

Hazel Grove Primary Pupil Premium
Strategy and Planned Spend 2018-2019

Total Number of Pupils in Hazel Grove Primary	Number of pupils eligible for PP funding	Total Pupil Premium Budget	Date of next review
399 (40 x .5fte)	112 pupils	LAC £4,700 PP £141,240 EYFS £2,321 (Est)	April 2019

	Pupils eligible for Pupil Premium 2017-18	Pupils Not eligible for Pupil Premium (National Average)
% of children achieving expected end of year attainment in reading, writing, maths at the end of KS2 2016-2017	54%	67%
Scaled score of PP children making expected progress in reading	-0.88	0.14
Scaled score of PP children making expected progress in writing	0.59	2.06
Scaled score of PP children making expected progress in maths	-0.57	0.09

Barriers to future attainment 2018-2019 for pupils eligible for Pupil Progress

In school Barriers: Y6 PP writers – spelling, motivation to write, scaffolding writing

Y6 Readers – reading comprehension and inference

Y6 Maths – ability to reason and problem solve in mathematics and use basis arithmetic

Whole School: Children’s ownership of targets to support Reading, Writing, Maths

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External Barriers: Attendance

Conditions for learning

Support for parents to support their children with learning

Vulnerable families support via CAF, TAC, TAS process

Outcomes:

Pupil progress meetings demonstrate diminishing difference between pupil premium children and other children in reading, writing and maths

Strategies to support this include

- Improved strategies to support spelling linked to Appraisal process
- Improved comprehension and inference within guided reading sessions
- Ownership of targets by children and adults including Learning Support Assistants linked to Appraisal process
- Better informed parents in connection with supporting learning
- Attendance 1st day calls
- Support in place for parents from Team Around School where appropriate
- HT part of the design team for LSA moving forward in Stockport

Success criteria

Diminish the difference between PP children and national others in RWM

Whole school approach to improve spelling focuses on specific aspects which children find tricky. More personalised approach identifying gaps

Deepened understanding of how to find evidence through inference taught in Quality first teaching of guided reading

Children understand what they need to do to achieve targets and are supported and challenged by teachers and Learning Support Assistants

% PP at ARE 6/8 73%

SEND 18%; PP & SEND 50%; EAL 100 %

Parents invited to Learning workshops and Look at Learning morning as well as learning showcase sessions to explain learning to parents

1st day calls reduce absences to bring in line with all children

Family plus worker support and social care support via Team Around School identified to support families so that good conditions for learning are in place

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Planned whole school expenditure 2018-2019: LAC £4,700 PP £141,240 EYFS £2,321 (Est)					
Quality of teaching for all					
Desired Outcome	Chosen Approach	What is the rationale behind it?	How will it be implemented?	Staff Lead	Implementation and Review date
Staff able to pinpoint key areas of support for spelling	Continuous professional development focus including spelling strategy analysis, sharing good practice, spelling	To embed a whole school approach involving children, staff, parents and governors in order to maximise impact	Whole school approach managed through Appraisal evidenced in data, books, LSA support, pupil voice and end of	GR and English team, HB, PR, LT	Autumn 1 Autumn 2 Pupil progress meetings, Termly data which will be
	opportunities in Guided Reading. Spelling target linked to Appraisal		year parental questionnaire		reviewed by Link governors and Teaching and Learning committee. Mid Appraisal review scheduled for week beginning 13 th March

