

We carefully consider the use of our pupil premium funding to take into account the context of the school and its pupils and previous and current data.

Our prime objective in using the pupil premium funding is to narrow the gap between pupil groups. Nationally, the group of children who are entitled to pupil premium achieve less well than their non-eligible counterparts which can be limiting to their future life-chances. It is not only important that children entitled to pupil premium achieve well academically, but also that they have access to a full range of enrichment opportunities that should be the entitlement of all. This includes access to a range of musical, creative and sporting experiences.

Historically, where children at Hanover achieve well overall and make good progress, attainment for children eligible for free school meals has been lower than the non-eligible group. Through targeted interventions, we are working to eliminate barriers to learning and progress. For children that start school with low attainment on entry, we aim to help them to make accelerated progress in order to reach age-related expectations as they move up through the school.

We are making significant progress in narrowing the gap in children achieving age-related expectations between those entitled and not entitled to FSM, however, between those children achieving the higher levels, a significant gap remains.

We have identified some key principles which we believe will maximise the impact of our pupil premium spending.

Key Principles:

Ensuring high expectations

- Staff believe in the ability of ALL children to make good progress and achieve well
- There are no excuses made for underperformance
- Staff adopt a solution-based approach to overcoming barriers
- Staff support children to develop good learning behaviour
- We seek to engage parents as partners in their children's learning and try to ensure that they share our high expectations

Analysing Data

- All teaching staff use data to inform their planning and teaching
- All staff involved in analysis of data are fully aware of the strengths and areas for development across the school
- Through regular pupil progress meetings between class teachers and Senior Leadership Team, the progress and attainment of all children is discussed including barriers to learning and solutions to these barriers. The discussions take place with children's progress tracking up to date
- Teachers' performance management targets include a target related specifically to the progress of children entitled to pupil premium
- We use research such as the Sutton Trust Toolkit to support us in selecting appropriate strategies

Identification of Pupils

- All staff are aware of those children who are entitled to pupil premium
- All teaching staff and teaching assistants are involved in discussions about individual children and their needs
- Underachievement at all levels is targeted (not just lower attaining children)
- All pupil premium children benefit, not just those who are under performing

Improving Day to Day Teaching

- We are dedicated to the view that 'Quality First' teaching from all staff across the school is the most important feature in supporting learning of all children
- We have an annual target in school improvement planning relating to percentage of 'outstanding' teaching that we are aiming towards
- High expectations are set for all children
- We ensure consistent implementation of expectations including in marking, handwriting, guided reading and moderation
- We share good practice within the school and draw on external expertise both for teachers and teaching assistants

Increasing Learning Time

- We address punctuality and attendance using school-wide and individual approaches
- We extend learning beyond the school day including a wide range of homework and 'catch-up' clubs included in our after-school clubs offer
- We provide early intervention in foundation stage and KS1

Individualising Support

- We ensure that additional support provided is effective by considering the learning needs of each individual child and having a clear purpose for each intervention session
- We ensure that additional support staff and class teachers communicate regularly
- Phase managers and class teachers have a clear picture of interventions in their phase and the impact that these are having
- We work with external agencies and advisors including CAMHS, educational psychologists, bereavement counsellors, speech and language therapists and educational welfare officers to ensure that individuals are best supported

Working with Parents

- As well as liaising closely with parents about expectations for their children, we also provide extensive information about the curriculum and how we deliver it.
- We hold termly parents meetings informing about expectations and areas that children will be studying
- We hold regular parent information sessions including running a parent Power of Reading book group, sessions on the teaching and learning of phonics, maths and calculation methods and offer parent ESOL classes
- We are improving channels of communication with parents with a bid to heightening engagement and providing information in a range of ways. These include email correspondence, better use of the school website and new home/school reading booklets purchased to inform parents of curriculum coverage in reading and spelling and make the message on the importance of home reading a consistent one across the school

Funding Priorities 2014-15

This year our aim is to further increase the percentage of outstanding teaching across the school. This is judged not only on lesson observation, but through quality of marking and feedback given to the children, the progress that they make and the quality of work that they produce. We are doing this by honing the skills of phase managers, adapting the established monitoring routine and by providing release time for all managers to spread good practice relating to their area of responsibility.

Because of the particular vulnerability of this year's year 6 cohort, we have released the Assistant Head to work with a key group of children on a daily basis on maths and literacy with an emphasis on improving learning behaviour as well as making sure that they are well prepared for transfer to secondary school in 2015.

Other senior managers have targeted teaching responsibilities for children in lower KS2 and KS1 focussing on improving basic skills of those children who are falling below their peers.

Another very experienced teacher with specific skills in GPS is working across lower KS2 and KS1 to ensure that this good practice shared with colleagues to sustain and build on the improvement seen in 2013-2014.

