

Pupil Premium Strategy / Self-Evaluation (Primary)



1. Summary Information					
School	Olive Hackney				
Academic Year	2018-19	Total PP Budget	£262 680	Date of Most Recent PP Review	December 2018
Total number of pupils	630	Number of pupils eligible for PP	199	Date for next internal review of this strategy	March 2019
2. Current Attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			76%	80%	
% making expected progress in reading (as measured in the school)			83%	90%	
% making expected progress in writing (as measured in the school)			80%	85%	
% making expected progress in mathematics (as measured in the school)			86%	90%	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic Barriers					
A.	Slow progress rates made by disadvantaged children				
B.	Low expectations and aspirations reducing motivation and commitment to learning				
C.	Emotional factors, including medical and mental health issues				
Additional barriers					
D.	Low attendance rates				
4. Intended outcomes (specific outcomes and how they will be measured)				Success Criteria	
A.	Attainment for disadvantaged pupils in line with or above national expectations			Pupil premium children attain in line with or higher than national expectations with a target of 90% age related	
B.	Disadvantaged children achieve higher levels in line with or better than the national expectation			30% of pupil premium children attain greater depth	
C.	Attendance of disadvantaged pupils			Pupil premium children attend school 97%+	
5. Review of Expenditure					
Previous Academic Year					
Quality of teaching for all					
Action	Intended Outcome	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

CPD for teaching staff to improve the quality of teaching in all 3 keys stages.	Disadvantaged children attain age related expectations	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	This is ongoing	£17 000
Provision of intervention teaching assistants to provide 1:1 and small group sessions for pupils	Targeted children are able to access curriculum and make steps towards their expected attainment	Targeted children attain in line with or above the national expectations	This is ongoing and will be continued	£48 000
Intervention Resources	Interventions can be resourced appropriately	Children can make rapid progress	This is ongoing	£15 000
Booster Groups	Targeted children are able to access curriculum and make steps towards their expected attainment	Targeted children attain in line with or above the national expectations	This is ongoing and will be continued	£5000
CPD for support staff to improve the quality of support given to pupils.	Learning is impacted upon by all staff	Through the MITA project, Learning Coaches understand their role in supporting and enabling the children to attain value added	This is ongoing and will be continued	£5000
Targeted support				
Action	Intended Outcome	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
Pastoral staff to support pupils with social and emotional issues e.g. Nurture, lunchtime club.	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported	The school works in tandem with the child's family and the child to ensure that their emotional well-being is met in order for learning to take place.	Continue with this as a long term provision	

Contributions towards trips, visits, club attendance and residential.	Pupils have a breadth of experiences that enable them to contextualise their learning	Experiences enthuse and motivate the children and inspire them to learn at every opportunity.	To continue, with more focussed and targeted experiences	£37 000
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Other approaches

Action	Intended Outcome	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
Staffing to facilitate initiatives to improve the rates of attendance and reduce persistent absenteeism	Attendance is above the national expectation	Children's absence is reduced thereby enabling the children to achieve the highest standards by attending all sessions	Has had a great impact on attendance and persistent absence, so to continue	£7000
Provision of clothing and resources for school.	Children feel proud of being part of the school	All children wear the same clothes alleviating the stress of personal clothes worn to school, enabling the children to focus on their learning.	To continue	£6000
Breakfast club	Children have a warm breakfast	Children are ready to learn	To continue	£10 000

6. Planned Expenditure

Academic Year 2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
CPD for teaching staff to improve the quality of teaching in all 3 keys stages.	Every child receives teaching which is good and frequently outstanding in every classroom every day.	CPD for Quality First Teaching / mentoring and coaching support – see research finding of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'.	Evaluate the impact – lesson observations, planning, book looks	Sheerin Ramjan Anna Nou	Half termly
100% good+	Every child receives teaching which is	Good practice EEF research	Lesson observations by SLT [with moderation by SSIO]	Sheerin Ramjan Anna Nou	Half termly

Teaching every day with teaching increasingly outstanding	good and frequently outstanding in every classroom every day.		show increasing % of outstanding practices seen Triangulated standards show teaching good and over 40% O/S by year end.	Summaiya Mukadam	
Enrich the curriculum	Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals	Provision of a range of activities to; extend pupils knowledge of career options; raise awareness of the qualifications and training needed to achieve them; develop the desire and motivation to achieve personal goals. See educational research and government publications: the-pupilpremium-how-schools-are-spending-the-funding-successfully.	All experiences are planned for with a view to the context of the children. Experiences are then evaluated	Anna Nou Sheerin Ramjan	Half termly
Additional Teacher in Reception and Year 6	Smaller class sizes	EEF research	All lessons are planned well to close the gaps in learning. Evaluated and assessment data analysed	Anna Nou Sheerin Ramjan	Half termly
Enrichment Clubs	Children to have a plethora of opportunities and experiences	EEF research	Enrichment is planned for and evaluated	Anna Nou Sheerin Ramjan	Half termly
Total budgeted cost					£225 000
Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
School counsellor provision	Pupils with identified social,	Provision of a range of support staff to remove or alleviate	Families confidentially feedback that they feel	Anisa Alibhai	Half termly

	emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	individual social, emotional and health barriers including provision of ‘Time to Talk’ sessions weekly see www.Gov.uk/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully .	well supported during social care issues. Families on support plan are reduced to CIN stage Families actively seek support from school to reduce need for social care agency involvement. Standards of attainment improve in KS2 SATS in all 3 subjects for PP pupils in 2019 tests Pupil voice questionnaire will show that children feel more supported through mentoring programme.		
Interventions and challenge teaching	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards.	EEF research www. Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully	Half termly book looks by and termly assessment data analysis shows disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to improve on the previous year/KS1 position as this was low.	Dorothy Fadairo	Half termly
Intervention Resources	Interventions are well planned and resourced	EEF research www. Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully	Value for money against impact analysed	Dorothy Fadairo	Half termly

Easter School	Children have a boost to support achievement and attainment	EEF research www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	Gap analysis before and after Easter school	Sheerin Ramjan	Pre and post Easter school
Total budgeted cost					£16 000
Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Attendance officer provision	Absence & persistent absentee rates are at least in line with national.	Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	Periodic reviews of specific families	Manzurul Mannan	Weekly reviews and half termly reports
Career workshops and visits	Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals	www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	End of year questionnaires by year 5 and 6 children show good awareness of future options, children can verbalise their plans for their future including FE options	Manzurul Mannan	Half termly
Breakfast Club	Children have a warm breakfast	Children are ready to learn	Impact report Children's questionnaires	Lubna Mulla	Half termly
Bus subsidy	Children are on time to school, absence is reviewed	Past analysis	Bus take up and attendance reports	Fatima Mulla	Half termly

Total budgeted cost

£16 000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.