

Pupil premium strategy statement

1. Summary information					
School	Hartley Brook Primary Academy				
Academic Year	2018/19	Total PP budget	£421,080.00	Date of most recent PP Review	12/5/18
Total number of pupils	599	Number of pupils eligible for PP	319	Date for next internal review of this strategy	July 2019

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	54%	55%
% making progress in reading	93%	93%
% making progress in writing	96%	97%
% making progress in maths	85%	88%

3. 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.	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. Last year 98% of the Reception cohort had some level of speech and language delay. Of these, 30% required 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.	Pupil Premium children leave Y2 and Y6 attaining lower than National levels in all areas. Exit data shows that PP children achieved 54% combined at Y6 compared to 55% Non-PP. However this is still a 10% difference to National Levels. At Y2 PP children achieved 66% in reading compared to 74% of Non-PP, in writing 56% of children achieved whilst 60% of Non-PP and in maths 76% of PP compared to 81% on Non PP achieved.
C.	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.
D.	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.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	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 92.4% and Non-PP pupils attendance rate was 94%.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	To close the attainment gap between PP (all children) and National.	Exit data for all disadvantaged Y2 and Y6 shows that PP children's attainment matches that of Non PP children. We aim to narrow the gap for all children towards National. To increase the % of disadvantaged pupils attaining greater depth in maths
C.	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.
D.	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.
E.	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 5 days a week in Nursery and Reception.</p> <p>Extra TA to run daily communication and language interventions.</p> <p>Nursery apprentice to ensure that smaller, more focused key worker groups can run.</p>	<p>Last year the S&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>After the successful intervention of S&L support this changed to only 4 children (4.5%) not passing the end of year screening and needing further S&L intervention in Year 1.</p> <p>Due to this success the S&L therapist has been employed full time to work across EY and KS1.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</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>	July 2019

<p>B. Improved attainment of PP children.</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>Staff to be trained on Catch up Literacy and Numeracy and to deliver this intervention weekly.</p> <p>Trial Young Journalists Intervention EEF.</p>	<p>Smaller group sizes, personalised learning and 1-1 catch up maths and English.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy/</p> <p>Use of Mastery Maths curriculum to help improve maths attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>PP children attaining lower in reading than Non-PP. Lexia to be used for small group interventions.</p> <p>To increase the number of PP children achieving greater depth in Writing. Trialling Young Journalists Intervention with Yr 5. If successful then will roll out into other year groups.</p> <p>EEF toolkit shows that digital technology has good impact. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p> <p>Subscriptions to educational websites and apps to support learning at school and home. https://trockstars.com/page/features</p>	<p>Monitor progress and attainment of all PP children.</p> <p>Learning walks and observation of teaching, learning and feedback provided to PP children.</p> <p>Monitoring the intervention data and impact.</p>	<p>All teachers and deputy heads</p> <p>PP coordinators</p>	<p>July 2019</p>
<p>Total budgeted cost</p>					<p>135,563</p>
<p>ii. Targeted support</p>					

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?
<p>A. Improved speech and language skills in Early Years</p> <p>(directly links to SDP)</p>	<p>Daily small group communication and language groups.</p> <p>One to One speech and language therapy.</p>	<p>Out last year's reception children 30% of them required 1-1 S&L interventions and programmes of work and 68% needed group communication intervention to meet their needs and close the gaps. This years cohort are expected to have similar barriers, the screening will take place within the first 4 weeks of school. Interventions will then be put in place to meet the needs of the children.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>EEF Early Years Toolkit shows that communication and language approaches have high impact for a fair cost.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p>	<p>Monitor progress using speech and language screening.</p> <p>Timetable of interventions taking place. Monitor progress of children receiving interventions.</p> <p>Regular feedback from S&L therapist and specialist TA.</p>	<p>EY Teachers</p> <p>S&L therapist</p> <p>PP coordinators</p>	<p>July 2019</p>
<p>B. Improved attainment of PP children</p> <p>(directly links to the SDP)</p>	<p>Extra literacy and maths boosting with TAs, catch up interventions.</p> <p>Catch up literacy and numeracy interventions to be rolled out across school.</p>	<p>Number of PP children needing some extra support and boosting to achieve ARE in core subjects.</p> <p>EEF Teaching and Learning Toolkit shows high impact of small group tuition.</p>	<p>Monitor progress of children receiving small group interventions.</p> <p>Tracker of interventions. Timetable of TA boosting.</p> <p>Learning walks and observation of teaching, learning and feedback provided to PP children.</p>	<p>All teachers.</p> <p>PP coordinators</p>	<p>July 2019.</p>
Total budgeted cost					119,513
iii. 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	When will you review implementation?
<p>C. Support PP children with social,</p>	<p>Staff running the 'sparks room' for children struggling to access</p>	<p>Smaller group sizes.</p> <p>A number of PP children that need a high</p>	<p>Monitor the progress of children receiving specialist provision in the sparks room, nurture, IR, The</p>	<p>SENCO</p> <p>PP</p>	<p>July 2019</p>

