



Harvills Hawthorn Primary School Pupil Premium Strategy 2019-20

Summary Information					
Academic Year	2019-20	Total PP budget	£198,300	Date of most recent PP Review	September 2019
Total number of pupils	487	Number of pupils eligible for PP	95	Date for next review	July 2020
PPG Lead	J Sheen	PPG Governor	Rev. Jeremy Oakley	PPG Governor meetings	Full Governors / Staffing & Finance Committee

Impact of Pupil Premium Spend 2018-19

2018-19 KS2 Outcomes

Based on end of 2019 academic year performance

Disadvantaged Pupil Attainment at KS2 2019 (24/60pupils)

Reading

Expected level: 63% disadvantaged vs 75% non-disadvantaged in school (12% gap negative)

This is above local authority figures (62%) and national figures (62%)

Exceeding: 13% disadvantaged vs 14% non-disadvantaged in school (1% gap negative)

This is below local authority figures (17%) and national figures (17%)

Writing

Expected level: 75% disadvantaged vs 67% non-disadvantaged in school (8% gap positive)

This is above local authority figures (69%) and national figures (69%)

Exceeding: 4% disadvantaged vs 19% non-disadvantaged in school (15% gap negative)

This is below local authority figures (12%) and national figures (12%)

Maths

Expected level: 79% disadvantaged vs 83% non-disadvantaged in school (4% gap negative)

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

Exceeding: 8% disadvantaged vs 25% non-disadvantaged in school (17% gap negative)

This is below local authority figures (14%) and national figures (16%)

Reading Writing and Maths combined

Expected level: 58% disadvantaged vs 58% non-disadvantaged in school (No gap)

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

Exceeding: 0% disadvantaged vs 3% non-disadvantaged in school (3% gap negative)

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

Spelling Grammar & Punctuation

Expected level: 83% disadvantaged vs 78% non-disadvantaged in school (5% gap positive)

This is well above local authority figures (70%) and national figures (67%)

Exceeding: 50% disadvantaged vs 47% non-disadvantaged in school (3% gap positive)

This is well above local authority figures (25%) and national figures (24%)

Science (Teacher Assessment)

Expected level: 79% disadvantaged vs 83% non-disadvantaged in school (4% gap negative)

This is above local authority figures (73%) and national figures (73%)

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, Writing and Maths at exceeding. To be in line with Local Authority figures in Reading, Writing and Maths at exceeding.

To close the in-school attainment gap between disadvantaged and non-disadvantaged pupils where the gap is significant.

KS1 - 2 Progress 2019

All students:

Reading Progress: +0.91 average progress

Writing Progress: -0.54 average progress

Maths Progress: +2.09 above average progress

Pupil Premium Progress:

Reading Progress: + 0.71 significantly above national average

Writing Progress: +0.03 significantly above national average

Maths Progress: +1.03 significantly above national average

Summary:

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

Area for development: Maintain high levels of progress for Pupil Premium children.

Disadvantaged Pupil Attainment at KS1 2019 (12/60 pupils)

Combined (Reading, Writing, Maths)

Expected level: 25% disadvantaged vs 71% non-disadvantaged in school (46% gap negative)

This is below local authority figures (52%) and national figures (50%)

Greater Depth: 0% disadvantaged vs 15% non-disadvantaged in school (15% gap negative)

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

Reading

Expected level: 33% disadvantaged vs 79% non-disadvantaged in school (46% gap negative)

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

Greater Depth: 8% disadvantaged vs 23% non-disadvantaged in school (15% gap negative)

This is below local authority figures (16%) and national figures (14%)

Writing

Expected level: 25% disadvantaged vs 71% non-disadvantaged in school (46% gap negative)

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

Greater Depth: 0% disadvantaged vs 17% non-disadvantaged in school (17% gap negative)

This is below local authority figures (8%) and national figures (7%)

Maths

Expected level: 42% disadvantaged vs 81% non-disadvantaged in school (41% gap negative)

This is below local authority figures (65%) and national figures (62%)

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

This is below local authority figures (13%) and national figures (12%)

Science:

Expected level: 58% disadvantaged vs 88% non-disadvantaged in school (30% gap negative)

This is below local authority figures (70%) and national figures (71%)

Summary:

Area for development: To close the gap between disadvantaged and non-disadvantaged in reading, writing and maths at expected and greater depth.

To be in line with Local Authority figures in all areas both at expected and greater depth.

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

Year 1 Phonics Screen 2019 (number of disadvantaged pupils: 17/60)

Working at expected: 77% disadvantaged vs 86% non-disadvantaged in school (9% gap negative)

This is above local authority figures (73%) and national figures (71%)

Phonics Year 2 Re-take - 2019 (number of disadvantaged pupils: 5/9)

Pass Rate: 40% disadvantaged vs 25% non-disadvantaged in school (15% gap positive)

This is below local authority figures (54%) and national figures (50%)

Summary: Attainment of Year 1 pupil premium children achieving expected in the phonics screening test.

Area for development: To increase the percentage of children passing the year 2 phonics re-take.

EYFS 2019

Pupils achieving a good level of development:

Eligible for Free School Meals (11/60)

55% disadvantaged vs 79% non-disadvantaged (24% gap negative)

This is in line with local authority figures (55%) and national figures (56%)

Strengths: The performance of children eligible for Free School Meals in EYFS is pleasing.

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.

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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	96.83	96.44	96.10	+0.73
Eligible for FSM	95.53	94.21	93.70	+1.83
In-school gap Non-FSM v FSM	-1.3			

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 2019-20

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"> • LSP 3 to deliver interventions and support in Year 5 £25,879 • LSA 2 to deliver interventions and support in Year 6 (part time) £8,035 • LSA 2 to deliver interventions and support in Year 6 £16,070 • LSP 3 to deliver interventions and support in Year 6 £25,879 • LSP 3 to deliver interventions and support in Year 6 plus Therapeutic Mentoring (part time) £12,939 	£88,802	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"> • 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 £24,059 • Drama Therapist in school 5 days per month working with children and families. Individual and family therapy sessions. £12,075 • Training for 2 x LSA 2s Building Blox (3 days training) £645 • 4 x LSP 3 to deliver KS1 and KS2 Nurture provision 5x half days per week £51,759 	<p>£88,538</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 residential opportunities.</p>	<ul style="list-style-type: none"> • £3,000 Residential subsidy • £3,000 Coach subsidy • £400 More Able, Gifted and Talented visits 	<p>£6,400</p>	<p>Children will use residentials and other visits to broaden their horizons, raise aspirations and use these experiences as a starting point</p>

			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. £6,730	£6,730	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 £6,106 Attendance Administrator 1 day per week £3,814 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.	£10,420	The in-school attendance gap between Pupil Premium children and non-Pupil Premium children will diminish.
	Total	200,890	