

1. Summary information										
School		Stone Hill School								
Academic Year		2017-18	Total PP budget			£65,237	Date of most recent PP Review			Sept 2017
Total number of		122	Number of pupils eligible for			51	Date for next internal review of this			July 2018
FSM:		E6:			LAC: 6				Service: -	
Y1:-	Y2: 2	Y3: 2	Y4: 1	Y5: 2	Y6: 5	Y7: 5	Y8: 13	Y9: 7	Y10: 4	Y11: 10

2. Identified areas for improvement		
What We Want To Achieve	Date Action Commenced	Review Details
To ensure that children at risk of under achieving make good or better progress in Mathematics - Year 7 Catch Up	Autumn Term 2017	Half yearly; in line with data collection and analysis.
To ensure that children at risk of under achieving make good or better progress Literacy (Reading and writing) - Year 7 Catch Up	Autumn Term 2017	Half yearly; in line with data collection and analysis.
To support children with <i>diminishing the difference</i> both academically and emotionally through the development of language, literacy and numeracy skills (TAs)	Autumn Term 2017	Half yearly; in line with data collection and analysis.
To develop confidence and life skills across the curriculum (Additional Swimming, Trips, Visits and Residentials including DofE)	Spring Term 2017	Reviewed each Term
To engage and inspire children within their development and use of language(Choir)	Autumn Term 2017	Reviewed each Term
To support pupils with their needs regarding recognising and then understanding their emotions by developing pupils' personal and social skills (Additional Learning Mentor support)	Autumn Term 2017	Reviewed each Term

3. Barriers to future attainment (for pupils eligible for Pupil Premium)	
In-school barriers	
A.	All teaching and support staff need to be aware of ambitious yet realistic, high expectations for 'disadvantaged' pupils and this has to be consistently in place across all Key Stages.
B.	There is a need for targeted interventions, informed by assessment data, providing supportive provision for Pupil Premium pupils, resulting in expected in-year progress.
C.	Clear structure for the development of reading, language acquisition and number skills (mastery) needs to be further developed across all Key Stages.
External Barriers	
D.	Further engagement of parents/carers in partnerships to improve attendance and the use of independent life skills through developing understanding and links between attendance and consistent pupil progress.

4. Desired outcomes		Success criteria
A.	By consistently working towards maintaining high expectations, the use of PP funding will result in pupils making expected progress against their targets in reading, writing and maths.	Assessment criteria and data information shows pupil progress for those accessing a QFT focused curriculum and gaps in learning are being addressed at a class level.
B.	Development of targeted support will result in an improved differentiated approach to personalised learning for identified PP, including Year 7 support.	Additional needs provision will evidence impact alongside whole school data, which will be led and analysed by subject specific teachers.
C.	High quality teaching will be evident across the school, integrating specific teaching strategies into the whole class approach.	Pupil data will show a positive impact due to the improved skills and knowledge of disadvantaged pupils (not a lack of focus on other pupils).
D.	Parents/carers will respond positively with the support given and consistently support school attendance requests, resulting in partnership learning across home and school.	Pupils will attend school for at least 95%, with the ambition for 100%. Learning Mentors will support and evidence impact

5. Planned Expenditure

Academic year

2017-2018

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.

i. Quality of Teaching for All

Desired outcome	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?
All pupils, regardless of their individual needs, will make at least expected progress against their targets	<p>A fully developed and up-to-date curriculum that supports the needs of the pupils.</p> <p>All aspects of the curriculum will include the opportunity for speaking and listening as well as the development of skills which are consistently needed to access relevant and important life skills. This will also involve relevant social cues and confidence building to support pupils with speech, language and communication needs.</p>	<p>Pupil Progress is part of Key Stage and staff meetings. Teachers are aware of the PP children in their class through increased use of SIMs and related data. Learning opportunities for some disadvantaged pupils should be further personalised.</p> <p>An improved, differentiated approach to the teaching of reading was identified as a need and will be supported across school.</p> <p>'Mastery' is a teaching concept that is being led through Maths Management and developed by all maths teachers. This will ensure that maths is a part of different subjects and is consolidated as a skill embedded in the curriculum.</p>	<p>All teachers include PP pupils in their planning, identifying how they are supported.</p> <p>This is also monitored through data and regular assessment use to inform planning, ensuring that the planning is fit for purpose. The pupils are accessing QFT. Interventions are planned with the aim of ensuring that individual targets are met in line with short term outcomes identified on EHCPs.</p>	<p>Subject specific teachers</p> <p>All teachers and support staff.</p> <p>SLT</p>	<p>Mid-year assessment data.</p> <p>On-going as well as regular drop-ins and observation.</p> <p>PP progress review; February 2018.</p>
				Staffing (4 TAs)	£54 530
				Total Budgeted Cost	£54 530

