

# Pupil Premium Strategy Statement:

## Hartington C of E Primary School 2018/2019



| 1. Summary Information                             |                              |  |  |  |
|--|------------------------------|--|--|--|
| School: Hartington C of E Primary School (8303041) |                              |  |  |  |
| Academic Year:<br>2018-2019                        | Total PP budget:<br>£7135.00 | Number of pupils eligible for PP:<br>4 | Date of most recent PP Review:<br>September 2018 | Date for next PP strategy review:<br>August 2019 |

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

Both statutory assessments and our internal assessments show disadvantaged children making good attainment and 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 disadvantaged children, and at present these children are found to be making at least as good progress as non-disadvantaged 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 disadvantaged 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 / attainment.       | All disadvantaged 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 and close the gap with their cohort.  |
| 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 children in receipt of Pupil Premium funding face. Additional funding / advice / support and assessment is applied for or sought. |

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| <b>C.</b> | Improved learning behaviours | Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers, SENTA's, parents, carers and facilitators from outside agencies.  |
| <b>D.</b> | 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 is further supported by our achievement of the Healthy School Community Award, the schools peer buddying programme, House Teams to support and model positive behaviour and reward system and taking part in the Anti-Bullying Week (WC - 12 <sup>th</sup> November 2018) |

**5. Planned Expenditure: academic year 2018/2019: £7135.00**

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**

| <b>Desired outcome</b> | <b>Chosen action/approach</b>   | <b>Evidence and rationale for this approach</b>   | <b>Monitoring and evaluation strategies to be used to ensure effective implementation</b>   | <b>Staff Lead</b>         | <b>Review of implementation</b> |
|------------------------|---|---|---|---------------------------|---------------------------------|
| At least good progress | Continue to provide additional TA support in KS1 classroom during the week to support the delivery of literacy numeracy. (Normal hours 0. per week - £2644).<br>If needed additional time is to be given to KS2 class to support 'closing' of gap in literacy. Additional support in numeracy – is to be provided in addition to normal hours undertaken in these subjects and is dependent upon need | 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.<br><br>In numeracy scribes have been organised to support the children focusing on the understanding of concepts, strategies | Ongoing tracking of progress through age related targets and outcomes. (In line with expected, emerging, and exceeding levels).<br><br>Comparison of results when a scribe is used and when one is not – evidence readiness for future SATS exams.<br><br>To follow the numeracy scheme of work and include tasks and activities from the White Rose Scheme of Work in upper KS2. | Head (SLT)<br>KS2 Teacher | Half Termly (6 times per year)  |

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|  | progress and attainment. (0.4 hours per week -£2538  | and problem solving rather than just on the recording.  |  |                            |        |
| Additional needs are supported effectively | Identify CPD for staff within behaviour support and SEND specialisms linked to specific children's area of need i.e. dyslexia training, autism training, the development of keyboard skills. (Whole school budget) SEND training and updates for SENCO as identified by the LA and as required by individual pupil 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 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 disadvantaged children and their peers. | Track progress of these children through the schools assessment and tracking system which is linked to age expected expectations. Provision of Bronze Package (Additional reports and assessments are likely if GRIPS/EHCP are applied for and the cost will be in addition to the bronze package) | Head, Teaching staff (SLT) | Termly |

**Total budget cost: £6000**

## **II. Targeted support**

| <b>Desired outcome</b>       | <b>Chosen action/approach</b>   | <b>Evidence and rationale for this approach</b>  | <b>Monitoring and evaluation strategies to be used to ensure effective implementation</b>  | <b>Staff Lead</b>            | <b>Review of implementation</b> |
|------------------------------|---|--|--|------------------------------|---------------------------------|
| Improved learning behaviours | Focus on positive behaviour reward sticker system alongside focus on children's engagement in and responsibility for their own learning, by | Pupil tracking meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are | 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)<br>Teaching staff | Termly meetings                 |

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|   | <p>self and peer assessment. This is to be facilitated by teachers in KS1 &amp; KS2. The reviewing and continual moderation and reviewing of the House team system in place within the school which allows for the development of SMSC.</p> <p>To implement Social Story Training from previous academic year.</p> <p>Training is to be linked with school Improvement Plan and initiatives to ensure programmes are put in place are self-sustaining by both staff and children.</p> | <p>easily distracted or disruptive)<br/>The development of mental and physical wellbeing of disadvantaged pupils.</p> <p>For pupils to refer to previous experiences in an attempt to regulate their own behavioural patterns through referencing social story experiences, the modelling of appropriate behaviour and outcomes.</p> | <p>The continual promotion of the Peer Buddying Programme / embedding House teams / school council meetings.</p> <p>Reporting to Governing Body.</p>  |   |   |
| <p>The closing of gaps in learning for targeted pupils and to access work to support attainment of targets in age year groups</p> | <p>Provision of differentiated curriculum and additional support where needed / the introduction of specific programmes to support learning and independent access to the curriculum content. Relevant and appropriate assessment to be undertaken then</p>   | <p>Children's attainment is fast tracked and the gap between the years baseline and projected targets to be achieved. Small cohorts and learning groups. This will support a closing of the gap in their learning and begin to bring progress and attainment in line with their peers.</p>   | <p>Observations and pupil tracking meetings, children's work and their evaluations of activities/tasks undertaken individually and in groups. Assessments undertaken via outside agencies and strategies implemented. Application for GRIPS/EHCP for one child – reports from Educational Psychologist (£400)</p> | <p>Head (SLT) Class teachers and Teaching Assistants, SLT</p> | <p>Termly meetings to upload progress and attainment. To monitor progress through assessment and tracking meetings within key stages via curriculum, assessment and staff meetings.</p> |

