

## Pupil premium strategy / self-evaluation – The Horsell Village School

1. Summary information					
<b>School</b>	The Horsell Village School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£16,820	<b>Date of most recent PP Review</b>	July 19
<b>Total number of pupils</b>	266	<b>Number of pupils eligible for PP</b>	11 - 4% (incl. EYFS) 7 -3% (excl. EYFS)	<b>Date for next internal review of this strategy</b>	Dec 19

2. Current attainment		
KS1 2019 outcomes	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>0%</b>	<i>TBC</i>
<b>% making expected progress in reading (as measured in the school)</b>	<b>75%</b>	<i>TBC</i>
<b>% making expected progress in writing (as measured in the school)</b>	<b>25%</b>	<i>TBC</i>
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>50%</b>	<i>TBC</i>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low motivation and aspiration (low parental expectation)
<b>B.</b>	Lack of parent support and involvement in children's learning
<b>C.</b>	Speaking and listening and language development in Early Years and beyond
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Poor attendance

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Provide a breadth of opportunities and experiences, broadening their mind. To ensure the children have opportunities to experience success in school to increase their self-esteem and raise their own aspirations. We are also continuing to keep each child's mental health and well-being at the forefront of all that we do.	Increase number of children taking part in an after-school club (from 2018). To see an increase in child's self-esteem from the start to end of year (pupil conferencing)
<b>B.</b>	To support parents with basic skills and provide strategies with how they can support at home.	Parents to attend parent conferences and curriculum meetings at school and complete reading homework out of school. Parents to meet with the Headteacher and Inclusion Leader to discuss home and school support for each child. To develop the role of a "parent link worker" to provide when / if required additional support for parents of children in reception of funding.
<b>C.</b>	Improve speech and language skills, especially in the Early Years Foundation Stage (curriculum provision)	Children have access to high quality experiences and are meeting the Communication and Language ELGs, particularly Speaking.
<b>D.</b>	Improve attendance and reduce lateness	The number of children persistently absent or late will decrease.

## 5. Review of expenditure

Previous Academic Year

2018/2019

### i. Quality of teaching for all

Action	Intended outcome	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Increased staff confidence in delivering targeted teaching	We want all teachers to ensure that Pupil Premium children are having their needs met and believe that our teachers, who know their children best, can tailor their teaching in order to target each child's specific needs, helping them to achieve their targets and next steps.	<p>Termly staff meetings and Pupil Progress meetings have kept a high focus on the children and enabled teachers to target their needs through questioning and keeping these children at the forefront of learning in the classroom.</p> <p>Learning walks and book monitoring were an effective way to 'quality assure' this was happening across the school</p>	Continue to keep children high focus as there was a clear impact on these children's learning progress from their starting point and, more importantly, their emotional well-being.	£2200

Increase feedback to children	The children should be aware of their next steps and individual targets in order to improve their learning. Teachers will give additional verbal and written feedback to their Pupil Premium children so that they make better progress over time.	Children were clear about what they are doing well and their next steps. Children were able to talk through their learning and how they have improved as a learner over time. Teachers reported that the children's confidence increased which has contributed towards their self-esteem and well-being.	Book monitoring was an effective way to 'quality assure' this was happening across the school.  More pupil conferencing will be planned in to give these children more time to talk about and reflect on their learning.	
-------------------------------	--	--	--	--

## ii. Targeted support

Action	Intended outcome	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Children's Number skills improve	Targeted support by teachers in class and ongoing assessment to inform each child's next steps in their learning.  TAs leading interventions with small groups of children following planning by teachers.	50% (1/2 ch) of Year R Pupil Premium met the EYE in Maths  100% (4/4 ch) of Year 1 Pupil Premium children met EYE in Maths  50% (2/4 ch) of Year 2 Pupil Premium children met EYE in Maths	We will continue to track our children closely in Reception to ensure they are securing their Number skills leading into KS1.	£17900

