

# Pupil premium strategy statement (primary)

1. Summary information					
School	Hartley Brook Primary Academy				
Academic Year	2017/18	Total PP budget	£417,120.00	Date of most recent PP Review	6/2/18
Total number of pupils	667	Number of pupils eligible for PP	316	Date for next internal review of this strategy	21/5/18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	40%	61%
% making progress in reading	44%	71%
% making progress in writing	63%	76%
% making progress in maths	58%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Many children enter Nursery and Reception with Speech and Language Delay. S&L screening of all Reception children carried out in the first half term by an employed speech and language therapist term showed that 98% of the Reception cohort had some level of speech and language delay. Of these, 30% require 1-1 interventions and programmes of work and 68% need group intervention to meet their needs and close the gaps. This slows progress in phonics and results in delayed reading and writing attainment, this continues affecting progress and attainment in subsequent years.
<b>B.</b>	Pupil Premium children leave Y2 and Y6 attaining lower than Non-PP children in all areas. Exit data shows that PP children achieved 40% combined at Y6 compared to 43% Non-PP. At Y2 PP children achieved 61% in reading compared to 72% of Non-PP, in writing 49% of children achieved whilst 60% of Non-PP and in maths 67% of PP compared to 75% on Non PP achieved.
<b>C.</b>	Social, emotional and behavioural difficulties affect a number of children in school and impact on their wellbeing, behaviour and learning. A high number of these children are PP.
<b>D.</b>	A large number of the PP children have limited extra-curricular, cultural experiences outside of school. The Astrea Promise aims to inspire young children and give them the valuable experiences that they may not receive out of school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Low attendance rates overall, with Pupil Premium children attending less than Non Pupil Premium. Attendance data shows that last academic year the attendance rate of PP children was 92.8% and Non-PP pupils attendance rate was 95.1%.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve the speech and language skills of the children in the EYFS.	Pupils eligible for PP in Reception show rapid progress over the year.

		Speech and language screenings of PP children show good progress in oral skills.
<b>B.</b>	To close the attainment gap between PP and Non-PP, with a particular focus on Y2 and Y6 including higher attainers in maths.	Exit data for all disadvantaged Y2 and Y6 shows that PP children's attainment matches that of Non PP children. To increase the % of disadvantaged pupils attaining greater depth in maths
<b>C.</b>	To support PP children with social, emotional, behavioural and learning difficulties allowing them to access learning and make progress.	The specific PP children identified in school show good progress. Fewer behaviour incidents are recorded for these pupils on the school system.
<b>D.</b>	To offer PP children a range of extra-curricular and out of school cultural experiences.	All PP children to take part in extra-curricular activities in or after school. All PP children to go on at least 2 school trips per year.
<b>E.</b>	To increase the attendance rate of PP pupils.	Reduce the number of persistent absentees among pupils eligible for PP. Improve overall PP attendance and fall in line with Non-PP pupils.

## 5. Planned expenditure

Academic year

2017/18

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 implementation?
A. Improved speech and language skills in Early Years	<p>Speech and language therapist to work 2 days a week in Nursery and Reception.</p> <p>Extra TA to be trained in Speech and language and run daily communication and language interventions.</p> <p>Employment of a Nursery apprentice to ensure that smaller, more focused key worker groups can run.</p>	<p>S&amp;L screening showed that 98% of children that entered reception had delayed oral skills. Of these, 30% require 1-1 interventions and programmes of work and 68% need group intervention to meet their needs and close the gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a></p> <p>Smaller group sizes, higher staff to child ratio. More adult and children interactions.</p> <p>EEF Teaching and Learning toolkit shows that Early Years Interventions and reducing class size has good impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p>	<p>Monitor progress using speech and language screening.</p> <p>Monitor progress and attainment of PP children in all areas of learning but particularly communication and language.</p> <p>Timetable of interventions taking place.</p>	<p>Early Years Teachers and deputy head.</p> <p>PP coordinator s</p>	June 2018