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Children understand targets and how to use next steps in learning to achieve them and be successful	Key message delivered by Headteacher to all staff in September inset Linked to Appraisal process	To embed a whole school approach involving children, staff, parents and governors in order to maximise impact	Whole school impact of how we use children's targets in reading, writing and maths to support the learning. Appraisal evidenced in data, books, LSA support, pupil voice and end of year parental questionnaire	Deputy -SH Phase Leader: PL	Autumn 1 Autumn 2 Pupil progress meetings, Termly data which will be reviewed by Link governors and Teaching and Learning committee. Mid Appraisal review scheduled for week beginning 13 th March
Children supported in Guided reading to deepen understanding of how to unpick a text and infer meaning	Outstanding teaching planning equality of opportunity for children	Children have the strategies they need to problem solve in reading and express their views which is backed by evidence from the text	Within all Guided Reading sessions and drawing on cross curricula opportunities	PL DE	Daily sessions reviewed in Planning, Preparation and Assessment allocated time. Staff Meeting on Inference and Reading Recovery model. All staff to observe Reading Recovery teacher.
Targeted Support: by teachers and Learning Support Assistants					
Desired Outcome	Chosen Approach	What is the rationale behind it?	How will it be implemented?	Staff Lead	Implementation Review date
Children supported with gaps in learning to enable them to achieve as well as all children	Quality First Teaching Learning support Assistants targeting children to meet and exceed expected outcomes in the curriculum	Equality of opportunity for all	Targeted questioning by class teachers Better Readers targeted support Toe by Toe targeted spelling support	Phase leader - PL	Half termly reports to Headteacher and Link governor. Review of LSA timetable to further plug gaps in learning

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			Quality 1 st teaching Additional mental maths		
Other Approaches: Pastoral Curriculum					
Desired Outcome	Chosen Approach	What is the rationale behind it?	How will it be implemented?	Staff Lead	Implementation Review date
Improve conditions for learning by supporting self-regulation systems for children	Nurture group	Children feel safe in context and are given opportunities to express their worries and concerns	Weekly sessions	TN overseen by Senco SD	Reviewed via Pupil progress meetings
Improve conditions for learning for all children so that they are challenged and supported to be successful learners	Growth mind-set approaches embedded in learning ethos	All children develop the skills they need to be an effective learner e.g. resilience, co-operation, good listening, perseverance	It is embedded in our curriculum and has been part of a 2 year journey	GR – Assistant Head, CP – PSHE co-ordinator, HH + Y6 class teachers	Half termly professional development top up reviewed in Headteacher report to Governing Board
All children are equipped with the skills to build and maintain healthy relationships	Restorative Approaches embedded in both the learning curriculum and social curriculum in school. This has been linked to Appraisal for staff	Children have healthy relationships and know how to repair harm enabling them to become successful citizens of the future.	Restorative approaches training for teachers, Learning Support Assistants, Mid days and Restorative children working as Ambassadors. Circle times embedded in curriculum to support discussion, good listening, tolerance and respect	GR and CP + Y6 class teachers	Appraisal mid year review Monitoring of behaviour issues and implementation of behaviour policy by all staff
Additional Detail: This is an example of the provision for Y6 only but the process is mirrored by all other year groups and Phase Leaders identify key foci and organise resources to meet the needs of all children. A detailed look at whole school expenditure is included below.					

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	Item/Project	Cost	Objective	Expected Outcome
1	Deputy Headteacher's Responsibility – Data Analysis linked to Pupil Premium Pupils	£7,537(% Deputy's salary contribution). An additional 2 hours a week (1 x afternoon)	To focus on data analysis and action planning linked with PP pupils. To raise attainment and accelerate progress by continuing to raise the quality of teaching and learning. To monitor progress and attainment of PP Pupils	Gap closing in Attainment in at the end of Summer 2018
2	Designated members of staff as Phase Leaders	An additional 2.5 hours a week (2 x afternoon) 100 hours £3,653	To focus on data analysis and action planning linked with PP pupils. To raise attainment and accelerate progress by continuing to raise the quality of teaching and learning. To monitor progress and attainment of PP Pupils	Gap closing in Progress and Attainment at the end of Summer 2018

