

# Pupil Premium Strategy Statement 2019 – 2020 and 2018 – 2019 Review



1. Summary information 2019-2020					
School	Hartlebury C of E Primary School				
Academic Year	2019 - 2020	Total PP budget	£34,320	Date of most recent PP Review	March 2018
Total number of pupils	184	Number of pupils eligible for PP	24	Date for next internal review of this strategy	October 2020

2. Current attainment 2018-19		
<b>a. Year 6 -Key Stage 2 SATs</b>		
Year 6: 28 children / each child = 3.6% Pupils eligible for PPG = 4 children = 14%	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	67%	77% (71%)
% reaching expectation of ARE in reading	67%	77% (TBC%)
% reaching expectation of ARE in writing	67%	77% (TBC%)
% reaching expectation of ARE in maths	67%	77% (TBC%)
<b>b. Year 2 - Key Stage 1 SATs</b>		
Year 2: 23 children / child = 4.3% Pupils eligible for PPG = 5 children /each child = 21%	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	75%	72% (TBC%)
% reaching expectation of ARE in reading	75%	83% (78%)
% reaching expectation of ARE in writing	75%	83% (73%)
% reaching expectation of ARE in maths	75%	83% (79%)
<b>c. Phonics % of children achieving expected standard</b>		
Year 1: 29 children/ child = 3.4% Pupils eligible for PPG = 0	None eligible	21 pupils = 73% (84%)

<b>d. Early Years % @ Good Level of development</b>		
23 children / = 4.3 % Pupils eligible for PPG = 7 children = 30%	42%	81% (75%)

### 3. Likely barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- |           |                                                                                  |
|-----------|----------------------------------------------------------------------------------|
| <b>A.</b> | 50% of those in receipt of the Pupil Premium Grant also have SEN.                |
| <b>B.</b> | Low self-efficacy, engagement and levels of resilience impacting on attainment.  |
| <b>C.</b> | Poor language and literacy skills affecting attainment in writing.               |
| <b>D.</b> | Poor number sense, fluency and computation skills affecting attainment in maths. |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

- |           |                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------|
| <b>D.</b> | Attendance average of % for pupils in receipt of PPG.                                                                    |
| <b>E.</b> | Increasing reports from parents of anxiety amongst pupils in receipt of PPG.                                             |
| <b>F.</b> | 21% of children in receipt of PPG have an Education Health Care Plan.                                                    |
| <b>G.</b> | Families of 54% of those in receipt of PPG, have accessed or been referred to Early Help or Children's Services support. |
| <b>H.</b> | 45% of children in receipt of PPG are from families with non working parents.                                            |

### 4. Desired outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
1.	Improvement in spoken and written language skills of those in receipt of PPG, diminishing the difference between themselves and their peers.	Pupils will make accelerated progress in reaching ARE in reading and writing.
2.	Improvement in number and computation skills of those in receipt of PPG, diminishing the difference between themselves and their peers.	Pupils will make accelerated progress in reaching ARE in maths.
3.	Improved attendance and access to health agencies of pupils in receipt of PPG.	High levels of pupil and family engagement with academic, sporting and enhancement opportunities; improved attendance rates.
4.	Increased support for pupils experiencing anxiety across the school.	Reduced levels of referrals to Tier 2 mental health support agencies.
5.	Enhanced support for pupils with SEN, including those with EHCPs, in receipt of PPG.	Improvement in progress scores; diminished attainment gap between these pupils and their peers; accelerated progress towards reaching outcomes outlined in EHCPs.

6.	Embedding of Early Help Offer for all families requiring family support.	Reduced levels of referrals to Family Front Door/Tier 2 Early Help agency support.
----	--------------------------------------------------------------------------	------------------------------------------------------------------------------------

5. Planned expenditure						
Academic year	2019 - 2020		Budget: £34,320			
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 number fluency and computation skills of those in receipt of PPG, diminishing the difference between themselves and their peers.	<p>Engagement of a new Maths Lead (Toni Branagh) and focus on maths as a School Improvement Priority leading.</p> <p>Increased funding for mathematical resources including home learning books for all pupils.</p> <p>Ongoing CPD for all teachers in mathematical strategies and teaching approaches.</p> <p>Introduction of the 'No Nonsense Number'</p>	The Education Endowment Foundation states that "Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies."	Half termly learning walks; book trawls; pupil voice; pupil progress meetings.	TB/CU	<p>TA cover x 6 days = £500.40</p> <p>£650 = Maths resource spend on classroom apparatus. In house</p> <p>£250 = resource cost</p>	Termly

