



## Harvills Hawthorn Primary School Pupil Premium Strategy 2018-19

Summary Information					
Academic Year	2018-19	Total PP budget	£200,940	Date of most recent PP Review	September 2018
Total number of pupils	497	Number of pupils eligible for PP	107	Date for next review	December 2018
PPG Lead	J Sheen	PPG Governor	Ms P Burford	PPG Governor meetings	Full Gov's / Staffing & Finance

### Impact of Pupil Premium Spend 2017-18

#### 2017-18 KS2 Outcomes

Based on end of 2018 academic year performance

#### Disadvantaged Pupil Attainment at KS2 2018 (30/60pupils)

##### Reading

Expected level: 73% disadvantaged vs 100% non-disadvantaged in school (27% gap)

*This is above local authority figures (64%) and national figures (64%)*

Exceeding: 23% disadvantaged vs 57% non-disadvantaged in school (34% gap)

*This is above local authority figures (15%) and national figures (18%)*

##### Writing

Expected level: 60% disadvantaged vs 90% non-disadvantaged in school (30% gap)

*This is below local authority figures (68%) and national figures (67%)*

Exceeding: 3% disadvantaged vs 27% non-disadvantaged in school (24% gap)

*This is below local authority figures (11%) and national figures (11%)*

##### Maths

Expected level: 73% disadvantaged vs 93% non-disadvantaged in school (20% gap)

This is above local authority figures (62%) and national figures (64%)  
Exceeding: 13% disadvantaged vs 53% non-disadvantaged in school (40% gap)  
This is in line with local authority figures (13%) and national figures (14%)

Reading Writing and Maths combined  
Expected level: 53% disadvantaged vs 90% non-disadvantaged in school (37% gap)  
This is above local authority figures (50%) and national figures (50%)  
Exceeding: 3% disadvantaged vs 27% non-disadvantaged in school (24% gap)  
This is in line with local authority figures (4%) and national figures (4%)

Spelling Grammar & Punctuation  
Expected level: 73% disadvantaged vs 100% non-disadvantaged in school (27% gap)  
This is above local authority figures (69%) and national figures (67%)  
Exceeding: 40% disadvantaged vs 80% non-disadvantaged in school (40% gap)  
This is above local authority figures (26%) and national figures (23%)

Science (Teacher Assessment)  
Expected level: 73% disadvantaged vs 97% non-disadvantaged in school (24% gap)  
This is above local authority figures (70%) National figures have not been released.

Summary:

Strengths: All aspects highlighted in green exceed or are in line with national and local authority data.

Area for development: To close the gap between disadvantaged and non-disadvantaged in Writing at expected and exceeding. To be in line with Local Authority figures in Writing at expected and exceeding.

To close the in-school attainment gap between disadvantaged and non-disadvantaged pupils in all areas.

KS1 – 2 Progress 2017

All students:

Reading Progress: +2.0

Writing Progress: -1.3

Maths Progress: +2.1

Pupil Premium Progress:

Reading Progress: + 1.0

Writing Progress: - 2.8

Maths Progress: + 1.0

Summary:

*Strengths: Progress in reading and mathematics was pleasing for disadvantaged pupils.*

*Area for development: Progress in writing is a concern and targeted intervention and a new handwriting programme will be implemented to bring progress further in line with national (0) in this year.*

#### Disadvantaged Pupil Attainment at KS1 2018 (19/62 pupils)

Combined (Reading, Writing, Maths)

Expected level: 53% disadvantaged vs 77% non-disadvantaged in school (24% gap)

*This is above local authority figures (51%) and national figures (50%)*

Greater Depth: 0% disadvantaged vs 21% non-disadvantaged in school (21% gap)

*This is below local authority figures (6%) and national figures (5%)*

Reading

Expected level: 58% disadvantaged vs 81% non-disadvantaged in school (24% gap)

*This is below local authority figures (62%) and national figures (62%)*

Greater Depth: 16% disadvantaged vs 35% non-disadvantaged in school (19% gap)

