



Pupil Premium Strategy Statement 2018 – 2019

2017 – 2018 Review

1. Summary information 2018-19					
School	Hartlebury C of E Primary School				
Academic Year	2018 - 2019	Total PP budget	£31,680	Date of most recent PP Review	March 2018
Total number of pupils	182	Number of pupils eligible for PP	25	Date for next internal review of this strategy	October 2019

2. Current attainment 2017-18		
Year 6 = children / child = %	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving ARE in reading, writing and maths	100%	79% (64%)
% reaching expectation of ARE in reading	100%	79% (80%)
% reaching expectation of ARE in writing	100%	90% (78%)
% reaching expectation of ARE in maths	100%	90% (79%)
Year 2 = 28 children / child = 3.5 %	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving ARE in reading, writing and maths	53%	88% (73.6%)
% reaching expectation of ARE in reading	60%	91% (70%)
% reaching expectation of ARE in writing	60%	87% (75%)
% reaching expectation of ARE in maths	40%	87% (76%)
Phonics		
% of children achieving expected standard		
Year 1- Phonics 26 children/ child = 3.8 %	75%	91 % (82%)
Early Years		
% of children achieving expected standard		
Early Years 30 children / = 3.3%	Non Eligible	
% @ Good Level of development		73% (71.5%)
3. Likely barriers to future attainment (for pupils eligible for PP, including high ability)		

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Nearly half of those in receipt of the Pupil Premium Grant also have SEN.
B.	Low self-efficacy, engagement and levels of resilience impacting on attainment.
C.	Poor language and literacy skills affecting attainment in writing.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	40% of children in receipt of PPG have SEN or an EHCP.
E.	24% of PPG pupils did not start their education at Hartlebury.
F.	Families of 68% of those in receipt of PPG, have accessed or been referred to Early Help or Children's Services support.
G.	Attendance average of 89.8 % for pupils in receipt of PPG September 2017 – September 2018.
H.	Some parental disengagement with secondary education for their children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	Improvement in pupil self-efficacy and embedding of 'Meta-Cognition and Self-Regulation' approaches in teaching and learning across the school.	Pupils will make accelerated progress in reaching ARE in core areas.
2.	Improvement in spoken and written language skills of those in receipt of PPG, diminishing the difference between them and their peers.	Pupils will make accelerated progress in reaching ARE in core areas.
3.	Enhanced support for pupils with SEN who are also in receipt of PPG.	Improved scores on SCLN assessments and a diminished attainment gap between these pupils and their peers.
4.	Increased levels of support for parents requiring Early Help at Tier 1.	Reduced levels of referrals to Family Front Door/ Tier 2 Early Help agency support.
5.	Improved attendance, health and well-being of pupils in receipt of PPG.	High levels of pupil engagement with enhancement/sporting activities; improved attendance rates.

5. Planned expenditure

Academic year	2018 - 2019	Budget: £31,680
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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	Intended cost	When will you review implementation?
Improvement in pupil self-efficacy and embedding of 'Meta-Cognition and Self-Regulation' approaches in teaching and learning across the school.	Pupil Premium Lead undertaking NPQSL course/school based initiative to embed the teaching of meta-cognition and self-regulation strategies to enable children to take ownership of their own learning development.	The Education Endowment Foundation states that "Meta-cognition and self-regulation approaches have consistently high levels of impact...evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils."	Termly staff meetings, learning walks, Pupil Voice interviews. NPQSL qualification includes support for school based initiative through leadership learning groups, personal tutoring and peer support.	SB	£1500	Summer 2018
Total budgeted cost						£1500

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	Intended cost	When will you review implementation?
Improvement in spoken and written language skills of those in receipt of PPG, diminishing the difference between them and their peers.	All staff attended Chris Quigley Infusing Rich Vocabulary throughout the Primary Curriculum training in October 2018.	According to the EEF "studies of oral language interventions show positive impact on oral language skills and reading comprehension."	Termly staff meetings in place to moderate how teachers are planning opportunities for children to develop their use of spoken and written language.	CU/CG	In house	Termly - Summer 2018

	<p>Whole school training in 'Teaching Children to Listen'. This is a programme to ensure children are fully engaged with their learning and is a pre-requisite to the 'Word Aware' language introduction approach.</p> <p>All children eligible for PPG to undertake the British Picture Vocabulary Scale (BPVS3) assessment of receptive language.</p>	<p>Research and external PP moderation suggests that tracking children's receptive language through standardised scores, can lead to more affective tracking of intervention and increased progress. Improvements in ARE for reading need to be embedded in writing and other curriculum areas.</p> <p>Improving language and vocabulary is a key School Improvement Priority.</p>	<p>Work scrutinies focussed on the children's use of rich vocabulary across the curriculum.</p> <p>School has a highly qualified, experienced Teaching Assistant in place to screen pupils. Assessments have been planned for January 2019 and July 2019.</p>	IW	£300	Termly - Summer 2018
Enhanced support for pupils with SEN who are also in receipt of PPG.	Provision of a Communication TA to regularly work with key children on SCLN targets.	EEF: "evidence shows that small group tuition is effective and... studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact."	Regular assessment by Communication TA/LST Specialist and Speech and Language Therapist of children who have SEN and who are in receipt of PPG, will measure progress in expressive language. Results will be reviewed at SENCo Pupil Progress meetings.	TP	£8040	Termly - Summer 2018