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|  | subsequent advice / programmes to be delivered.<br>TA - 2 children 15 hours per week working in a group of 3. (£5850)<br>TA - 2 children 5 hours per week. (£1170) |  |  |  |  |
|--|--|--|--|--|--|

**Total budget cost: £7420**

**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. The payment of breakfast for one child who regularly attends this club each week. (£312)<br>The payment for out of school events and trips Costings – 4 children | 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.<br><br>Pupil feedback - School council including named governors to report to Governing Body | Head (SLT)<br>Governing Body | Termly                   |

**Total budget cost: £1000**

**6. Review of expenditure**

**Previous academic year: 2017/2018**

**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 their needs e.g. behavioural and social development. Staff and pupils attended physical and mental well-being training delivered by Dawn Monk from the MAT Team. (Including the development of a peer buddy system).<br>Gold Package – Educational Psychologist downgraded to silver package due to involvement of SSEN service<br>SSEN assessment for targeted children in support of future GRIPS Funding | Targeted children and whole school benefited from the direct specific training of staff through outside agencies. However, widely these strategies helped staff to deal with all types of behaviour across the school<br>Advice and support delivered including assessment and reports for school and parents. | Worthwhile investment, learned strategies have helped with many children in many ways.<br><br>Advice for staff regarding possible funding applications and teaching support in class. | £400               |
| <b>II. Targeted support</b>                |  |  |   |                    |
| <b>Desired outcome</b>                     | <b>Chosen action/approach</b>  | <b>Estimated impact</b>  | <b>Lessons Learned</b>  | <b>Cost</b>        |
| Additional needs are supported effectively | Part time 1-3 TA support given to 2 children for numeracy. (3hrs 20mins per child per week)<br>Part time 1-3 TA+ Support given to 2 children in literacy. (3hrs 20mins per child per week)   | All children have identified targets monitored through the tracking system to ensure appropriate progress is made  | This information is available in school<br>In summary – this was a worthwhile investment  | £2500              |
| At least good progress                     | Early intervention strategies, supporting small group work to raise attainment and improve progress through advice from training ,   | Targeted children have good progress (one made exceeding progress in literacy)<br>One child made 18mths progress in numeracy   | Worthwhile investment<br><br>Worthwhile investment  | £2500<br><br>£1250 |

|                              |   |  |  |             |
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|                              | outside agencies etc.<br>additional teacher support   |  |  |             |
| <b>III. Other approaches</b> |   |  |  |             |
| <b>Desired outcome</b>       | <b>Chosen action/approach</b>   | <b>Estimated impact</b>  | <b>Lessons Learned</b>                                   | <b>Cost</b> |
| Good progress in PSED        | Financial support given for children to attend residential programmes, extracurricular activities and events on and off site.<br>Additional T.A. support is provided when required to ensure equal opportunities and no pupil is excluded from taking part. | Children are able to fully participate in all school activities and are not disadvantaged in any way. Some children who need 1:1 support for offsite and specific on site activities are able to access these too and additional TA support is purchased to ensure appropriate support to ensure individuals can access the curriculum at their level. | Worthwhile investment, parent feedback was very positive | £2176.24    |

## 7. Additional Detail

Budgeted for T.A. support for 6 pupils in numeracy 4hours in Class 2 and 5 hours in Class 1

Budgeted for T.A. support in literacy 5 hours in Class 1 plus 2.5 T.A. hours for SPAG lessons per week in Class 1

Additional support for daily deliver of literacy and numeracy for targeted pupils in Class 1 (15 hours per week) September –July (Linked to SIP)

Purchasing of specific resources to support learning – APPS, typing tuition, Clever Cloggers (IT), Music partnership

Purchased additional support in Class2 for the delivery of numeracy and booster classes plus KS2 to KS3 Transition programme via specialist teacher in Mathematics – 1hour (commencing in September. (Linked to SIP)

Purchased Silver 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.

Consideration for the re-application for small school contingency funding – minimum of £6,000

Consideration for application GRIPS funding or EHCP for one child