<p>Children's progress in phonics is accelerated</p>	<p>Targeted support by teachers in class and ongoing assessment to inform each child's next steps in their learning.</p> <p>TAs leading interventions with small groups of children following planning by teachers.</p> <p>Phonic busters targeting children not on track for Phonics Screening in Year 1.</p>	<p>100% (4/4 ch) of Year 1 Pupil Premium children passed Phonics Screening</p> <p>100% (1/1 ch) of Year 2 Pupil Premium children passed Phonics Screening (retake)</p> <p>100% (4/4 ch) of Year 1 Pupil Premium children met EYE in Reading</p>	<p>We will continue with this approach next year as we have experienced great success.</p>	
<p>Children's reading improves through practice</p>	<p>Reading partners for all Pupil Premium children in the school so that they have extra reading practice.</p> <p>Phonics Busters for Year 1 children</p> <p>Word Busters for Year 2 children</p>	<p>100% (4/4 ch) of Year 1 Pupil Premium children met EYE in Reading</p> <p>75% (3/4 ch) of Year 2 Pupil Premium children met EYE in Reading</p>		

iii. Other approaches				
Action	Intended outcome	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To ensure the children can take part in the whole school curriculum without impacting financially on the family	<p>We want all of our children to receive a first quality education.</p> <p>In order for our Pupil Premium children to have access to the same experiences as their peers, the school will endeavour to support the families by reducing any financial burden relating to school life e.g.</p> <ul style="list-style-type: none"> <li>• School visits are funded by the school.</li> <li>• School uniform, buying of school bags is funded by the school.</li> <li>• Some external club provision will be funded by the school (parents and class teachers are consulted on this)</li> <li>• Free book voucher during Book Week</li> </ul>	<p>Parents of our Pupil Premium children felt supported by the school.</p> <p>Our children are happy and confident learners who enjoyed coming to school each day; they don't view themselves any different to their peers.</p>	<p>We will continue to support our families in this way.</p> <p>The headteacher and Inclusion Leader will meet with the families each term to talk about their child and get parent views on how they feel supported and how we can support them further.</p>	£480

## 6. Planned expenditure

Academic year

2019-2020

### i. Quality of teaching for all

Intent	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To improve quality first teaching across the school.</p>	<p>Staff training re. quality first teaching e.g. use of visuals to support all learners, scaffolding for pupils.                      Increase support for language in the classroom e.g. word lists, word maps                      Teachers to plan in class provision.                      Use of catch up sessions in core subjects.                      Development of targeted feedback for pupils as part of school development plan.                      Mastery learning approach.                      Inclusion leader to track Pupil Premium children's progress through book monitoring.                      termly data, learning walks with pictures etc.</p>	<p>EEF toolkit shows that feedback and mastery learning have a high impact and low-cost implications. Increasing teacher knowledge of how to support specific groups and monitoring this will support pupils in the classroom.                      Gain knowledge of best practice from other settings.                      Increasing teacher knowledge in identifying and putting procedures in place to support the removal of barriers in learning specifically linked to the individual.</p>	<p>Monitoring of how pupils are supported in class by leadership team.                      Strategies shared will be those recommended by outside agencies in those specific areas.                      Class provision maps will be monitored by SENDCo and teachers will review pupil progress against these each term.                      SENDCo to observe quality first teaching across the school and provide feedback and training as required.</p>	<p>Inclusion Leader                      SENDCo                      Reception Leader                      Year 1 Leader                      Year 2 Leader</p>	<p>Termly</p>

