maths interventions for children in Years 5 and 6 entitled to PP	£6,000	Small group interventions based upon misconceptions from previous days and pre-teaching	Maths is a focus at Hanover in 2017-2018, and children entitled to PP have done the least well in the last two years. The EEF states that "Overall, the pattern is that small group tuition is effective."	At least 75% of children reach ARE in maths by end of Year 6. PP children in line with others.	Martin/Mark	
Focus on learning, attainment and progress in the curriculum	Action Tutoring 1:2 after-school tutoring sessions for children entitled to PP (Year 6)	£2,000	20 children receive 10 hours tutoring from trained graduate tutors outside of school hours.	EEF says: "Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress."	All children in intervention reach ARE by end of Year 6	Jack	
Focus on learning, attainment and progress in the curriculum	Action Tutoring 1:2 after-school tutoring sessions for children entitled to PP	£2,000	20 children receive 10 hours tutoring from trained graduate tutors outside of school hours.	EEF says: "Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress."	All children in intervention reach ARE by end of Year 6	Jack	

	(Year 5)						
Focus on enrichment beyond the curriculum	DebateMate	£2,000	Year 5 debating club.	Programme raises speaking and listening attainment, as well as improve a range of high order thinking skills and non-cognitive abilities such as confidence, teamwork and leadership.	Children entitled to PP take on leadership roles in school such as representing School Council. Children entitled to PP improve focus in learning and attainment improves as a result.	Richard	