<p><b>B.</b> Improved attainment of PP children in Y2 and Y6.</p>	<p>Additional Teaching staff in KS2.</p> <p>CPD to ensure quality first teaching.</p> <p>School Library Service to provide more reading opportunities.</p> <p>Technology to support learning.</p>	<p>Smaller group sizes, personalised learning and catch up maths and English.</p> <p>CPD to improve questioning skills, mastery maths. Focus on improving the outcomes for higher attaining disadvantaged pupils in maths to increase the % attaining the higher standard (2% in 2016)</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>Use of Mastery Maths curriculum to help improve maths attainment and progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p>PP children attaining lower in reading than Non-PP.</p> <p>EEF toolkit shows that digital technology has good impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</a></p> <p>Subscriptions to educational websites</p>	<p>Monitor progress and attainment of Y2 and Y6 PP children.</p> <p>Learning walks and observation of teaching, learning and feedback provided to PP children.</p>	<p>Y2, Y6 teachers and deputy heads</p> <p>PP coordinators</p>	<p>July 2018</p>
<b>Total budgeted cost</b>					95,868
<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>When will you review implementation?</b>

A. Improved speech and language skills in Early Years	Daily small group communication and language groups.  One to One speech and language therapy.	Out of the reception children 30% of them require 1-1 S&L interventions and programmes of work and 68% need group communication intervention to meet their needs and close the gaps.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>  EEF Early Years Toolkit shows that communication and language approaches have high impact for a fair cost. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>	Monitor progress using speech and language screening.  Timetable of interventions taking place. Monitor progress of children receiving interventions.  Regular feedback from S&L therapist and specialist TA.	EY Teachers  S&L therapist  PP coordinators	June 2018
B. Improved attainment of PP children in Y2 and Y6.	Extra literacy and maths boosting with TAs, catch up interventions.	Number of PP children needing some extra support and boosting to achieve ARE in core subjects.  EEF Teaching and Learning Toolkit shows good impact of small group tuition.	Monitor progress of children receiving small group interventions.  Tracker of interventions. Timetable of TA boosting.  Learning walks and observation of teaching, learning and feedback provided to PP children.	Y2 and Y6 teachers.  PP coordinators	June 2018
<b>Total budgeted cost</b>					28,163
<b>iii. Other approaches</b>					
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?
C. Support PP children with social, emotional, behavioural and learning difficulties	Staff running the 'rocket room' for children struggling to access learning in class.  Staff providing a Nurture Bridge Provision for children with social, emotional and behavioural difficulties who are struggling in class.  Staff running a Nurture	Smaller group sizes.  A number of PP children that need a high level of support to access learning in school.  High number of PP children are SEND and need extra support and alternative provision.  PP children behaviour incidents recorded on behaviour monitoring system.	Monitor the progress of children receiving specialist provision in the rocket room, nurture, IR.  Ensure identification of target pupils is fair, transparent and properly recorded.  Monitor behaviour incidents recorded on school system.  Monitor whether improvements in behaviour translate into improved attainment.	SENCO  PP coordinators	May 2018

	<p>classroom each afternoon to provide specific intervention for children with social, emotional and behavioural difficulties.</p> <p>Learning mentors for each Key Stage to monitor behaviour and work with target children.</p> <p>Staff running IR Unit and providing 1-1 support for SEND children.</p>		<p>Learning walks and observations of provision provided for PP children to monitor effectiveness.</p>		
<p>D. Offering extra-curricular and cultural experiences.</p>	<p>Subsidise school trips, visitors and residentials.</p> <p>Weekly after school clubs</p> <p>Specialist PPA teachers to deliver weekly Music, PE, Art and Drama</p>	<p>A high number of the PP children have limited opportunities and experiences outside of school. This means they don't have the chance to access and explore a range of diverse interests. Many of the children may struggle to exceed in core subjects but thrive in extra-curricular activities. The option to access these means they can build their self-esteem and make a positive contribution to school life.</p> <p><a href="http://www.bbc.co.uk/news/health-28703013">http://www.bbc.co.uk/news/health-28703013</a></p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	<p>Monitor school trip, visitors and residentials.</p> <p>Pupil voice questionnaire</p> <p>Feedback from PPA teachers</p> <p>Learning walks and observations of provision provided for PP children to monitor effectiveness.</p>	<p>PPA teachers</p> <p>PP coordinators</p>	<p>July 2018</p>
<p>F. Improve attendance rates</p>	<p>Attendance officer to monitor and improve attendance rates</p> <p>Attendance incentives and rewards</p> <p>Mini bus to collect non attending PP children</p>	<p>PP children have lower attendance rates than Non-PP</p> <p>Higher numbers of PP children are persistent absentees.</p> <p>Attainment of PP children can't meet or exceed the attainment of Non-PP children if attendance isn't equal.</p> <p>Attendance is a whole school priority that is continually being addressed.</p>	<p>Monitor attendance rates of PP children.</p>	<p>SLT</p> <p>Attendance officer</p> <p>PP coordinators</p>	<p>May 2018</p>

