

Summary Information 18/19							
Husbands Bosworth C of E Primary School							
Total PP Budget	£ 14820	Total number of pupils	87	Number eligible for PP	9 (6 who are in the school for 2018/19)		

Data is for the 6 pupils in attendance 2018/19	Pupils eligible for PP Start of academic year (Autumn Half term as a baseline)	Pupils not eligible start of academic year (Autumn Half term as a baseline)	Pupils eligible for PP end of academic year	Pupils not eligible end of academic year
% achieving expected standard in R,W and M	50%	67%	50%	73%
% achieving expected standard in reading	83%	82%	83%	86.7%
% achieving expected standard in writing	50%	70%	50%	76.7%
% achieving expected standard in maths	50%	85%	50%	90%

Barriers to future attainment
In-school barriers
Social and emotional development not in line with that of children of a similar age
Positive engagement with learning and resilience
External barriers
Historic family situations
Medical diagnoses
Desired outcomes
Children to make progress similar to that of other who are non-pupil premium
Provide inspirational and engaging opportunities to create a love of learning and aspiration

Planned expenditure

Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and any rationale for this choice?	How will you ensure it is implemented	Staff lead	When you will review the implementation?	Cost
To improve the teaching and learning of vocabulary through approaches identified in research	To use Lesson Study to provide professional development for staff	<p>Sir John Dunford - Focus on outcomes for all individual pupils In-depth training for all staff on chosen strategies</p> <p>Sutton Trust (2011) the impact of highly effective teaching on disadvantaged pupils</p> <p>Alex Quigley (2018) Closing the Vocabulary Gap and Beck, McKeown and Kucan (2013).</p>	Planned sessions and reflection after input to ensure it is embedded.	AV	Termly	£900 towards release and staff cover
To improve the quality of the broader curriculum offered by the school including memory, knowledge, purposeful, clear progression of themes through subjects.	Release time for all teaching staff to work on clearly defined, focused and evaluated actions linked to the School Development Plan.	<p>Improving high quality first teaching by providing opportunities for learning (Wiliam Teacher Learning Communities). Weekly 2 hours for reading, Lesson Study Planning, Curriculum development.</p> <p>Narrowing the vocabulary gap between disadvantaged children and others</p>	Evaluations and impact on pupil outcomes for PP children and all using a variety of techniques.	AE and AV	As part of each meeting – weekly. Plus periodic points to see any impact.	<p>HLTA £11.33 per hour x 2 hours per week x 39 weeks = £883</p> <p>Teacher assistant hourly £8.84 x 2 hours per week x 39 weeks (2 teaching assistants required) = £1379</p> <p>French Teacher – £50 x 39 afternoon session = £1900</p>

		and understanding this deeply. Hirsch (2016), Myatt (2018)				
To provide expert teaching of music to inspire children to play an instrument	To have brass lessons to help children to work as a team and see resilience in action		Annual contract renewed	AV	Termly	Contribution to lessons £1200
Total budgeted cost: £5362						

Targeted support

Desired outcome	Chosen action/approach	What is the evidence and any rationale for this choice?	How will you ensure it is implemented	Staff lead	When you will review the implementation?	Cost
To help children to develop own emotional understanding	ELSA sessions		Sessions timetabled in to ensure they take place.	AE and NH	Half termly or at the end of the cycle of sessions	£11.33 per hour x 5 hours per week x 39 weeks = £2,209.35 Plus resources = £400 Plus accreditation and continued training and networks = £600 Total - £3,009.35
To improve aspirations for children for future learning	Provide workshop opportunities for children to work on a project of their choice and interest		Sessions timetabled in to ensure they take place.	NH	Termly	£11.33 per hour x 2 hours per week x 39 weeks = £883.74
To improve learning and understanding of individual children in reading, writing and maths	One to one support from a TA focussing on specified areas by the class teacher	Sir John Dunford - Effectiveness of teaching assistants is evaluated and, if necessary, improved	Sessions timetabled in to ensure they take place.	AE	Half termly after pupil progress meetings	£11.33 per hour x 8 hours per week x 39 weeks = £3,534.96