	approach across the school.					
Improvement in spoken and written language skills of those in receipt of PPG, diminishing the difference between themselves and their peers.	<p>All children eligible for PPG to undertake the British Picture Vocabulary Scale (BPVS3) assessment of receptive language.</p> <p>Engagement of an Upper Key Stage 2 Communication TA resource for colleagues in delivering small group targeted intervention for children with speech, language and communication needs.</p>	<p>According to the EEF "studies of oral language interventions show positive impact on oral language skills and reading comprehension."</p> <p>Research and external PP moderation suggests that tracking children's receptive language through standardised scores, can lead to more effective tracking of intervention and increased progress. Improvements in ARE for reading need to be embedded in writing and other curriculum areas.</p>	Termly staff meetings in place to moderate how teachers are planning opportunities for children to develop their use of spoken and written language.	SB/LO	<p>TA x 24 hour sessions = <b>£333.60</b></p> <p>SCLN Course Cost = <b>£165</b></p> <p>3 days x TA cover for = <b>£250.20</b></p>	Termly
<b>Total budgeted cost</b>						£2149.20
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Intended cost</b>	<b>When will you review implementation?</b>

<p>Improved attendance and access to health agencies of pupils in receipt of PPG.</p>	<p>Establishment of Attendance Team, to comprise Head Teacher, SENCo and Office Manager.</p> <p>Termly meetings with the SAET attendance Team to discuss strategy and direction of policy.</p> <p>All staff to target persistent absentee families through effective communication and relationship building.</p> <p>Reduced costs of school trips and music tuition for pupils in receipt of PPG.</p>	<p>EEF: "Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. There 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..." 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."</p>	<p>Attendance Team will meet weekly for 30 minutes to track attendance of pupils, contact parents or establish Early Help interventions.</p>	<p>CU/S B/KG</p>	<p>6 hours x TA cover = <b>£166.80</b></p> <p>6 hours office = <b>£79.74</b></p> <p><b>£600</b></p>	<p>Weekly</p>
<p>Enhanced support for pupils with SEN, including those with EHCPs, in receipt of PPG.</p>	<p>Improved staffing at Key Stage 1 and 2 to ensure small groups of pupils with SEN and in receipt of PPG, receive quality, personalised teaching and learning time from class teachers.</p>	<p>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."</p>	<p>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.</p>	<p>CU/C G/SB</p>	<p>TA Year 5 cost = <b>£15,379</b></p> <p>TA Year 2 cost = <b>£9,170</b></p>	<p>Half termly</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>						<p><b>£25,395.54</b></p>

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?
<p>Increased support for pupils experiencing anxiety across the school.</p>	<p>School has trained an additional two members of staff in 'Youth Mental Health First Aid'. Staff are fully briefed and aware of a range of strategies and approaches to support children experiencing anxiety.</p> <p>School has engaged 'MentorLink' to provide counselling on a bespoke basis for individual pupils in receipt of PPG.</p> <p>School will be facilitating a workshop for all parents on how best to support their anxiety in children in January 2020.</p> <p>Increased staffing at lunchtimes to support pupils who experience social communication difficulties engage in playground games and activities.</p>	<p>The NHS 'Mental Health of Children and Young People survey November 2018 states that in 2017 statistics showed that "One in twelve (8.1%) 5 to 19 year olds had an emotional disorder, with rates higher in girls (10.0%) than boys (6.2%). Anxiety disorders (7.2%) were more common than depressive disorders (2.1%).</p> <p>Mental disorders tended to be more common in children living in lower income households. We are receiving increasing requests from parents to support their children's mental well being in school.</p>	<p>Regular SLT Well-being meetings; reviews of progress for children receiving interventions; termly Vulnerable Children meetings with the school nursing team.</p>	<p>CU/C G/SB</p>	<p>Youth Mental Health First Aid Cost</p> <p>2 days cover = £343.92</p> <p>2 days cover = £166.80</p> <p>£15 per hour x 25 = £375</p> <p>SEN Budget</p> <p>Full time Lunchtime Supervisor cost = £4,127</p>	<p>Half termly</p>
<p>Embedding of Early Help Offer for all families requiring family support.</p>	<p>Creation and publication of 'Hartlebury's Early Help Offer', signposted vulnerable families to</p>	<p>Early help can offer children the support needed to reach their full potential (Early Intervention Foundation, 2018). It can improve the</p>	<p>Regular SLT Well-being meetings; reviews of progress for children receiving interventions; termly Vulnerable</p>	<p>CG/S B/KG</p>	<p>3 hours = £39.87</p> <p>3 hours = £110.55</p>	<p>Termly</p>

