

Pupil Premium Strategy Statement:

Hartington C of E Primary School 2016/2017



1. Summary Information				
School: Hartington C of E Primary School (8303041)				
Academic Year: 2016-2017	Total PP budget: £9080	Number of pupils eligible for PP: 5	Date of most recent PP Review: January 2017	Date for next PP strategy review: September 2017

2. Current Attainment information cannot be published because it relates to three pupils and would therefore be identifiable. This information is held confidentially in school.

Both statutory assessments and our internal assessments show PP children making good progress. This information is part of our self-evaluation but because of our small cohorts and given the inevitable variability of progress it is only part of our monitoring process. We focus on individual PP children, and at present these children are found to be making at least as good progress as non-PP children with similar starting points. This is monitored through the schools tracking system.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (<i>issues to be addressed in school</i>)	
A.	Some PP premium children have low prior attainment, in some cases resulting from gaps in schooling
B.	Specific additional needs including those being supported as SEN
C.	Weaknesses in learning behaviours, e.g. lack of independence or resilience.
D.	Social, emotional and behavioural problems affecting wellbeing and progress
External barriers (<i>issues which also require action outside school</i>)	
E.	None identified at present but this is constantly reviewed

4. Outcomes (<i>desired outcomes and how they will be measured</i>)	Success Criteria	
A.	At least good progress.	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.
B.	Additional needs are supported effectively	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face.
C.	Improved learning behaviours	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers.

D.	Good progress in PSED.	Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, reduction in friendship/ social issues, increased social integration. This will be further supported by our commitment to the Healthy School Award.
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5. Planned Expenditure: academic year 2016/2017: £ 9080

The headings below outline how pupil premium funding is being used to improve classroom pedagogy for all pupils and to provide targeted support for whole school strategies. Where possible targeted support for pupils is outlined but where this would identify an individual pupil/s this information is held in school rather than being published.

I. Quality of teaching for all

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
At least good progress	Continue to provide additional TA support in class. Additional 0.1 teacher in KS2 classroom on Friday am to support the delivery of literacy and numeracy. (Normal hours 0.7 per week)	We have seen already that this targeted TA/ teacher support, for example extra focussed reading and spelling, additional phonics programmes, behavioural/social programmes), has a direct impact on the results and progress of specific children	Ongoing tracking of progress	Head (SLT)	Half Termly
Additional needs are supported effectively	Identify CPD for staff within behaviour support and SEND specialisms linked to specific children's area of need	Improving staff knowledge and skillset will have immediate impact in the classroom, enabling them to further support from an SEND and behaviour POV. Multiple barriers faced	Track progress of these children	Head (SLT)	Termly

		by some PP children have a cumulative effect on progress and wellbeing but benefit from working within targeted groups including whole school ensuring full inclusion in all areas of the curriculum. This also supports empathy between PP children and their peers.			
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Total budget cost: £6780

II. Targeted support

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
Improved learning behaviours	Focus on positive behaviour reward sticker system alongside focus on children's engagement in and responsibility for their own learning, by self and peer assessment. This is to be facilitated by teachers in KS1 & KS2. Training is to be linked with school Improvement Plan and initiatives to ensure programmes are put in place are self-sustaining by both staff	Pupil tracking meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are easily distracted or disruptive) The development of mental and physical wellbeing of PP pupils	Observations and pupil tracking meetings, children's work and their evaluations of activities/tasks undertaken individually and in groups ie: 'What have I learnt?' – 'Everyone has a voice'	Head (SLT) Teaching staff	Termly meetings

	and children. (Healthy School Community Award)				
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Total budget cost: £800

III. Other approaches

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
Good progress in PSED	Support children to attend residential programmes, educational visits and sporting events on and off site as well as attend Breakfast Club/ After School Clubs. Provision of 1:1 support for targeted PP children for all these events	Some children would not be able to access these events due to financial hardship which would further impact on social, mental health and friendship issues. In some circumstances, extra 1:1 support needs to be provided during these events to ensure full inclusion and access to the curriculum at the appropriate level	Level of participation in extracurricular activities, wraparound care and educational visits. Pupil feedback - School council	Head (SLT)	Termly

Total budget cost: £1500

6. Review of expenditure

Previous academic year: 2015/2016

I. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
Improved learning behaviours	Specific programmes of CPD for staff to help support targeted children to access specific programmes to meet	Targeted children benefited from the direct specific training of staff and behaviour support, but	Worthwhile investment, learned strategies have helped with many children in many ways	£400

	their needs e.g. behavioural and social development. Staff attended attachment disorder training delivered by the Behaviour Support Team Gold Package – Educational Psychologist	widely these strategies helped staff dealing with all behaviour across the school Advice and support delivered including assessment and reports for school and parents		
II. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
Additional needs are supported effectively	TA support given to individual child over and above their Statemented hours	All children have identified targets monitored through the tracking system to ensure appropriate progress is made	This information is available in school In summary – this was a worthwhile investment	£9483
At least good progress	Early intervention strategies, supporting small group work to raise attainment and improve progress	Targeted children had good progress	Worthwhile investment	£3161
III. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
Good progress in PSED	Financial support given for children to attend residential programmes, extracurricular activities and events on and off site	Children were able to fully participate in all school activities and were not disadvantaged in any way. Some children who needed 1:1 support for offsite and specific on site activities were able to access these too	Worthwhile investment, parent feedback was very positive	£2176.24

7. Additional Detail

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Budgeted for full time 1-1 T.A. support for child in KS1

Purchased Behaviour Support Package to support development of attitude towards learning £500 This will include whole school development: valuing and developing appropriate rules, development of peer buddying system, delivery of / attending relevant CPD for staff ,

Purchased additional support in KS2 for the delivery of numeracy and booster classes Via specialist teacher in Mathematics – 11:00 – 12:00 / 1:00-2:00

Purchased additional support to deliver literacy / numeracy / GAP'S 3 hours per week from teacher.

Purchased Gold Package from Educational Psychologist – CPD for all staff to be identified and attended linked to specific needs of children - attachment disorder, assessment and report writing – linked to GRIP'S funding application.

Application for small school contingency funding – minimum of £6,000 up to £12,000

This is all underpinned by our participation in the Ofsted-recommended Healthy School Award programme.

Purchase of lap top and identified programmes to use at home to support learning and progress.