	Improved staffing at Key Stage 2 to ensure small groups of pupils with SEN and in receipt of PPG, receive quality, personalised teaching and learning time from class teachers.			DC	£13,200	
Total budgeted cost						£21,540
ii. 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	Intended cost	When will you review implementation?
Improved attendance, health and wellbeing of pupils in receipt of PPG.	All pupils in receipt of PPG are given the option to participate in our extensive after school clubs; giving those opportunities to increase new skills and confidence.	EEF: "Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. here is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students..."	Weekly staff meetings, learning walks, Pupil and Parent Voice interviews.	DC	£1170	Attendance - weekly Health and Wellbeing - half termly
	Subsidised trips and residential costs.	EEF: "Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing."		KG	£500	
	Free musical tuition for pupils with PPG.			KG	£1170	

	<p>Provision of Mentor Link counselling services for identified children in Year 6 to support transition to secondary school.</p> <p>Provision of Lunchtime Supervisor with responsibility for wellbeing activities such as Jumping Jacks and Peer Buddies.</p>	<p>School has an established link with Mentor Link, with high levels of success. Children accessing mentors are more likely to achieve ARE in Year 6, have improved wellbeing and successfully move to High School.</p>		<p>CU</p> <p>LO</p>	<p>£1800</p> <p>£3000</p>	
<p>Increased levels of support for parents requiring Early Help at Tier 1.</p>	<p>Use of WHP/Educational Psychology to provide workshops for parents on issues around to positive parenting, managing children's behaviour and mindfulness/wellbeing activities.</p>	<p>Developing effective parental engagement to improve their children's attainment is challenging but EEF evidence suggests that early intervention can impact positively on young children's attainment.</p> <p>Worcestershire County Council states "Providing the right help at the earliest opportunity can help to solve problems before they become more pressing and complex, and may prevent children from suffering from significant harm."</p> <p>"effective early help can transform lives - helping parents back into work,</p>	<p>Pupil and Parent Voice interviews, chronology records, safeguarding records.</p> <p>Weekly SLT 'Vulnerable Children' meetings.</p> <p>Half-termly pupil progress meetings.</p>	<p>SB/SF</p>	<p>£1000</p>	<p>Safeguarding - daily and ongoing.</p> <p>Workshop take ups will be recoded and parents will be asked to provide feedback.</p> <p>Early Help agencies have their own copies of success criteria, made and shared with the school on a case by case basis.</p>

		stabilising children at school and removing the barriers to living healthy and productive lives."				
Total budgeted cost						£8640
Total Cost 2018-2019 of Pupil Premium Support						£31,680

6. Review of expenditure 2017-18				
Previous Academic Year		2017 - 2018	Budget: £28,880	
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
To close the attainment gap between the pupil premium children and non-pupil premium children.	Increase Quality First Teaching opportunities by improving staffing ratio. Comprehensive training for staff in raising attainment for children with additional needs.	In reading, the numbers of children in receipt of PPG, reaching ARE grew from a baseline of 39% to an end of year result of 62%.	SLT to review staffing and intervention programmes, with a view to improving results in writing and maths. CPD training already underway to support practitioners in delivering evidence based, high quality, engaging curriculums.	£21042.92
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
Improve attendance rates for pupils eligible for Pupil Premium Continue to maintain/ improve school attendance for the most	Pastoral support and a single point of reference for families/ children.	Personalised packages of support for individual families, such as GRT team support and subsidised breakfasts, have proved successful this	Attendance Leads to continue to work with SAET Trust Attendance Officers and supporting Early Help agencies to increase the support available for parents of children with low attendance.	£920.37

vulnerable learners in school.	Funding to support transportation to school for identified families.	year. Reasons for absence have been complex but school has addressed the needs of each family, through medical, financial or Early Help support, to improve attendance rates.		
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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
Improvement in S&L development for pupils receiving PP so that their Reading & Writing are not adversely impacted.	Provision of Communication TA to work with key children on their targets weekly.	3/4 pupils in receipt of PPG in Year 1 passed the Phonic Screening Test and were broadly in line with ARE in literacy.	Strategy to be replicated in 2018 - 2019, with a focus on pupils YR - Y3, ensuring that they are supported early to ensure any differences are diminished throughout Key Stage 2.	Communication TA £14,969.37 SENDCo £290
Support for pupils with SEMH, enabling readiness to learn.	Engagement of Mentor Link counselling services to provide ongoing support for targeted pupils.	Mentor Link has proved a great success. Pupil achieved ARE across the curriculum in SATs and made a successful transition to High School, without the need for Tier 2 or 3 Mental Health Services.	Strategy will be replicated in 2018-2019 for three Year 6 pupils in receipt of PPG who are vulnerable to mental wellbeing strategies. (See "018-2019 planned expenditure).	£600

7. Additional detail

This Pupil Premium Strategy Statement was written using the 2017 – 2018 data for EYFS, Year 1, Year 2 and Year 6 pupils. It has also taken on board the information provided by our in school data and pupil progress meetings.

We believe that all children at Hartlebury have an entitlement to a good education and as a school we are continually outward looking as to how we can ensure this for all. Individual circumstances are always taken into account when decisions are being made.