ii. Targeted support					
Desired outcome	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
All pupils will be encouraged to read for pleasure and make at least expected progress in both reading and writing as a result.	A wide and varied choice of books (and other relevant media) available for pupils of all ages and abilities, to ensure that all interests are met, even for reluctant readers.	Reading is seen as a necessary life skill.	A reading system using home-school reading records as evidence of shared reading is well established. This includes regular observations and monitoring of engagement by pupils through assemblies and prize giving.	All class teachers will monitor the progress of their pupils with regard to reading teaching and support; monitored by SLT and Key Stage Leaders.	Mid-year assessment data. On-going as well as regular drop-ins and observation. PP progress review;
Pupils with barriers to learning across school, that impact on at least expected progress, have significantly differentiated QFT and learning that enables them to develop good attitudes to learning and make individual progress.	Through Key Stage Leaders, teachers identify the need for intervention to ensure that pupils gain understanding through appropriate use of resources; to enable the support of pupils at a QFT level.	Reading has always been a priority in school and this must continue. Reading provides access to the rest of the curriculum – not only for enjoyment but also for knowledge and next steps in making progress.	Drop-ins and observations are used to support evidence of impact.		On-going and regular drop-ins and observations as well as discussion with pupils. Completion of Pupil Progress Analysis Grids. PP progress review February 2018.
				Learning Mentor Involvement	£1142
				Total Budgeted Cost	£1142

iii. Other approaches

Desired outcome	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>Parents and carers will consistently support appropriate school attendance and partnership learning in order to facilitate shared understanding of the impact on the progress of their child.</p>	<p>Attendance patterns of pupils will be monitored and where necessary Learning Mentors will liaise with parents regarding targeted support.</p> <p>Teachers will be the first point of contact regarding daily communication with home (diary/planners) to include positive comments demonstrating good learning.</p>	<p>Partnership working is important and will support the impact of actions put in place at school to support pupil progress.</p> <p>Regular contact promotes and maintains school as a high priority to parents and keeps parents informed as to how school is supporting their child and the progress they are making.</p>	<p>Continue to evaluate embedded systems to support accurate recording of observations, requirements and responses.</p> <p>Improved attendance, engagement and participation.</p>	<p>Administration Manager and Key Stage Leaders.</p>	<p>On-going and regular discussions with Governors (during Pupil Wellbeing Meetings).</p> <p>PP progress review February 2018.</p>
<p>Children are engaged and inspired to be able to perform with confidence in different situations.</p>	<p>Weekly singing sessions to promote the positive skills needed</p>	<p>They want to achieve and develop their skills which are taught to them as part of the technique of a group and occasionally as an individual. They are taught perseverance and a sense of belonging.</p>	<p>Ensure quality staffing and time is available.</p>	<p>Music coordinator and Key Stage Leaders.</p>	<p>Ongoing and through music festivals and events.</p>

Outdoor education builds confidence from first experiences in Lower School to independent DofE students in Upper School.	The pupils use skills learned in PSHCE lesson in school, within real-life situations. Confidences are developed securely which means that some pupils may take further steps towards independence in their	Some of Stone Hill pupils may not achieve academically, but this does not mean that they are not highly talented in other areas of learning. DofE offers and provides further opportunities to achieve recognised qualifications.		Staff and Key Stage Leaders	PSHCE data analysis and formal assessments linked to DofE (when required).
As a life skill, swimming is deemed important to be able to access other parts of life; physical exercise and social activities.	Access to a safe environment and competent staff to teach the necessary skills.	Pupils can competently swim by the end of Year 7. They gain certificates to show their progress in the skills that they have learned.	Continue to improve QFT and train staff to be able to deliver sessions appropriately	Swimming Teachers and support staff	Ongoing and evidence from certificates gained
				Choir and 1:1 Tuition	£1015
				Residential and Visit Cost	£4500
				Swimming (Supplier and Staffing and training)	£5395
				Total Budgeted Cost	£9755

6. Review of expenditure to be completed July 2018				
Previous Academic Year				
i. Quality of teaching for all				
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
ii. 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
iii. Other approaches				
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				
<p>Pupil Premium in Stone Hill School is “used to sustain provision targeted at a wide range of disadvantaged pupils” (DfE 2013 Evaluation of Pupil Premium) to help overcome their individual barriers to learning. We draw on the expertise of our support staff to ensure that the pupils in our school can access a curriculum that is individualised and appropriate to their learning needs. This will help us to see how well the difference is diminishing between the performance of groups of pupils in the school, how this compares to national trends.</p> <p>School data analysis is used to identify achievement gaps and determine priorities as a whole school, year group, at targeted group level and as individuals. In order to do this, we have successfully combined Pupil Premium money with funding from other sources in order to sustain provision, targeted at all our pupils. This range includes, but is not restricted to, members of those groups of pupils who attract the Pupil Premium. All support will be aimed at raising attainment. Some support will focus on wider issues in children’s and families’ lives, particularly where this is perceived as a ‘barrier to learning’, as dealing with these will lead to improved attainment.</p> <p>Our main expenditure is on staffing: this type of targeted support is <i>very</i> effective. Evaluation of Pupil Premium Research states that around 75% or more of surveyed schools using additional staff to support disadvantaged pupils thought this was <i>very</i> effective. Additional support outside the classroom was thought to be <i>very</i> effective by at least 60% of the schools offering this. Additional support inside the classroom was thought to be <i>very</i> effective by around 70% of primary schools, special schools and PRUs.</p> <p>Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need. Currently, PP children’s attendance is 94%. Children in Care attendance is 98%</p>				