

## Hanover School Objectives For Pupil Premium Spending September 2019-August 2020

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.

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 writing. We are confident that the teaching of phonics in the EYFS and KS1 is very strong and this is reflected in KS1 assessment outcomes.

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 significantly redesigned our provision in the EYFS and KS1, making learning more child-led. The school has worked extensively with academics and expert practitioners in order to ensure high standards and to monitor progress. This change was made partially in response to the need for some Pupil Premium-entitled children to further develop the “characteristics of effective learning” and to ensure all children are engaged and challenged in their early education. Academic standards are improving for all children as a result of this change, but progress for Pupil Premium-entitled children is particularly strong.
- 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 and monitored both formally and informally across the school
- 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 our Place2Be counselling service, CAMHS, educational psychologists, bereavement counsellors, speech and language therapists 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. New curriculum letters are sent home each term and clearer expectations are made around home learning.
- We hold termly parents meetings informing about expectations and areas that children will be studying
- We hold regular parent information sessions helping parents and carers to better support their children in terms of academic progress and emotional wellbeing.
- We are improving channels of communication with parents with a view to heightening engagement and providing information in a range of ways. A new communications strategy is being written, and the school now makes exclusive use of electronic communications with a very high rate of engagement. The annual report format is clearer and informs parents about academic progress in a more transparent manner than previously, and standardized test results

are to be sent home twice each year, giving parents more information about progress and standards.

## Funding Priorities September 2019- August 2020

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 academic year 2019-2020 for our Pupil Premium cohort:

1. Improving the proportion of children entitled to the Pupil Premium who reach both the expected standard and the higher standard in **writing**
5. The development of provision for play leading to better opportunities for **peer talk, the development of emotional literacy skills and creativity.**
6. Supporting children Pupil Premium-entitled children in Key Stage 2 to catch up with their peers if they fall behind in English or maths through high quality intervention.

### **These fit in with our whole-school priorities:**

1. An increased number of children entitled to the Pupil Premium will reach the “higher standard” in writing, in all year groups.
2. Children in all year groups will enjoy an interesting, challenging and appropriate curriculum, leading to high levels of engagement in learning.
3. Methods of “mastery” teaching in mathematics are embedded across the school, leading to improved rates of progress for children entitled to the Pupil Premium.
4. Attendance at Hanover will significantly improve, and will be at least 96%.

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, and through the use of “lesson-study”.

Total number of pupils on roll when funding allocated 300 (+ nursery)

Early Years PP received £1320

Total amount of PP received £167,640

Total amount of PP planned spending £173,390

September 2019- August 2020

Nature of support and Planned Expenditure September 2019-August 2020

Focus on learning, attainment and progress in the curriculum 50%

Focus on social, emotional and behaviour 19%

Focus on enrichment beyond the curriculum 5%

Management, Planning, Administration 18%

Specialist Support 4%

Developing teaching and learning 11%

**Overall focus for 2019-2020**

See the SEF document for detail on the overall aim.

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)
Upper School	Fresh Start intervention resources (Reading and writing)	£3000	Small group resources proven to help children rapidly get to ARE in Years 5 and 6	
	TA time to deliver Fresh Start interventions (0.5)	£8000	High quality intervention outside of normal school day for PP children needing boost in English under leadership of DHT/English lead.	
	Maths interventions (maths games clubs for years 4-5)	£4000	High quality maths intervention under leadership of maths leader	
	Action Tutoring Year 6 (10 weeks)	£2500	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.	

	Action Tutoring Year 5 (10 weeks)	£2500	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.	
	Action Tutoring revision days X2	£1000	Revision days for tutored children before SATs leading to better outcomes at Y6 for PP children.	
	Subsidy for PP families to send children on residential trips	£4000	Children entitled to PP gain meaningful educational experience camping with The Garden Classroom, leading to increased confidence and improved language skills.	
Lower School	Redeveloping Year 2 classroom to enable child-led approach.	£4000	Children entitled to PP receive provision that is more age-appropriate and make better progress across the curriculum as a result.	
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.	
	Learning mentor time (FTE)	£39,590	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	
	Administration and Management Time	£ 30,000	Time taken to account for tracking progress of PP group, setting up, and monitoring quality of delivery and accounting for expenditure.	

	Release time for phase leaders	£25,000	<p><b>Addressing within school variance</b> Ensuring consistent implementation of practice and expectations</p> <p>Improving monitoring and evaluation</p> <p><b>Ensuring Quality First Teaching and sharing best practice</b> Team teaching and planning including joint lesson study</p> <p>Modelling lessons and presenting best models relating to quality of feedback</p> <p><b>Ensuring Effective Interventions</b> Ensuring effectiveness of support staff interventions</p> <p>Providing targeted support/interventions for pupils to address underachievement</p> <p><b>Ensuring more accurate data</b> Moderation and effective use of data and gap analysis</p> <p><b>Increasing engagement of parents in learning</b> 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>	
	Enrichment opportunities	£ 5,000	Specialist music projects, visiting theatre productions, workshops, curriculum related visits	
	Enrichment subsidy	£ 5,000	Supporting families to access musical instrument	

			tuition, sports opportunities, after school enrichment club membership	
	Breakfast club and after-school enrichment subsidy	£4,000	Funding to ensure PP-entitled children have access to breakfast club and after-school enrichment clubs	
	3 days cover for 18 teachers to see outstanding practice in other schools and to develop Lesson Study model	£10,800	Teachers learn from outstanding practice at Hanover and in other high-performing schools, and this reflected in quality of lessons observed at Hanover	
	Total PP spend	£173,390		
	Total PP allocation	£168,960		
	Surplus	(£4430)		