		through training and improved deployment				
Total budgeted cost: £7628.05						

Other approaches

Desired outcome	Chosen action/approach	What is the evidence and any rationale for this choice?	How will you ensure it is implemented	Staff lead	When you will review the implementation?	Cost
To update parental understanding of maths teaching and learning	To hold a workshop open to all parents	EEF toolkit and reports and the impact of parental engagement in children's progress.		EV		£100 (planning and delivery time)
To update parental understanding of reading teaching and learning	To hold a workshop open to all parents			AW		£100 (planning and delivery time)
To provide opportunities to inspire other interests as well as socially interacting	Extended Provision – clubs after school run by TAs and teachers (Lego, Forest Schools, Sports Clubs, Arts Exhibition, board games club)			AE		£400
To provide staff with learning building upon what we have previously accessed through the virtual school	Contact and use the virtual school to run further training linked to children who are Looked After Children or Post LAC.	Developing a better understanding of social needs linked to LAC experiences	Monitor and liaise with Virtual School Headteacher	AE		£400
Current contingency but will be allocated in final review -						£800
Total budgeted cost: £1800						

Review to be completed July 2019

Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
To improve the teaching and learning of vocabulary through approaches identified in research	To use Lesson Study to provide professional development for staff	An enhanced understanding of the importance of teaching vocabulary. Topics have now got key vocabulary to learn and this is shared with parents.	Tier 2 vocabulary and teaching of these words appears to have the biggest impact on reading comprehension and writing.
To improve the quality of the broader curriculum offered by the school including memory, knowledge, purposeful, clear progression of themes through subjects.	Release time for all teaching staff to work on clearly defined, focused and evaluated actions linked to the School Development Plan.	The broader curriculum is becoming more focused and knowledge based. The threads are emerging that flow through the curriculum and that children are able to use recall and use their prior knowledge maximising germane memory opportunities.	Each subject area takes longer than anticipated and that some of these developments will take time to see full impact. Quick wins and communicating topic knowledge organisers have proved to be well received.
To provide expert teaching of music to inspire children to play an instrument	To have brass lessons to help children to work as a team and see resilience in action	The level of musical and French knowledge has had improved vastly. The use of specialist PE coaching for some of our PE provision has seen a greater uptake in clubs and the achievement of our sporting teams.	To plan for the continuation of these activities and making sure the school gets exactly what it wants from these specialists.

Targeted support

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
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To help children to develop own emotional understanding	ELSA sessions	Individual case studies continue to show short and long term impacts on academic outcomes and 'soft' data such as behaviour incidents.	Interventions must be in addition to high quality first teaching and not a replacement of this. They need to have precise and targeted focus areas that are simple to implement and help them to continue to be performed. Starting with these interventions first and placing them into the timetable have helped ensure they take place on a regular basis as planned.
To improve aspirations for children for future learning	Provide workshop opportunities for children to work on a project of their choice and interest	Offering some of these sessions has seen children being positive about themselves and learning generally. A specific focus on their interests has enabled us to see more confident children.	
To improve learning and understanding of individual children in reading, writing and maths	One to one support from a TA focussing on specified areas by the class teacher	This has had a big impact on fluency and subsequent comprehension (along with the curriculum improvements). Individual case studies an increase in standardised scores from the beginning of the year to the end of the year. Within maths we have seen improvements in outcomes for these children and an increase in self confidence.	

Other approaches

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
To update parental understanding of maths teaching and learning	To hold a workshop open to all parents	Parents who attended felt they were able to support	Find other ways to share these messages – maybe through the creation of

To update parental understanding of reading teaching and learning	To hold a workshop open to all parents	their child better at home with homework etc.	videos that working parents can access.
To provide opportunities to inspire other interests as well as socially interacting	Extended Provision – clubs after school run by TAs and teachers (Lego, Forest Schools, Sports Clubs, Arts Exhibition, board games club)	These clubs, specifically those held at lunchtime by the leadership team, have helped children to develop social skills in a more structured setting. This has seen a reduction in behaviour incidents and better focus on learning in lessons for these children.	Providing these structured social opportunities have helped us to model social behaviours around turn taking, winning and losing and competing with friends.
To provide staff with learning building upon what we have previously accessed through the virtual school	Contact and use the virtual school to run further training linked to children who are Looked After Children or Post LAC.	This has had an impact on our strategy and understanding what the research suggests we focus our work on.	To use up to date research to help with our planning and strategy as well as evaluating the impact we are having.
Current contingency but will be allocated in final review -		This was used to provided training for all staff on speech and language via a speech and language therapist. We know form research the impact that oracy has on outcomes for children and this has helped us to provide specific sessions for identified children and more broadly for all children.	Having some contingency available to address undefined needs has helped us to be flexible to help meet these needs. Having all staff trained has helped the identification and support.