	supporting agencies promptly and effectively. Designated safeguarding officer training to increase capacity across school.	quality of a child's home and family life, enabling them to perform better at school and support their mental health (EIF, 2018).	Children meetings with the school nursing team.		Designated Safeguarding Lead training 2 day course = £160  2 days cover = £333.60	
Provision of Family Learning Courses within school environment.	Provision of Adult Learning courses within school time; aimed at parents in receipt of benefits/ parents of pupils eligible for PPG.	The Worcestershire County Council Family Learning programme currently offers courses which "support help to raise the skill levels of mothers, fathers and carers in the family unit so they can: <ul style="list-style-type: none"> <li>Reach their full potential in life and are better equipped to support their children's learning, development and education in school.</li> <li>Make a positive contribution to their family unit by attending learning activities that could help lead them into long term employment.</li> <li>Build a secure family relationship so that the whole family can live a healthy, happy, fun filled life.</li> <li>Keep their family safe from harm and improve the health and well-being outcomes for their whole family."</li> </ul>	Regular progress meetings with Jessica Harris (Family Learning Manager, Worcester County Council); parental voice/feedback; course uptake and completion data.	CG/S B	3 hours = £94.80  3 hours = £110.55	Termly
Enhanced Pupil Premium Strategy Lead training.	Membership of Babcock Prime Pupil Premium	"Pupil Premium network meetings bring together Pupil Premium champions and	Regular Pupil Premium review, regular SAET audit; 'Pupil Progress'		Pupil Premium Network	Termly

	<p>Network, providing access to resources and training.</p> <p>Termly Pupil Premium Trust meetings to discuss strategy and policy to support greater outcomes for pupils.</p>	<p>inclusion leads and provide an opportunity to share effective practice and gain updates and information on Pupil Premium related topics. In addition to providing meaningful opportunities for networking with leaders from other schools/settings, these termly half day Pupil Premium Network meetings cover the following:</p> <ul style="list-style-type: none"> <li>• The latest National/Local legislation, information and updates</li> <li>• Solution focussed strategies to responding to learner needs</li> <li>• Access to exemplar templates, tools and materials</li> <li>• Sharing and discussion of effective practice</li> <li>• Additional support services and agencies that provide specialist support and guidance</li> <li>• Development of partnership working/ peer to peer support and challenge</li> <li>• CPD opportunities</li> </ul>	<p>meetings; 'Performance Management' reviews; data reviews.</p>		<p>Course per annum = £150</p> <p>6 hours x TA cover = £1000.80</p>	
<b>Total budgeted cost</b>						£6,904.70
<b>Total Cost 2019-2020 of Pupil Premium Support</b>						£34,449.44



## 6. Review of expenditure 2018-19

Previous Academic Year

2018 - 2019

Budget: £31,680

### 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
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.	Meta-cognition is an embedded teaching approaches across the school. All classrooms have 'Growth Mindset' displays and lessons incorporated into their curriculums.	Strategy to be enhanced in 2019-2020 by Key Stage 2 Maths & Art Cross Curricular Workshops and Motivational Assembly.	£1500

### 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
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 <b>Infusing Rich Vocabulary throughout the Primary Curriculum</b> training in October 2018. Whole school training in 'Teaching Children to Listen'. This is a programme to ensure children are fully engaged with their learning and is a prerequisite to the 'Word Aware' language introduction approach.	As a group, children identified as Pupil Premium made an average of 3 points progress in reading by the end of academic year 2018-2019. In writing, they made 2.8 points average progress.  PPG pupils without SEN made 3.7 points progress in both reading and writing.	Strategy will continue into 2019-2020 with a focus on writing in children within key PPG groups (boys, SEN, GRT).	£300

	All children eligible for PPG to undertake the British Picture Vocabulary Scale (BPVS3) assessment of receptive language.			
Enhanced support for pupils with SEN who are also in receipt of PPG.	<p>Provision of a Communication TA to regularly work with key children on SCLN targets.</p> <p>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.</p>	Reviews of progress from the SCLN team and in house (using Language Link), provide evidence of improvement in language levels of a good proportion of pupils in receipt of PPG.	Building on the successful impact of our Communication TA, we have chosen to train a second member of staff in Upper Key Stage 2 (from January 2020) to support children with speech and language difficulties.	<p>£8,040</p> <p>£13,200</p>

### 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
Improved attendance, health and wellbeing of pupils in receipt of PPG.	<p>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.</p> <p>Subsidised trips and residential costs.</p>	<p>Current data (November 2020), shows that numbers of persistent absentees have reduced from 11% to 5.4% following on from extensive interventions and class teacher focus.</p> <p>Uptake of trips by pupils in receipt of PPG is good, reducing barriers to the enhancement of learning opportunities.</p>	School to continue strategy in 2019 - 2020.	£7,640

	<p>Free musical tuition for pupils with PPG.</p> <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>MentorLink counselling services of targeted pupils ensured a good transition to High School.</p> <p>Pupil voice provides positive feedback about the school's pastoral provision, children feel safe and valued.</p>		
Increased levels of support for parents requiring Early Help at Tier 1.	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>Following a significant investment in Early Help CPD, school can now provide an Early Help Offer; increased Youth Mental First Aiders and increased levels of Safeguarding Leads.</p> <p>Families requesting support have been signposted promptly and there are currently no pupils open to the Family Front Door (Children's services).</p>	School to continue strategy in 2019 - 2020.	£1000

## 7. Additional detail

This Pupil Premium Strategy Statement was written using the 2018 – 2019 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 have high ambitions for all of our pupils and believe that all are entitled to a good education. 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.