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3	Designated member of staff with TLR	An additional 4 hours a week (2 x afternoon) 80 hours £2,923	To introduce more effective systems in order to: <ul style="list-style-type: none"> - monitor PP pupils, their progress and attainment, - track the costing of PP expenditure - monitor the effectiveness of the PP spending in order to report to governors To implement and monitor provision maps for pupils with Pupil Premium Status	Gap closing in Progress and Attainment at the end of Summer 2018
4	SERI (Stockport Early Reading Intervention Program) LSA in KS1. 10 hours	£ 5,345	To give additional Reading support to PP pupils in KS1 in order to improve their progress and attainment. To ensure KS1 pupils in receipt of pupil premium funding achieve as well as other pupils in reading.	SERI Pupil Premium Progress and Attainment in reading at the end of Summer 2018
5	Inference Intervention LSA in KS2 8 hours	£ 4,276	To give additional Reading support to PP pupils in KS2 in order to improve their progress and attainment. To ensure KS2 pupils in receipt of pupil premium funding achieve as well as other pupils in reading.	Better Readers Pupil Premium Progress and Attainment in reading at the end of Summer 2018. Show narrowing of gap in Pupil progress meeting.
6	Singapore maths intervention LSA in KS2 6 hours	£ 3,207	To give additional Maths support to PP pupils in KS2 in order to improve their progress and attainment. To ensure KS2 pupils in receipt of pupil premium funding achieve as well as other pupils in Maths.	Progress and Attainment in maths at the end of Summer 2018. Show Shows diminishing difference.

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7	Year 6 'Booster Groups' for Numeracy and Literacy. 6 hours booster year 6	£3,207 12 hours for part year.= 6 hours full year 13 children eligible)	To give additional Numeracy and Literacy support to PP pupils in Y6 in order to improve their progress and attainment. To ensure KS2 pupils in receipt of pupil premium funding achieve as well as other pupils in their Y6 SATs. To also address the focus area of Writing and English Grammar, Punctuation and Spelling and PP e.g. to close the gap between our PP children's APS and the National APS.	Year 6 Pupil Premium Progress and Attainment in reading, writing and maths at the end of Summer 2018. Shows diminishing difference.
8	Year 1 Intervention Groups for Maths, Reading and Writing.	£10,155 16 children are eligible.	To give additional Maths and Literacy support to PP pupils in Y1 in order to improve their progress and attainment. To ensure Y1 pupils in receipt of pupil premium funding achieve as well as other pupils in their Y1.	Year 1 Pupil Premium Progress and Attainment in reading, writing and maths at the end of Summer 2018. Shows diminishing difference.
9	Year 2 Intervention Groups for Maths, Reading and Writing.	£8552 13 children are eligible.	To give additional Numeracy and Literacy support to PP pupils in Y2 in order to improve their progress and attainment. E.g. 'Story Narrative' S+L intervention, LSS follow up and Motor skills etc. To ensure Y2 pupils in receipt of pupil premium funding achieve as well as other pupils in their Y2.	Year 2 Pupil Premium Progress and Attainment in reading, writing and maths at the end of Summer 2018. Shows diminishing difference.
10	Year 3 Intervention Groups for Maths, Reading and Writing.	£9,621 15 children are eligible	To give additional Numeracy and Literacy support to PP pupils in Y3 in order to improve their progress and attainment. E.g. 'Motivational Maths'.... To ensure Y3 pupils in receipt of pupil premium funding achieve as well as other pupils in their Y3.	Year 3 Pupil Premium Progress and Attainment in reading, writing and maths at the end of Summer 2018. Shows diminishing difference.
11	Year 4 Intervention Groups for Maths, Reading and Writing.	£6948 10 children are eligible	To give additional Numeracy and Literacy support to PP pupils in Y4 in order to improve their progress and attainment. E.g. 'Motivational Maths'.... To ensure Y4 pupils in receipt of pupil premium funding achieve as well as other pupils in their Y4.	Year 4 Pupil Premium Progress and Attainment in reading, writing and maths at the end of Summer 2018. Show diminishing difference.