		<a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>			
<b>Total budgeted cost</b>					294,819

6. Review of expenditure				
Previous Academic Year 2017/18				
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 improve the speech and language skills of the children in the EYFS.	Employed a part time speech and language (S&L) teacher to improve. Employed a speech and language TA	S&L teacher had considerable impact on the outcomes of all pupils. At the beginning of the year 98% of reception children did not have age appropriate language skills. Children were put on intervention and tracked throughout the year. By the end of the year, 94% of pupils have age appropriate language skills.	Due to the high impact of this intervention, we have decided to employ the S&L teacher on a full time basis. In addition to this, she will be working across key stage 1 to ensure that any children without age language have an intervention in place.	
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
To close the attainment gap between PP and Non-PP, with a particular focus on Y2 and Y6 including higher attainers in maths.	Focus on questioning through CPD Employing a 4 <sup>th</sup> teacher to reduce class sizes in year 6. Added Ta support to year 2	<p>Learning walks have shown an improve in high order questioning across the school. As a result of this, outcomes have improved and progress is good.</p> <p>The GAP between non PP and PP children is closing but more work still needs to be done to move all children in line with national averages. Exit data shows that PP children performed better in year 6 than the previous year by 14%. Also they closed the GAP to non PP children to 1%.</p> <p>End of key stage 1 data shows an improvement by all children in maths in reading. PP children performed better than previous years and are continuing to close the GAP to non PP children and national.</p>	<p>CPD has had a big impacting on moving teaching and learning to mostly good (83%) in the school with 15% outstanding teaching.</p> <p>We will be continuing with the 4<sup>th</sup> teacher in year 6 to reduce class sizes again. Increases in our KS2 results indicate that it had a positive impact on the children. This is further backed up by EEF research that suggests that small class sizes accelerate progress.</p>	£124,000.00 including above



<b>iii. Other approaches</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>	<b>Cost</b>
To support PP children with social, emotional, behavioural and learning difficulties allowing them to access learning and make progress.	Bridge Nurture	<p>Two T.A's have been trained to run a nurture group in an afternoon. This has had a huge impact on the children involved. Assessment of these children has shown that they have gone back to class and settled well. They also feel able to talk to the staff involved if they have any worries during a morning breakfast club.</p> <p>The bridge is run by a member of staff to give children with emotional and/or behavioural needs a 'break out room'. This has worked well as children are able to compose themselves, complete work and return the classroom for a fresh start.</p>	This approach will be continued for the 2018/19 academic year.	294,819
To offer PP children a range of extra-curricular and out of school cultural experiences.	TA/teachers running a range of after school activities	Children are able to access a range of clubs if their attendance is above 96%. Staff run half termly clubs offering a wide range of activities. In addition to this, trips are arranged and one visitor comes into school for every year group.	We will continue with this approach next year. Staff will plan trips and visitors on their curriculum overview and submit these to SLT.	
To increase the attendance rate of PP pupils.	Rewards attendance office	<p>There has been some impact with rewards for attendance. However, we have plateaued and are now seeking other options to improve attendance further.</p> <p>The attendance officer plays a vital role in ensuring that attendance is given a high profile in school. She rings parents, makes home visits and issues fines where appropriate. She has also developed the reward system in school which is linked to attendance.</p>	Rewards have worked for some of the children and has helped raised attendance to around 94%. We now need to tackle persistent absentees in order to move this line with national averages. In order to do this, we have revised our attendance policy and have been trained in walking bus. We aim to target these children to improve the overall attendance of the school.	

## 7. Additional detail