*This is above local authority figures (15%) and national figures (14%)*

Writing

Expected level: 53% disadvantaged vs 79% non-disadvantaged in school (26% gap)

*This is below local authority figures (55%) and national figures (55%)*

Greater Depth: 0% disadvantaged vs 21% non-disadvantaged in school (21% gap)

*This is below local authority figures (9%) and national figures (8%)*

Maths

Expected level: 79% disadvantaged vs 84% non-disadvantaged in school (5% gap)

*This is significantly above local authority figures (63%) and national figures (63%)*

Greater Depth: 11% disadvantaged vs 33% non-disadvantaged in school (22% gap)

This is in line with local authority figures (13%) and national figures (12%)

Science:

Expected level: 68% disadvantaged vs 86% non-disadvantaged in school (18% gap)

This is in line with local authority figures (69%) and national figures (71%)

Summary:

*Strengths:* All aspects highlighted in green exceed or are in line with national and local authority data.

*Area for development:* To close the gap between disadvantaged and non-disadvantaged in reading at expected and writing at both expected and exceeding. To be in line with Local Authority figures in reading at expected and writing at both expected and exceeding.

To close the in-school attainment gap between disadvantaged and non-disadvantaged pupils in all areas.

Year 1 Phonics Screen 2018 (number of disadvantaged pupils: 12/61)

Working at expected: 50% disadvantaged vs 94% non-disadvantaged in school (44% gap)

This is below local authority figures (73%) and national figures (72%)

Phonics Year 2 Re-take – 2018 (number of disadvantaged pupils: 4/9)

Pass Rate: 50% disadvantaged vs 40% non-disadvantaged in school (10% gap)

This is below local authority figures (54%) and national figures (55%)

Summary: The performance of disadvantaged pupils this year was disappointing however a number of the disadvantaged pupils have complex SEND needs which has contributed to them not achieving the required pass mark.

*Area for development:* To narrow the gap further between disadvantaged and non-disadvantaged pupils in school.

EYFS 2018

Free School Meals

Pupils achieving a good level of development:

Eligible for Free School Meals (13/60)

69% disadvantaged vs 74% non-disadvantaged (5% gap)

This is significantly above local authority figures (55%) and national figures (57%)

*Strengths:* The performance of children eligible for Free School Meals in EYFS was very pleasing. There was a 47% increase in disadvantaged pupils achieving a good level of development when compared to last year (22% 2017 vs. 69% 2018).

*Area for development:* To consolidate and sustain this improvement by further narrowing the gap between disadvantaged and non-disadvantaged children achieving a good level of development in school.

Attendance

	% Attendance			
	School Cumulative (HT1-6) 2017-18	LA Cumulative (HT1-6) 2017-18	National Cumulative (HT1-6) 2016-17	School Vs National (gap)
Not eligible for FSM	96.97	96.21	96.30	+0.67
Eligible for FSM	94.44	93.96	94.20	+0.24
In-school gap Non-FSM v FSM	-2.53			

Strengths:

Strengths: FSM children attend more frequently than their peers nationally.

Area for development: To close the in-school gap between our FSM pupils and our non-FSM pupils.

**Harvills Hawthorn Primary School Pupil Premium Strategy 2018-19**

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers (issues to be addressed in school)	
A	Children identified as needing academic interventions to diminish the gap in reading, writing and maths.
B	Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally.
C	Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.
D	Children who would benefit from targeted Speech and Language programme in order to accelerate progress.

External barriers	
E	Data analysis indicates that the attendance of our Pupil Premium children is not as good as all other children. Through increased attendance at school children will access the required learning and be better placed to achieve higher attainment.

Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	Pupil Premium children will receive interventions resulting in accelerated progress being made.	Pupil progress data indicates the in-school gap is diminishing.
B	As a result of Family Support intervention, Nurture, Drama Therapy sessions, Building Blox programme or Therapeutic Mentoring children's well-being will improve and progress and attainment will increase. The children's resilience skills will be enhanced.	Pupil progress data indicates the in-school gap is diminishing. In school questionnaires/interviews will demonstrate that children feel well supported and more confident to learn. The children will be emotionally able to access learning.
C	Pupil Premium children will attend all visits available to them to further develop life experiences and develop personally.	Children will use residentials and other visits to broaden their horizons, raise aspirations and use these experiences as a starting point and/or basis for their learning.
D	Speech and Language Therapist to support Pupil Premium children across school with language acquisition, specific speech and language difficulties and to develop fluency for EAL children.	Pupil Premium children to be fluent in their speech and language to support their acquisition of phonics and early literacy.
E	To increase the attendance of Pupil Premium children through partnership work with parents.	The in-school attendance gap between Pupil Premium children and non-Pupil Premium children will diminish.

Barriers	Action taken to increase attainment of Pupil Premium children and cost	Total Cost	Impact on Pupil Premium children
A - Children identified as needing academic interventions to diminish the gap in reading, writing and maths.	<p>The following staff will deliver quality first interventions to ensure accelerated progress:</p> <ul style="list-style-type: none"> <li>• LSP 3 to deliver interventions and support in Year 2 (part time) - £8,971</li> <li>• LSA 2 to deliver interventions and support in Year 5 - £15,755</li> <li>• HLTA to deliver interventions and support in Year 6 - £32,484</li> </ul>	£57,210	Pupil progress data indicates the in-school gap is diminishing.

<p>B - Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally.</p>	<ul style="list-style-type: none"> <li>• Family Support worker to provide help and support to families e.g. benefits support, housing issues, relationship breakdown support and parenting skills. The Family Support worker leads Early Help meetings and attends Child In Need and Child Protection meetings. She liaises with a multitude of different agencies ensuring all safeguarding issues are dealt with. 4 days per week - £23,587</li> <li>• Drama Therapist in school 5 days per month working with children and families. Individual and family therapy sessions. - £11,500</li> <li>• Therapeutic Mentor delivering daily 1:1 sessions LSP 3 (5x half day) - £2,431</li> <li>• Training for 2 x LSA 2s Building Blox (3 days training) - £645</li> <li>• 2 x LSA 2 to deliver 12 half day sessions to identified children in order to develop and build resilience skills. - £32,278</li> <li>• 2 x LSP 3 to deliver KS1 and KS2 Nurture provision - £50,744</li> </ul>	<p>£121,185</p>	<p>Pupil progress data indicates the in-school gap is diminishing. The children will be emotionally able to access learning. In school questionnaires/interviews will demonstrate that children feel well supported and more confident to learn.</p>
<p>C – Families facing financial hardship may find it difficult to pay for school visits and</p>	<ul style="list-style-type: none"> <li>• Residential subsidy - £2,600</li> <li>• Coach subsidy - £3,000</li> <li>• More Able, Gifted and Talented visits - £400</li> </ul>	<p>£6,000</p>	<p>Children will use residentials and other visits to broaden their horizons, raise aspirations and</p>

residential opportunities.			use these experiences as a starting point and/or basis for their learning.
D - Speech and Language Therapist to support Pupil Premium children across school with language acquisition, specific speech and language difficulties and to develop fluency for EAL children.	Speech and Language Therapist to work in school 1 day per week.	£6,410	Pupil Premium children to be fluent in their speech and language to support their acquisition of phonics and early literacy.
E - Data analysis indicates that the attendance of our Pupil Premium children is not as good as all other children. Through increased attendance at school children will access the required learning and be better placed to achieve higher attainment.	Attendance Officer 1 day per week - £5,896 Attendance Administrator 1 day per week - £3,739 Attendance Rewards - £500  Three points of contact made, letters, referrals, meetings with parents to support attendance, home visits, collecting children, work with PA children on developing strategies for good attendance.	£10,135	The in-school attendance gap between Pupil Premium children and non-Pupil Premium children will diminish.
<b>Total</b>		<b>£200,940</b>	