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12	Year 5 Intervention Groups for Maths, Reading and Writing	£13,362 21 children are eligible	To give additional Numeracy and Literacy support to PP pupils in Y5. To ensure Y5 pupils in receipt of pupil premium funding achieve as well as other pupils in their Y6 Nationally (4B+). To also address the focus area of Writing and English Grammar, Punctuation and Spelling and PP e.g. to close the gap between our PP children's APS and the National APS.	Year 5 Pupil Premium Progress and Attainment in reading, writing and maths at the end of Summer 2018. Shows diminishing difference.
13	Year 6 Intervention Groups for Maths, Reading and Writing (HA+ group)	£6,948 13 children are eligible	To give additional Numeracy and Literacy support to PP pupils in Y6. To ensure Y6 pupils in receipt of pupil premium funding achieve as well as other pupils in their Y6 Nationally (i.e. not met or exceeded expectations). To also address the focus area of Writing and English Grammar, Punctuation and Spelling and PP e.g. to close the gap between our PP children's APS and the National APS.	Year 6 Pupil Premium Progress and Attainment in reading, writing and maths at the end of Summer 2018. Shows diminishing difference.
14	R – Y6 Nurture Groups	£ 5,378 Approx 7.5 hours per week.	To ensure that pupils in receipt of Pupil Premium funding, are given additional pastoral care, if appropriate as other pupils.	It is ensured that pupils in receipt of Pupil Premium funding, are given additional pastoral care, if appropriate.
15	Designated member of staff as Pastoral Lead.	8 hours a week £5,624	To ensure that pupils in receipt of Pupil Premium funding, are given additional pastoral care, if appropriate as other pupils.	It is ensured that pupils in receipt of Pupil Premium funding, are given additional pastoral care, if appropriate
16	Singapore Maths Programme	Whole School £3,030	To ensure all pupils in receipt of pupil premium funding achieve as well as other pupils Nationally.	Visualisation of maths concepts strengthened and built on practice from previous year.
17	Music buyback additional groups. Purchase of instruments	£2,727	£2,727 (% of buyback)	All KS2 children given wider musical opportunities.

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18	Breakfast Club – Year 6 sats	£74	To ensure that pupils in receipt of Pupil Premium funding, are given same opportunities. Receiving breakfast in order to facilitate	Children’s physiological needs met pre-SATS.
19	Contribution after school sports club- PE school activities	£524	All children able to access PE activities regardless of financial implications.	Equality and opportunity.
20	Admin Lac Meetings	£600	Admin time for LAC prep.	Reports good judgement attainment via Virtual team monitoring exercises.
21	LAC LSA 1:1	1:1 (2 hours per day) £441	To give additional support to a child in order to improve their progress and attainment.	Child additional support
22	Speech and Language Therapy Buyback	£1,558	To give additional support to a child in order to improve their Speech and Language.	
23	Enrichment Opportunities Enrichment trips Climbing Wall Robinwood Residential Chill Factore	£1,772	Subsidising Educational and Enrichment visits/trips for all pupil premium linked children/vulnerable children. To give subsidies to EYFS, KS1 and KS2 educational and enrichment visits/trips, to ensure that all pupils in receipt of pupil premium funding, have the same enrichment opportunities and experiences as other pupils. These include curriculum strands during preparation and follow- up work.	It is ensured that pupils in receipt of Pupil Premium funding, have the same enrichment opportunities and experiences as other pupils.
24	Nursery – Pastoral Lead	£1,420	To ensure that pupils are given pastoral care, if appropriate.	To ensure that pupils are given pastoral care, if appropriate.
25	Reception Intervention Groups for Numeracy, Reading and Writing. Early Years	£6,351 (LSA salary contribution 18 children are eligible	To give additional Maths and Literacy support to PP pupils in Reception in order to improve their progress and attainment. To ensure Reception pupils in receipt of pupil premium funding achieve as well as other pupils in their Reception	Reception Pupil Premium Progress and Attainment in 17 areas of learning shows diminishing difference.
26	Assistant Head teacher/ Reading Recovery	£29,507	To give additional Literacy support to pupils in Y1 and Y2 in order to improve their progress and attainment.	

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27	Parent Gym – Parent support group	£150	. To support parents in raising happy confident children. Parent Gym is a six week 2 hour course with ‘missions’ to complete. To ensure that pupils in receipt of pupil premium funding achieve as well as other pupils.	Equality and opportunity
28	Pobble - Online Writing website to facilitate and motivate children to write to become authors	£3,000	To facilitate and motivate, giving them an additional support and motivational writing resource for school and home use. To Increase learning opportunities at home using ICT programs linked to class learning. AND To close the gap between our PP children’s APS and the National APS	

Total estimated spend £147,888