

## Pupil premium strategy statement:

1. Summary information					
School	Hillocks Primary and Nursery School				
Academic Year	2016/17	Total PP budget	£154,440	Date of most recent PP Review	n/a
Total number of pupils	334	Number of pupils eligible for PP	106	Date for next internal review of this strategy	March 2017

2. Current attainment		
<b>Attainment for: 2015-2016 (23 pupils) Whole school</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	Not measured%	Not measured%
% achieving expected standard or above in reading	27%	73% / 66%
% achieving expected standard or above in writing	21%	39% / 74%
% achieving expected standard or above in maths	21%	65% / 70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Social and emotional development
B.	Poor language development
C.	Attainment in maths and English
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance and punctuality
E.	Lack of parental boundaries/routine (sleep, food, homework) including substance misuse and mental health issues

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to express their feelings in an appropriate way.	Fewer behaviour incidents
<b>B.</b>	PP children's reading improves in line with non PP children.	Children enjoy reading and can talk enthusiastically about a book they are enjoying. PP children achieve in line with non-PP children.
<b>C.</b>	PP children's writing and maths improves in line with non PP children.	PP children achieve in line with non-PP children.
<b>D.</b>	The attendance and punctuality of PP children improves.	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96% Children are in school on time.
<b>E.</b>	Parents become skilled at putting in place clear and consistent boundaries and routines. Parents access appropriate support services.	Children arrive in school ready to learn.

## 5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Quality of teaching for all and targeted intervention

Desired outcome	Chosen action / approach	Why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to express their feelings in an appropriate way.	1 to 1 support £40,000 Play Therapy £10,000 Think Children £1,000 Counsellor £2,000 Forest schools £14,000 Off site visits £3,000 Residential visits £1,000 After school clubs £2,000	We know that children do not learn well if they are feeling emotionally insecure or anxious. We have a range of interventions that we can use to support children to improve their emotional well-being.	Staff will be told about the range of provision and will then be able to refer pupils for support. Pupil progress meetings will be used to monitor impact.	Chris Gibbon	March 2017
PP children's reading improves in line with non PP children.	Reading recovery £25,000 Switch On £20,000 1 to 1 reading £10,000 Speech and language TA £12,000	Children who are not on track to meet their end of year target will gain support from intervention.	Half termly pupil progress meetings used to identify pupils who are not on track and then review intervention given and impact.	Louise Regan	March 2017
PP children's writing and maths improves in line with non PP children.	After school maths club £1,800 Small group writing interventions £2,000 Switch on writing £2,000 Forest schools	Children who are not on track to meet their end of year target will gain support from intervention. Forest schools develops children's emotional well-being and gives them opportunities to explore writing and maths in a creative way.	Half termly pupil progress meetings used to identify pupils who are not on track and then review intervention given and impact.	Louise Regan	March 2017
The attendance and punctuality of PP children improves.	Launch days to engage children at the start of each topic £4,000 Topics aimed at engaging all children and especially PP children Forest schools Creative activities £1,500 After school clubs	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning. Children enjoy after school activities and this will encourage attendance.	Attendance issues discussed at pupil progress meetings. Office staff now monitoring attendance regularly particularly vulnerable pupils. Office staff to attend attendance network to develop monitoring skills and strategies. Attendance panel meetings.	Louise Regan	March 2017

Parents become skilled at putting in place clear and consistent boundaries and routines. Parents access appropriate support services.	Targeted support for parents £5,000 Parenting programme £1,500 Links with Sure Start and health Links with Women's Aid  <b>Total spent £157,800</b>	When parents put in place consistent boundaries children's behaviour and attitude improves. Improved boundaries help children to be more settled at home and improve sleep. Therefore children should be more alert and attentive in school. Early intervention prevents the situation escalating.	Safeguarding leads discuss concerns and identify appropriate support. This is reviewed through meetings with parents and other agencies. Improvement in attendance and engagement of pupils identified at pupil progress meetings.	Chis Gibbon	March 2017
---	--	---	--	-------------	------------

## 6. Review of expenditure

### Quality of teaching for all and targeted support

Desired outcome	Chosen action/approach	Estimated 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

## 7. Additional detail

--