

# HARESTOCK PRIMARY SCHOOL Pupil premium strategy statement



1. Summary information					
School	Harestock Primary				
Academic Year	2017/2018	Total PP budget	£92,740	Date of most recent PP Review	Apr 2018
Total number of pupils	253 (Sept 17)	Number of pupils eligible for PP	E6 – 57 Service – 52	Date for next internal review of this strategy	July 2018

2. Current attainment				
	Pupils eligible for E6(your school)		Pupils not eligible for E6 (national average)	
	Y2 5 are SEN -1EHCP a	Y6 5 SEN	Y2	Y6
% ARE Combined	25%	10%	77%	74%
% ARE Reading	50%	40%	90%	85%
% ARE Writing	50%	40%	87%	81%
% ARE Maths	25%	10%	81%	81%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Attendance rates for pupils eligible for PP are 95.09% for 16/17 academic year (below target of 96% for all) which could have impacted on their academic progress and that of their peers.
B.	SEND complexities of need for a number of PP children (10 of the 18 (56%) on SEN register are PP, 2 of the 18 (11%) are Service)  May 2018 update:12 of the 26 (46%) on the SEN register are PP; 4 of 26 (15%) are Service

<b>C.</b>	Development and understanding of independent learning skills – leading to learners being able to demonstrate self-motivational skills and know how to learn independently.
<b>D.</b>	All 2c at KS1 children do not achieve ARE
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Parents being in the Armed Forces, midterm Service Children admissions arriving with gaps in their learning.
<b>F.</b>	Refugee status and new to the country
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
<b>Success criteria</b>	
<b>A.</b>	Attendance rates for PP children to be at target or above 96% in line with the rest of the school by end of academic year 17/18
<b>B.</b>	Increase in numbers of 2c @ KS1 children gaining ARE in Y5 and 6
<b>C.</b>	Improve outcomes, PP children to secure GD working in Y4 in reading and maths in Y5/6
<b>D.</b>	More children who reached 2C at the end of KS1 reach ARE
<b>E.</b>	Gaps in Service children are learning to be assessed and addressed.
<b>F.</b>	Support in place through 1:1 LSA and additional EMATS sessions each week and children reaching more of the objectives relevant to the stage of learning.
	Reduce the number of persistence absentees among pupils eligible for PP. Overall PP attendance improves to 96% in line with the rest of the school.
	Evidence of successful PPM actions and outcomes, more children to achieve ARE
	Increased proportions of the more able working at GD in reading and maths.
	At each data drop an increased number of children who achieve 2c KS1 are on track to be ARE.
	The assessment of incoming service children identify any gaps and interventions are put in place.
	Children making progress relative to starting point.

<b>G.</b>	No EVER6 child is disadvantaged from attending / taking part in any enrichment activity, visit or residential experience.	Funding is used to support payments for specific activities / trips (and part residential payment for current FSM)
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**5. Planned expenditure**

<b>Academic year 2017/18</b>	<b>£90,000</b>
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The 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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B+D) Appropriate provision in place for those pupils causing concern, so that SEND pupils secure strong progress given their needs and abilities.	1:1 interventions and small group support using pre teaching techniques follow up in the afternoons with targeted 1:1 consolidating class teaching. Additional LSA support in Y5 maths.	Previous support for individual pupils' needs 1:1 and small group pre and post learning activities has shown previous success. On average ratio gain for 16-17 was 4.6	Monitoring and evaluation of outcomes and provision termly and reported to governors.	SENCO	Termly, plus monitoring walks and book monitoring and pupil conferencing.