With the gap narrowing between those entitled and not entitled to FSM closing at age-related expectations, we are conscious that there remains, across the school, an achievement gap at the higher levels. We are working hard to try to narrow this gap also. We are looking to achieve this by encouraging enhanced parental engagement, providing better targeted teaching through groupings and through additional opportunities including through special visits and engagement with projects. Early intervention and support at foundation stage and through KS1 is also being increased in order to try to close gaps in attainment and progress early on in children's school life in order to give them the best possible start to their education.

We are purchasing additional days of external support agencies time, including educational psychologists, in order to make sure that we are supporting the learning of children with barriers to their learning as well as we can as a result of advice given to us about each individual child with whom an assessment has been carried out.

In addition to the above, we are always mindful that opportunities offered at Hanover that include residential trips, musical instrument tuition and taking part in the variety of after-school activities available to children should be accessible to all. Therefore we earmark funding to allow for those children entitled to pupil premium to be available, as necessary, to ensure that children enjoy these enrichment opportunities.

Pupils on Roll

Total number of pupils on roll	342 (including nursery)
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Numbers of pupils and pupil premium grant received

Total number of pupils on roll	342 (including nursery)
Total number of pupils eligible for PP	153
Amount of PP per pupil	£1,300
Total amount of PP received	£198,900
Total amount of PP planned spending 2014-15	£200,518

Nature of support and Planned Expenditure 2014/15

Focus on learning in the curriculum
 Focus on social, emotional and behaviour
 Focus on enrichment beyond the curriculum
 Focus on families/community
 Management, Planning, Administration
 Specialist Support

Curriculum Focus

Increase % of children working at age related expectations in reading, writing and maths and to increase the % of children exceeding age-related expectations in reading, writing and maths

Year Group	Item/Project	Cost	Objective	Outcome
5/6	Yr 6 literacy and maths focus group	£44,000	To ensure that children in this group are secondary school ready and narrow the gap between them and their peers. Allowing greater targeted teaching to higher levels for those children remaining in class during these daily sessions. Additional sessions for targeted one to one meetings with parents to enhance their engagement with children's learning.	Increased attainment and progress in English and maths. Improved learning behaviour and independence.
	Year 5 & 6 maths booster groups	£1,250	Maximising learning time through after school sessions each week	Increased attainment and progress in English and maths
	Homework Club	£ 585	Supporting children in year 5 and 6 to complete homework effectively, addressing misconceptions and clarifying learning. Maximising learning	Increased attainment and progress in English and maths

			time after school each week.	
	Arsenal Double Club	£2,500	Supporting children in year 5 and 6 with English and maths learning. Addressing misconceptions, clarifying learning and maximising on learning time.	Increased attainment and progress in English and maths
	Debate Mate project	£2,500	Children improve their speaking and listening skills, gain confidence and assertiveness. Are better able to order ideas and opinions and express these clearly.	Success in debating competitions both in-house and with other schools. Increased skill demonstrated in non-narrative writing genres.
	Visiting theatre group providing workshops on Drugs Education and Transition	£ 700	Children are clear before leaving primary school about the dangers of illegal drugs and are well-prepared for their moving to secondary school	Children are helped to make a positive start after transfer and are equipped with skills and knowledge that will support their future learning.
	Higher ability writing group	£ 5,150	Extend the skills of higher ability year 6 children in their writing	Increased percentage of those achieving level 5a and 6
	1-2-1 reading support	£ 1,872	Individualised support for specific pupil with SEN.	
	Yr 5 guided reading booster	£ 1,290	Individualising support at all levels – small group work to extend pupil's reading and comprehension skills.	
3/4	Literacy groups – LA, MA & HA	£ 2,500	Individualising support at all levels – small group work to extend and develop pupil's literacy skills (including phonics, SPAG and writing).	
	Yr 3 & 4 writing booster groups	£ 2,500	Small group work to develop and extend quality of handwriting and sentence structure.	
	Yr 3 & 4 GPS support	(see below for full costing of initiative)	Individualised support for target pupils on correct use of SPAG in writing.	

	1-2-1 English support	£ 1,290	Individualised support for EAL/SEN pupil to develop English skills.	
	Catch Up reading (from Spring 2015)	£ 500	Targeted one to one support to develop decoding, comprehension and basic writing skills.	
	1:1 reading	£ 960	Targeted one to one support to develop decoding and comprehension skills.	
1/2	Yr 1 & 2 reading, writing and maths booster groups	£ 5,000	Individualising support at all levels – small group work to extend pupil's reading, writing and maths skills.	
	Yr 2 guided reading booster groups	£ 4,680	Individualising support at all levels – small group work to extend pupil's reading and comprehension skills.	
	1-2-1 phonic booster	£ 2,800	Individualising support – one to one support to develop decoding and blending skills.	
	1-2-1 writing tutorials	£ 3,432	Individualising support – one to one support to develop writing skills.	
	1-2-1 reading	£ 3,744	Individualised support to develop phonic and reading skills.	
	Yr 1 & 2 English and maths teacher support	£ 2,580	In class support for target LA/SEN/EAL pupils to develop English and maths skills.	
	Yr 1 & 2 English and maths TA support	(see cost for Language Groups below)	In class support for target pupils with speech and language difficulties to develop English and maths skills.	
	Yr 2 maths booster	£ 1,716	Small group work to extend maths knowledge for potential L3 pupils.	
	Yr 2 L2 & 3 reading and maths boosters (from Spring	£ 1,920		