<p>Gaps in levels of oracy and communication skills in Reception will be closed.</p>	<p>Baseline assessment for all EYFS pupils.</p> <p>Language-rich curriculum for all</p> <p>Focus on S&amp;L activities in learning</p> <p>Guided reading</p> <p>LLS</p>	<p>EEF recommends early intervention for oracy. Language rates for Pupil Premium children, on entry in Reception, have been an increasing concern.</p>	<p>Language data to be analysed by EYFS leader and Inclusion Leader. Inclusion Leader and SENDCo to observe teaching of language and communication in EYFS.</p>	<p>Inclusion Leader SENDCo Reception Leader</p>	<p>July 2020</p>
<p>Increased level of PP children attaining national standard in Reading, Writing and Maths and greater depth.</p>	<p>Ensure children and parents are fully aware of next steps. Parents given packs to work on at home. Teachers to ensure clear feedback is given to children. Pupils to respond to feedback.</p>	<p>EEF recommendation for effective feedback. Increased parental support will help pupils.</p>	<p>Feedback given to children to be monitored regularly. Pupils given time to respond to feedback on a regular basis. Monitoring of teaching and learning provides evidence of good progress. Book monitoring will provide evidence of PP being challenged.</p>	<p>Assessment Leader Inclusion Leader</p>	<p>Termly</p>

<p>To build upon the strong pedagogy across the school to increase pupil participation.</p>	<p>Use of school's teaching and learning policy to make explicit the expectations for all. Ongoing staff CPD on assessment for learning and increasing pupil engagement.</p>	<p>Using the good practice seen in the Early Years, the ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner. Our Early Years and KS1 curriculum is carefully constructed to ensure all children are engaged in and motivated by their learning.</p>	<p>Learning walks will focus on children being ready to learn and their engagement and focus in lessons. Pupil conferencing will give us the child's view on their learning experiences at school.</p>	<p>Inclusion Leader</p>	<p>Half termly</p>
<p style="text-align: right;"><b>Cost</b></p>					<p>£3000</p>

ii. Targeted support					
Intent	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminish the gap for pupils with multiple needs.	SEND 1:1s used to decide targeted support for individuals based on their learning needs: language Interventions resources to support pupils' learning in the classroom. Targeted class based interventions.  Pupil Progress meetings will be used to discuss data and further support for children	Oral language interventions have moderate impact for low cost (EEF). Reading comprehension strategies and Phonics have moderate impact, low cost in EEF research.	Pre and post intervention baselines taken to measure the effectiveness of any intervention vs. the cost. Observations of interventions for quality assurance.	Inclusion Leader SENDCo	Termly
To support pupils in expressing their emotional needs and wants effectively to engage in their learning. (Be ready to learn)	Provide emotional coaching training for staff to enable them to use a common language across the school to support children in being ready to learn.  To provide adult additional time to "check in with pupils\ to remove emotional barriers to learning throughout the day.	We feel children are in the best position to learn when they are happy, content and feel safe to take risk in their learning. (emotionally ready)  All teachers are aware that they need to give extra time to children so they have the opportunity to express their emotional needs and want.	Pre and post intervention baselines taken to measure the effectiveness of any intervention vs. the cost. Observations of interventions for quality assurance  The use of a common emotional language will be evident across the school.	Mental Health first Aider  Parent Link worker  Inclusion Lead  SENDCo	Termly
<b>Cost</b>					<b>£13320</b>

<b>iii. Other approaches</b>					
<b>Intent</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children to have attendance above 95% Children to be on time for school and be ready to learn	Work with parents to support their children's learning at home. Ensure they understand the impacts poor attendance has on a child's learning.	Poor attendance has a huge negative impact on a child's progress. We want to ensure that children's attendance remains above 95% to give them the best learning chances.	Regular attendance checks will be taken. A meeting will take place if a child's attendance falls below 95% and support put in place to ensure it increases.	Headteacher Inclusion Leader Admissions Leader	Termly
For parents to have a clear understanding of how their child is being supported at school and how best to support them at home.	Discussion with parents about support for their child.  Class teachers to provide packs and activities to support families with supporting their child at home.  Clear targets for children given to parents at parent consultations so they know what their child needs to do to make progress.	We want to continue to strengthen our communications with our parents and work together to support our children.  We believe that a team approach will have a big impact on the progress each child makes.	Termly meetings to be attended by parents.  Parent consultations to be attended.  A review of the impact of these meetings will be looked at mid-year.	Headteacher Inclusion Leader Class teachers	Termly
<b>Total budgeted cost</b>					<b>£16820</b>