C) Improve outcomes for the most able PP children to secure GD working in maths Y4 and reading in Y5 and Y6	Interventions/small gp support, to work further to challenge learning. Mastery in maths curriculum with more opportunities for more able children to experience challenge and greater depth.	Securing and extending class based learning. So that pupils can consolidate skills and knowledge and apply in a range of challenging concepts and GD.	Monitoring of provision, pupil progress meetings. Review of provision for to meet children aiming for GD	SLT	CT to provide information at Termly PP meetings.
B+Di) Increased spelling levels in Year 5/6	Launch Spelladrome programme across the school – Targeted children learn spelling through SOS strategies.	Securing higher spelling ages for our SEND/E6 in Year 5/6 and secure knowledge of spelling rules.	Monitoring, evaluation and reporting on the Spelladrome programme and other Wave 3 interventions, observations and the effectiveness of provision. Check literacy books for better spelling through the year when independent	English manager and SLT	Termly following SLT discussions. CT to provide information at Termly PP meetings.
B+Dii) Increased maths attainment	Implementation of maths mastery curriculum, securing class based learning. LSA support maths lessons for targeted children accessing learning including additional support in Y5	Securing and extending class based learning so that pupils can consolidate skills and knowledge and apply in a range of challenging concepts. Last year we found that teaching specific objectives in a small group or 1:1 outside the lesson helped with the retention of maths skills.	Monitoring, evaluation and reporting of provision through pupil progress meetings between CT and SLT.  Clear focus on PP outcomes through high expectation and target setting.  Highly effective first teaching with rapid support and ongoing assessment.	Maths coordinator and SLT	PP meetings
<b>Total budgeted cost</b>					£78260

## 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 implementation?
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A) Increased attendance rates.	Inclusion team tasked to monitor all children's attendance.	Improving attendance is a key step towards improving attainment.	<ul style="list-style-type: none"> <li>Head and inclusion team to collaborate to ensure that new provision continues to work in line with current school processes.</li> <li>There is no upward trend at the end of each term.</li> </ul>	CB/JS	Attendance rates are monitored monthly.
E) Gaps for Service Children are identified and closed.	Assessment of the incoming Service child's learning using standardised testing for reading and comprehension and number screen in maths	Prior usage of this system has been proven to be successful due to the transient nature of service children we have identified this as a key barrier to service children reaching their full potential.	As soon the area of need has been recognised, 1:1 or small group intervention will be put in place to address the gaps. Monitoring outcomes and impact will establish when the gaps are closed. Engagement with parents at transition time is essential as we are then able to immediately address any concerns	CB/JS	All interventions are reported to the HT and Govs termly .
F) Children with refugee status or new to the country settle and immersed in rich language, and reach more of the objectives relevant to their stage of learning.	1:1 support by a LSA dedicated to supporting the children with refugee status and additional EMTAS sessions each week	On entry at school the children had no English and little concept of Western lifestyles and schools. 1:1 support for these children is essential to enable them to begin to access the curriculum at a suitable level.	Monitoring, evaluation and reporting of provision through pupil progress meetings between CT, LSA with responsibility for the children and SLT		<p><i>At the end of the Spring term when the DfE funding expires to know how much PP funding then needs to be assigned.</i></p> <p>April update 2018: School was able to extend EAL support for the summer term</p>
<b>Total budgeted cost</b>					£11500

## 1. Review of expenditure 2017/2018 - £92,740

Date:

### 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)
Attendance rates for PP children to be at target or above 96% in line with the school by the end of the academic year.	Monitor attendance daily, CB now inputting registers on to SIMs to pick up any trends quickly and act on them. Closer monitoring of <90% attendees.	April 2018 PP attendance is 95.63% which is 0.38 below National. However the impact on the whole school has meant a rise to 96.3% which is in line with national. Spring of 2017 - 30 children (10.7 %) had an attendance of 90% of lower Up to 29/3/18 18 children (6.9%) had an attendance of 90% of lower	This approach to monitoring absences, is showing areas of improvement term on term. Ofsted recognised the positive impact this monitoring was having on attendance as a whole school.
B) Appropriate provision in place for those pupils causing concern, so that SEND pupils secure strong progress given their needs and abilities.	1:1 interventions and small group support using pre teaching techniques follow up in the afternoons with targeted 1:1 consolidating class teaching. Additional LSA support in Y5 maths.	The PP children who are on the SEN register made and average of a ratio 3 gain in reading. They also had average of 3.2 ratio gain in their maths ages. This has led to all the children in the SEN register and PP having increased percentage gains on the 3BM sheets. Individual case studies are available.	All these strategies that are in place have had a positive impact on the children's learning and we will continue to use this approach. Monitoring outcomes at the end of each term. A more rigorous PPM with SLT has meant teachers are more prepared to address children's gaps using 3BM. This will continue as well as colour coding termly outcome sheets for impact of intervention.
C) Improve outcomes for the most able PP children to secure GD working in reading Y4 and maths in Y5 and Y6	Interventions/small gp support, to work further to challenge learning. Mastery in maths curriculum with more opportunities for more able children to experience challenge and greater depth.	Most children who have the potential to be Greater depth are on track to be greater depth by the end of the year. OFSTED validated more able provision in maths being good during inspection in terms of task design and challenge.  <b><u>Pupil Premium progress</u></b> 46 children across the school have starting points so progress can be ascertained using end of KS1 results or end of Year R results.  Year 1 Read, Write, & Maths, Year 2 Read, Write & Maths, Year 3 Read, Write & Maths and Year 4 Write & Maths 100% of children made expected progress.  Reading whole group– 70% made expected progress Writing whole group– 78% made expected	The budget has changed how children are split for maths teaching from Sept 2018. There will be no additional teacher so all maths taught mixed year group across the school. Currently awaiting confirmation from DfE for successful bid which will give 2 teachers up to 12 sessions of CPD for mastery maths teaching from Sept 2018 to further impact outcomes. White Rose planning being used to ensure challenge is available for the teachers. This continues to be monitored by the maths manager.