	2015)			
EYFS	N & R EAL groups	£ 8,736	Individualised support to develop confidence with communication.	
	N & R basic skills groups	£ 5,320	Individualised support targeting bottom 20% in N & R to develop basic skills.	
	N & R nurture groups	£ 3,744	Small group supported targeted at summer born pupils to develop skills in prime areas, self-confidence and self-esteem.	
	N & R PP groups		Individualised support to extend learning opportunities through targeted activities.	
Whole School/ Cross Phase	Phase Managers release time	£ 9,360	<p>Addressing within school variance Ensuring consistent implementation of practice and expectations</p> <p>Improving monitoring and evaluation</p> <p>Ensuring Quality First Teaching and sharing best practice Team teaching and planning including joint lesson study</p> <p>Modelling lessons and presenting best models relating to quality of feedback</p> <p>Ensuring Effective Interventions Ensuring effectiveness of support staff interventions</p> <p>Providing targeted support/interventions for pupils to address underachievement</p>	<p>Increased percentage of outstanding teaching and learning (lesson observations)</p> <p>Consistent implementation of practice and expectations across the school (lesson observations and work/planning/marking scrutiny)</p> <p>Other adults provide effective support (lesson observations of support staff)</p> <p>Increased % of children working at or above age-related expectations (assessment data)</p> <p>Children make 4 points + progress (assessment data)</p>

			<p>Ensuring more accurate data Moderation and effective use of data and gap analysis</p> <p>Increasing engagement of parents in learning Leading on organisation of termly parents meetings</p> <p>Leading on quality of information available on class blog pages</p>	
3 mornings per week release for experienced expert teacher in GPS working across KS1 and KS2 classes	£ 14,256		Sharing expert practice, modelling lessons and raising standards	
Additional TA hour across the school from September 2014	£ 12,000		<p>To improve the quality of communication between class teachers and TAs to better focus interventions and discuss outcomes</p> <p>To ensure that TAs are very clear about the content of learning across each week and are better able to provide quality support to children.</p>	<p>Clear focus for interventions (observations of support staff)</p> <p>High-quality in-class support (lesson observations)</p> <p>Children in intervention groups meet individual targets (discussion with children and evidence of individual targets met)</p> <p>Children make expected or better progress (4 points+) – (termly data analysis and pupil progress meetings)</p>
Introduction of a new Welfare and Parental Engagement role	£10,000		<p>Increasing attendance and supporting parents to overcome barriers to good attendance and punctuality</p> <p>Provision of sessions to support parenting and parental engagement</p>	<p>Increased attendance and punctuality amongst those families who are not meeting current school expectations. Reduction of persistent absentees and latecomers.</p> <p>Children of targeted families make expected or better progress</p>
Employment of librarian one day per week	£7,995		Librarian working with every class each week supporting enthusiasm of and access to books and reading	Contributing to progress in reading across the school (4 points+) demonstrated through termly data and pupil progress meetings

Enrichment subsidy	£ 2,000	Supporting families to access musical instrument tuition, sports opportunities, after school enrichment club membership	Children develop thinking and problem solving skills. Talents are developed and nurtured. Greater self-confidence and independence acquired
Enrichment opportunities	£ 3,500	Specialist music projects, visiting theatre productions, workshops, curriculum related visits	Knowledge and understanding is expanded. Talents are developed and nurtured. Self-confidence and study skills are increased
Additional days of specialist support are bought in and engagement with expert outreach providers is extended.	£13,000		Diagnosis of specific issues increases our ability to best support individual children to succeed and progress.
Language groups	£15,718	Individualising support at all levels – small group work to develop pupil’s speech and language skills.	
Lunchtime cooking group	£ 500	Nurture group to support social and emotional needs of individual pupils and develop basic maths skills.	Support increases maths confidence and cooperation.
Administration and Management Time (HT, DHT,SBM,IM)	£ 5,000	Time taken to account for tracking progress of PP group, setting up and evaluation of interventions, accounting for expenditure.	Managers are able to meet with teachers and other staff to evaluate success of strategies. Planning for PP spending and accounting for this is accurate and information to all stakeholders.
iPads and accessories for two PP with SEN pupils	£ 1,000	To support individual needs through multi-sensory and engaging resources.	