

Hanover School Objectives For Pupil Premium Spending September 2017-August 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 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 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 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 September 2017- August 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”.

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

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.

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.

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)
Year 5 and 6	Fresh Start intervention resources (Reading and writing)	£2500	Small group resources proven to help children rapidly get to ARE in Years 5 and 6	Highly effective intervention significantly raising confidence and attainment for those involved. Children in this group have made significantly more reading progress than their peers, and have made more progress than they did last year at the same point in reading too.
	DHT and TA time to deliver Fresh Start interventions (0.5)	Polly 2.5 hours per week+ £1550 for Deb	High quality intervention outside of normal school day for PP children needing boost in English under leadership of DHT/English lead.	Changed to two Tas rather than TA and DHT – more cost-effective. This was highly effective. See above.
	Maths interventions	£2400	High quality maths intervention under leadership of Inclusion leader	This led by HLTA during school hours. It was effective in helping those children who participated make increased progress when compared to previous years.
	Action Tutoring Year 6 (10 weeks)	£2000	Maths and English attainment. Graduate volunteers working 2:1 with PP children in Year 6 on inference and comprehension skills	Highly effective intervention significantly raising confidence and attainment for those involved. Children in this group made more progress than

			(English) and reasoning and problem solving (Maths). 20 children entitled to PP for 10 weeks.	
	Action Tutoring Year 5 (10 weeks)	£2000	Maths and English attainment. Graduate volunteers working 2:1 with PP children in Year 6 on inference and comprehension skills (English) and reasoning and problem solving (Maths). 20 children entitled to PP for 10 weeks.	Did not start in 2018, but scheduled to begin in May 2019.
	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	Did not bring clear benefit other than to keep the library tidy. Switching to child and parent volunteer model for next year.
	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	Effective until welfare officer resigned in January 2019. New structure now in place.
Cross-phase	Place2Be (0.5)	£13,000	To meet the emotional needs of children in order to help them achieve better in school. Lunchtime drop-in sessions open to all children in KS1 and KS2, and 1:1 term-long therapy sessions for children referred through SENDCO/HT. Initial referrals (4 children) all are entitled to PP	Highly effective in meeting the needs of individuals (see termly reports for data on this). Also anecdotal impact on others around the children receiving counselling – fewer behavioural issues and more support available for other children as a result. High level of engagement in drop-in appointments from a broad cross-section of the school population, including a large proportion of PP-entitled children. See termly report for more on this.
	Learning mentor time	£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 effectively with a range of children entitled to the Pupil Premium. This was largely focused on KS2. As a result, there were fewer exclusions in 2017-2018 than in the previous year, and learning was disturbed less frequently.
	Administration and Management Time	£ 30000	Time taken to account for tracking progress of PP group, setting up, and monitoring quality of	Close monitoring has led to improved rates of progress for children entitled to PP. GL assessment data evidences this in years 1-6, and teacher

			delivery and accounting for expenditure.	assessment shows this in EYFS/KS1.
	Release time for phase leaders	£11974	<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 effective use of data and gap analysis</p> <p>Increasing engagement of parents in learning Leading on organisation of termly parents meetings</p>	Phase leaders have been instrumental in improving outcomes for those entitled to PP across the school. Lesson-study has been effective in driving up standards and sharing good pedagogy, and phase leaders have been able to effectively monitor and assess interventions and teaching strategies through release time.
	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>	This has been partially effective. Whilst TAs and teachers report that this extra hour did lead to improvements in communication and better support as a result, it was felt that much of the time was spent on administrative duties. As a result, we will be running it as half an hour, specifically for planning updates in the next year, and will be running a whole-staff briefing which will be about diaries and other logistics at another point, this led by the headteacher.
	Shirley Clarke online learning	£285	CPD based upon Shirley Clarke books led by DHT	Proportion of "good" or better teaching has increased in 2017-

	resources		across school. Focus on maths pedagogy and the use of success criteria in order to stretch all children	2018 from 78%-89%, and the percentage of "outstanding" teaching has also improved in this time.
	Enrichment opportunities	£ 3,500	Specialist music projects, visiting theatre productions, workshops, curriculum related visits	High take-up and involvement from these, with high parental involvement too. Our projects with Hackney Music Service has been particularly successful in raising confidence for PP children.
	Enrichment subsidy	£ 5,000	Supporting families to access musical instrument tuition, sports opportunities, after school enrichment club membership	A number of children received subsidized musical instrument lessons this year, however, we felt that our approach was not transparent and therefore not all PP families were able to benefit from this service. Clearer communication around this planned for next year.
	Breakfast club and after-school enrichment subsidy	£4000	Funding to ensure PP-entitled children have access to breakfast club and after-school enrichment clubs	This has helped some families to attend school more regularly, and has been popular. It has not been offered out, but granted when we are made aware of financial difficulty. Next year, we are exploring whether we should make a subsidized offer to all children entitled to PP for breakfast club. After-school club is not run by ourselves, so we cannot effectively do this for after-school provision.
	3 days cover for 14 teachers to see outstanding practice in other schools and to develop Lesson Study model	£2800	Teachers learn from outstanding practice at Hanover and in other high-performing schools, and this reflected in quality of lessons observed at Hanover	Proportion of "good" or better teaching has increased in 2017-2018 from 78%-89%, and the percentage of "outstanding" teaching has also improved in this time. A number of innovative new approaches have been adopted as a result of these visits which have significantly improved teaching for PP children. These include a more considered use of questioning, a more play-based approach to EYFS and KS1 teaching, and the development of a mastery approach in maths.
		£109,306.00		