		<p>progress</p> <p>Maths whole group – 74% made expected progress</p>	
<p>Di) Increased spelling levels</p> <p>B+Dii) Increased maths attainment</p>	<p>Launch Spelladrome programme across the school – Targeted children learn spelling through SOS strategies. Implementation of maths mastery curriculum, securing class based learning. LSA support maths lessons for targeted children accessing learning including additional support in Y5</p>	<p>Average score out of 20  Year 1 = 14.3;  Year 2 = 13.8 but 11 in SATs test  Year 3 = 9.4 Year 4 = 11.8  Year 5 = 10.3 Year 6 = 11.7 SATs test</p> <p>SEN Year 5/6 spelling age increase average April 2018 = 7.4 months</p> <p>As B  Maths attainment for the school has improved and is now only slightly below National. Progress is in line with National.</p>	<p>All children use software at school and at home. Participation has increased through the year.</p>
<b>ii Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
A) Increased attendance rates.	Inclusion team tasked to monitor all children's attendance.	<p>Whole school attendance has risen to 96.3% which is in line with National average. Instances of late marks are significantly reduced. Autumn term was 56 children 246 occurrences. Spring term was 43 children and 165 occurrences. Summer term was 28 children with 117 occurrences. Whole school approach to attendance has been taken.</p> <p>Spring term 2018 showed that 102 children had an attendance of 100% compared to 35 children Spring term 2017. Summer term 2018 103 children had 100% attendance.</p>	<p>The whole school attendance is rising and lateness is decreasing. With using this way of monitoring the arrival of the children it has had a very positive impact on communication between the Inclusion team and parents.</p>
E) Gaps for Service Children are identified and closed.	Assessment of the incoming Service child's learning using standardised testing for reading and comprehension and number screen in maths	All service children have increased their % on 3BM sheets. A small number of the Service children are on our SEN register and have been receiving specific afternoon interventions. These children were picked up immediately because of our assessment routine, which has shown itself to be	Prior usage of this system has been proven to be successful due to the transient nature of service children we have identified this as a key barrier to service children reaching their full potential and needs to continue.

		<p>effective and has been rolled out across the school for all new arrivals, not just service children. Governors and SLT, with teachers, track service children attainment and progress at the end of each term. Attainment % range from 60% on track for ARE to 100% of service children across Year 1 – 6</p> <p><b>Progress</b>  37 children across the school have starting points so progress can be ascertained using end of KS1 results or end of Year 2 results. Year 2 Read &amp; Write, Year 4 Write &amp; Maths and Year 6 Read, Write &amp; Maths 100% of children made expected progress.  Reading – 76% made expected progress  Writing – 92% made expected progress  Maths – 84% made expected progress</p>		
F) Children with refugee status or new to the country settle and immersed in rich language, and reach more of the objectives relevant to their stage of learning.	1:1 support by a LSA dedicated to supporting the children with refugee status and additional EMTAS sessions each week	The Refugee children are continuing to learn and thrive. Their attainment is monitored closely and afternoon support is given to improve further their reading ability, addressing maths gaps in knowledge and developing social and emotional elements to learning. .	Funding was pertinent for successes to be accelerated for these children due to 1-1 sessions through the weeks and increased EMTAS support in their home language.	