<p>emotional, behavioural and learning difficulties.</p>	<p>learning in class.</p> <p>Staff providing a Nurture Bridge Provision for children with social, emotional and behavioural difficulties who are struggling in class.</p> <p>Staff running a Nurture 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>A member of staff running The Bridge in the morning sessions for children with emotional and behavioural needs.</p>	<p>level of support to access learning in school.</p> <p>High number of PP children are SEND and need extra support and alternative provision.</p> <p>PP children behaviour incidents recorded on behaviour monitoring system.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Bridge.</p> <p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour incidents recorded on school system.</p> <p>Monitor whether improvements in behaviour translate into improved attainment.</p> <p>Learning walks and observations of provision provided for PP children to monitor effectiveness.</p>	<p>coordinator s</p>	
<p>D. Offering extra-curricular and cultural experiences.</p>	<p>Subsidise school trips, visitors and residentials.</p> <p>Astrea Promise to be rolled out across school.</p> <p>Year 6 children to access an abroad trip.</p> <p>Weekly after school clubs</p> <p>Specialist PPA teachers to deliver weekly Music, PE, Art, ICT.</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>http://www.bbc.co.uk/news/health-28703013</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>Monitor school trip, visitors, residentials and after school clubs to make sure PP children are equally represented.</p> <p>Pupil voice questionnaires</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 coordinator s</p>	<p>July 2019</p>

		https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/			
<p>E. Improve attendance rates</p> <p>(directly links to SDP)</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>New attendance and punctuality policy across school.</p> <p>Rolling out a walking bus to target Persistent Absentees.</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>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>Monitor attendance rates of PP children.</p>	<p>SLT</p> <p>Attendance officer</p> <p>PP coordinators</p>	<p>July 2019</p>
Total budgeted cost					169,207

1. Review of expenditure				
Previous Academic Year 2018/19				
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 and target specific KS1 children with delayed language.	Employed a full time speech and language (S&L) therapist for Early years and KS1. Employed a speech and language TA	S&L therapist and the range of interventions runs by staff has a considerable impact on the outcomes of all pupils. At the beginning of the year 93% of nursery and reception children did not have age appropriate language skills (S&L Therapist screening tool) which without specific intervention would have a hugely detrimental effect on progress and attainment in all subjects. Children are put on a range of interventions to tackle this and are tracked throughout the year.	Due to the high impact of this intervention we have decided to continue employing a full time speech and language therapist. However we have found that covering Nursery, Reception, Year 1 and Year 2 meant that the younger year groups of children didn't receive the extensive speech and language therapy which was needed. Therefore moving forwards next year we are going to base the S&L therapist in the early years and use trained TAs to deliver interventions to small groups of Year 1&2 children who still require support.	
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

