

Pupil premium strategy statement

1. Summary information					
School	Hartley Brook Primary Academy				
Academic Year	2019/20	Total PP budget	£480,620.00	Date of most recent PP Review	
Total number of pupils	656	Number of pupils eligible for PP	336	Date for next internal review of this strategy	July 2020

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	52%	65%
% making progress in reading	71%	93%
% making progress in writing	72%	97%
% making progress in maths	73%	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 93% of the Reception cohort had some level of speech and language delay. This slows progress in phonics and results in delayed reading and writing attainment, this continues affecting progress and attainment in subsequent years.
B.	Particularly in KS1 and lower KS2 there are significant gaps in attainment between Pupil Premium and Non Pupil Premium students in all subjects. (Year 1 end of 2018.19 data. R -30% gap, W -27% gap, M -30%) (Year 2 end of 2018.19 data. R -24% gap, W -4% gap, M -15%) (Year 3 end of 2018.19 data. R -16% gap, W -21% gap, M -19%) (Year 4 end of 2018.19 data. R -12% gap, W -20% gap, M -19%)
C.	A large number of PP children have limited opportunities to read and engage in all text types at home. They can lack the necessary support in comparison with their peers and this therefore has a negative effect on their early reading skills. At the end of 2018.19 Year 1 Pupil Premium children had a -30% gap (in those achieving expected levels of progress) compared with Non-pupil premium pupils.
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 *(issues which also require action outside school, such as low attendance rates)*

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 93.3% and Non-PP pupils attendance rate was 95.3%.
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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 (3 year target)	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 attainment data for all PP children in Years 1-4 matches that of Non PP children. We aim to narrow the gap for all children towards National.
C.	To offer frequent, high level targeted reading support to Pupil Premium children not meeting expected levels.	The PP children from targeted groups show accelerated progress in reading therefore closing the attainment gap.
D.	To offer PP children a range of extra-curricular and out of school cultural experiences. (3 year target)	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 and access the Astrea Promise.
E.	To increase the attendance rate of PP pupils. (2 year target)	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

2019/20

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 full time 5 days a week in Nursery and Reception. S&L Therapist - £39,000.00</p> <p>TA to run daily communication and language interventions in Nursery, Reception and Year 1. TA – £17,000.00 TA- £20,000.00 TA- £12,000.00 TA - £9,000.00</p>	<p>Last year the S&L screening showed that 93% of children that entered reception had delayed oral skills.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</p> <p>EEF Teaching and Learning toolkit shows that Early Years Interventions and reducing class size has good impact. 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>Regular monitor of TA's intervention trackers and impact data.</p>	<p>Early Years Teachers and deputy head.</p> <p>PP coordinators</p>	<p>July 2020 July 2021 July 2022</p>

<p>B. To close the attainment gap between PP (all children) and National.</p>	<p>Additional Teaching staff for Y2, Y6 Member of staff £26,600.00 Member of staff £10,500.00</p> <p>CPD to ensure quality first teaching. CPD £3700.00 Astrea links/moderation cluster meetings/support £26,900.00</p> <p>Technology to support learning. Technology £7500.00 Equipment £28,000.00</p> <p>Staff to deliver daily Catch up Literacy and Numeracy lessons</p> <p>Member of staff £7500.00 Member of staff £7500.00 Member of staff £8500.00</p>	<p>4th class for Year 2</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>EEF toolkit shows that digital technology has good impact.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p> <p>Subscriptions to educational websites and apps to support learning at school and home.</p> <p>https://trockstars.com/page/features</p> <p>High quality resources available to support learning</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 2020</p>
Total budgeted cost					£223,700.00
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	Cost
<p>C. To offer frequent, high level targeted reading support to Pupil Premium children not meeting expected levels.</p>	<p>School library subscription Library service £3,000.00</p> <p>High quality home readings books Home reading books £3,500.00</p> <p>Follow RWI phonics/reading scheme Astrea links/moderation cluster meetings/support £15,000.00</p> <p>Targeted, daily small group and 1:1 reading Member of staff £16,000.00 Member of staff £18,500.00 Member of staff £13,000.00 Member of staff £19,000.00 Member of staff £10,000.00</p> <p>School Library Service to provide more reading opportunities.</p>	<p>A number of PP children need a high level of support to access reading in school.</p> <p>Consistency of approach (RWI) and support to accelerate phonics and reading skills. Children to be listened to read and books changed on a daily basis</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Learning walks and observations of reading provision provided for PP children to monitor effectiveness.</p> <p>Regular monitoring of TA's intervention trackers and impact data.</p>	<p>CK - KS1 reading co-ordinator</p> <p>JW - KS2 reading co-ordinator</p> <p>PP coordinator s</p>	<p>July 2020</p>
<p>D. Offering extra-curricular and cultural experiences.</p>	<p>Subsidise school trips, visitors and residentials. School trips £12,000.00</p> <p>Astrea Promise across the school. Astrea Promise £4,500 Astrea links/moderation cluster meetings/support £15,000.00</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</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>PPA teachers</p> <p>PP coordinator s</p>	<p>July 2020 July 2021 July 2022</p>

	<p>Weekly after school clubs School Council £5,000.00</p> <p>Specialist PPA teachers to deliver weekly Music, PE, Art, PPA Staff x 2 £53,300.00</p> <p>Learning mentors for each Key Stage to monitor behaviour and work with target children. Learning Mentor £25,000.00 Lunchtime Supervisor x2 £11,000.00</p>	<p>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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>Learning walks and observations of provision provided for PP children to monitor effectiveness.</p>		
E. Improve attendance rates	<p>Attendance officer to monitor and improve attendance rates Member of staff £12,400.00 –</p> <p>Attendance incentives and rewards Incentives/rewarding good attendance £9,500.00 –</p> <p>Mini bus to collect non attending PP children. Minibus £2,500.00</p> <p>New attendance and punctuality policy across school. Breakfast Club £2,000.00</p> <p>Staff to be trained on cafes for all – parental involvement scheme</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 2020 July 2021</p>
<p>Contingency Budget – Sum of money left free to cover costs that may arise throughout the year. For example; CPD specifically related to supporting Pupil Premium, trialling new interventions, buying/replenishing quality resources.</p>					£6,720.00
Total budgeted cost					£250,200.00

Grand Total	£480,620.00
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Area of spend	Total amount spent	Percentage
Quality of Teaching for all	£223,700	46.54%
Targeted support	£98,000	20.39%
Attendance and Extra- curricular activities	£152,200	31.66%