<p>To close the attainment gap between PP and Non-PP, with a particular focus on Y2 and Y6 including higher attainers in maths.</p>	<p>Ensuring quality first teaching through targeted CPD.</p> <p>Employing a 4th teacher to reduce class sizes in year 6.</p> <p>Added HLTA support to year 2</p> <p>Catch up literacy and numeracy intervention</p> <p>EEF young journalist intervention trial Y5</p>	<p>CPD has had a big impacting on ensuring high quality teaching throughout school.</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 6% (combined). There was only a 1% difference between PP and all pupils (combined 61%/60%), in reading and writing PP pupils performed the same as all pupils.</p> <p>End of key stage 1 data shows an improvement by all children in writing. PP children performed better than the previous year in writing and the same in reading. Although a gap between PP and all pupils remains it is small and closing.</p> <p>Catch up literacy and numeracy has been delivered in years 3 and 4. The data shows that the children involved made good progress.</p> <p>One of the three Y5 class took part in the Young Journalist Intervention. This class had a higher percentage of children achieving expected levels in writing and also a higher number of greater</p>	<p>We will be continuing with the 4th 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> <p>CPD next year will focus on metacognition and rolling out the RWI whole school phonics, reading and writing scheme.</p> <p>The young journalist trial was successful at improving the percentage of children in the trial class achieving greater depth in writing however staffs concerns over it not meeting the needs of the rest of the pupils in the class have made us reluctant to roll this out across KS2.</p> <p>We are hoping to continue to roll out catch up literacy and numeracy but will be monitoring impact closely as the 1-1 nature of the programme brings in to question value for money as only a small number of children can be targeted.</p>	<p>£255,076.00</p>
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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
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<p>To support PP children with social, emotional, behavioural and learning difficulties allowing them to access learning and make progress.</p>	<p>The Bridge</p> <p>Nurture class in afternoons</p> <p>Learning mentors for each key stage</p> <p>‘Sparks’ room</p> <p>IR class for PP/SEND crossover children who require a tailored curriculum</p>	<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> <p>Learning mentors work in each key stage to monitor and deal with behaviour that is impacting on learning. They make strong links with parents and families to offer support. The learning mentors run targeted interventions to support children’s personal, social, emotional and behavioural development.</p> <p>IR has offered tailored support to 4 children. 3 of these children are now going to begin a very slow transition back into mainstream classes with TA support.</p>	<p>Nurture is a vital support for some of our most vulnerable children and will continue to run in the academic year 2019/20.</p> <p>A ‘ready to learn’ club where children have time in a small calm group with familiar staff with who they have built close relationships and complete activities that help to set them up for the day. They then get taken to class with the hope that they will remain settled and learning.</p> <p>Learning mentors have found an improvement in the number of behaviour points recorded The small targeted interventions are having a positive impact on children’s emotional development, confidence, social skills and therefore behaviour. This will all continue in academic year 2019/20.</p> <p>The IR will continue to run next year however it will have 5 new children joining whose behaviour will allow the IR to have a more learning based approach and offer them a curriculum at their level.</p>	<p>£169, 207.00</p>
<p>To offer PP children a range of extra-curricular and out of school cultural experiences.</p>	<p>TA/teachers running a range of after school activities</p>	<p>Children are able to access a range of clubs. Staff run half termly clubs offering a wide range of activities.</p> <p>3 trips are arranged for each year group and a visitor also comes into school.</p> <p>The Astrea Promise has been rolled out this year and has offered children 6 extra enrichment experiences throughout the year.</p>	<p>We will continue with this approach next year. Staff will plan trips and visitors on their curriculum overview and submit these to SLT.</p> <p>The Astrea Promise will also continue to be rolled out and children will reflect on their experiences in the new Astrea Promise books that follow them through school.</p> <p>The after school clubs will be ran in a different way allowing all children to access them without it depending on their attendance rate. This should ensure that all PP children get the chance to take part in after school activities.</p>	

<p>To increase the attendance rate of PP pupils.</p>	<p>Rewards/Incentives Attendance officer Walking bus Mini bus pick up</p>	<p>There has been some impact with rewards for attendance however the improvement we</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> <p>The walking bus has been continuously trialled and re launched but hasn't been as successful as hoped. It did have a positive impact on a small number of PP PA childrens attendance but the amount of staffing and time it takes to run it outweighed the small benefits.</p>	<p>Rewards have worked for some of the children and has helped raise attendance of all pupils to 95.3% (end of 2018.19). PP children's attendance was 93.3% at the end of the year, attendance will therefore remain a priority on our PP action plan.</p> <p>The roll out of the newest incentive scheme has only just very recently (May 2019) been put into place so this will continue.</p> <p>Next year we are hoping to trail having before school extracurricular clubs as a way to target attendance.</p>	
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