

Pupil Premium Strategy Statement:

Hartington C of E Primary School 2019/2020



1. Summary Information				
School: Hartington C of E Primary School (8303041)				
Academic Year: 2019-2020	Total PP budget: £6260 (3 pupils) (2 pupils) Lump sum £14,000	Number of pupils eligible for PP: 5 reduced to 3 in Jan	Date of most recent PP Review: September 2019	Date for next PP strategy review: August 2020

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 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 (*issues to be addressed in school*)

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| 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, self regulation or resilience. |
| D. | Social, emotional and behavioural problems affecting wellbeing and progress |

External barriers (*issues which also require action outside school*)

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| E. | None identified at present but this is constantly reviewed |
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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.

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, SENTA's, parents, carers and facilitators from outside agencies. Purchase of specific agencies and the development of personalised programmes.
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 is further supported by the schools peer buddying programme, House Teams to support and model positive behaviour and reward system, taking part in the Anti-Bullying Week and the development of a PSED Curriculum adhering to the new guidelines.

5. Planned Expenditure: academic year 2019/2020: £6260 + £14,000 (Full time TA x2 cost for LAC pupils x2)

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 KS1 classroom during the week to support the delivery of literacy numeracy. (Normal hours 5 per week - £2538) + FT TA support x 5 days per week for two pupils to fast track curriculum content. (£14,000) Additional time is to be given to KS2 class to support 'closing' of gap in literacy. Additional support in numeracy – is to also be provided throughout the week to	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. 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). Through bespoke programmes for individual pupils progress is monitored in relation to attainment and the pupils being able to access a differentiated curriculum at their present academic level. Comparison of results when a scribe is used and when one is not – evidence readiness for future SATS exams. To follow the numeracy scheme of work and include tasks, challenge, mastery and activities from the White	Head (SLT) KS2 Teacher SENTA / SENCO	Half Termly (6 times per year)

	lessen group sizes but is to be monitored and is dependent upon need, pupil progress and attainment. (5 hours per week - £2538	and problem solving rather than just on the recording.	Rose Scheme of Work in upper KS2. To track and monitor the impact on learning and progress through the addition of additional TA support within literacy and numeracy.		
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, Attachment Disorder Training, autism training, the development of keyboard skills, Positive Play, development of Nurture Group etc. (Whole school budget) SEND training and updates for SENCO as identified by the LA and as required by individual pupil need. Writing of GRIPS Applications, and referrals to outside agencies.	Improving staff knowledge and skillset will have immediate impact in the classroom, enabling them to further support from an SEND and behaviour perspectives. Multiple barriers to learning faced by some PP children have a cumulative effect on progress and wellbeing but benefit from working within targeted groups including individual and whole school ensuring full inclusion in all areas of the curriculum and ensuring full inclusion. This also supports empathy between disadvantaged children and their peers and works towards the development of social and emotional well-being of all targeted children.	Track progress of these children through the schools assessment and tracking system which is linked to age expected expectations. Provision of Gold Package for the Educational Psychology Service (Additional reports and assessments are likely if GRIPS/EHCP are applied for and the cost will be included within the Gold Package). To develop and monitor pupil specific programmes linked to the Nurture and Positive Play Programme content for individual pupils including the provision of evidence for GRIPS Applications (to include SSEN Support). The impact made on individual pupils being involved in Nurture and Positive Support Programmes progress reported via base line and exit assessment data.	Head, Teaching staff (SLT) SENTA / SENCO Nurture Group/ Positive Support Programme facilitator	Termly – monitoring of children through school's marking system Tracking of individual pupils through the schools internal system 'Cornerstones'.
Total budget cost: £6260 + £14,000					

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
<p>Improved learning behaviours and attitudes</p> <p>Accessibility to a differentiated curriculum</p> <p>Development of an individual learning pathway</p> <p>Development of social, emotional, wellbeing and friendship groups</p>	<p>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. The reviewing and continual moderation of the House team system in place within the school which allows for the development of SMSC. –Link to the School Council and Pupil Voice</p> <p>Application for Behaviour Support Services / delegation of Early Help Offer Funding towards Nurture Groups and positive support programmes. To implement Social Story Training and a dedicated time frame for the delivery of devised programmes.</p>	<p>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)</p> <p>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>It has been noted by staff and parents/carers that due to the small cohort sizes there has been a deterioration of behaviour within friendship groups. This is impacting on pupil's</p>	<p>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'</p> <p>The continual promotion of the Peer Buddying Programme / embedding House teams / school council meetings.</p> <p>Monitoring of pupil behaviour, relationships and interactions/exchanges between each other is to take place throughout the school by all staff members. Impact of the programmes is to be recorded through base line and exit assessments. The evidence will be collated through observations, school council meetings, pupil voice, Collective Worship, partner of the school and parents etc.</p> <p>Reporting to Governing Body via reports.</p> <p>Evidenced against British Values, schools Christian values, Ethos and Vision statement.</p>	<p>Head (SLT) Teaching staff</p> <p>Nurture Group/ Positive Support Programme facilitator</p> <p>School Partners eg; Music Partnership, DCFC, Youth Sports Trust (AAA)</p>	<p>Termly meetings – Staff meetings School Council Governor Meetings</p>

	This 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.	attitude to each other, school work and outside facilitators. This is being rolled out to the whole school community.			
The closing of gaps in learning for targeted pupils and to access work to support attainment of targets in age year groups thereby reaching age related expectations	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 subsequent advice / programmes to be delivered. TA - 2 children 25 hours each per week to fast track. TA - 1 children 15 hours per week as part of transition.	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. The development of children's resilience to their learning and the beginning of setting own targets and the creation of a more positive attitude to both success and failure.	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 for one child – reports from Educational Psychologist (£400). Referral to Behaviour Support to support this application. SENCo to attend GRIPS application panel meeting to promote a better understanding of the GRIP application content requirement. The implementation and development of the Positive Play Programme through staff training and development which includes the purchase of resources and creation of an appropriate space within the school.	Head (SLT) Class teachers and Teaching Assistants, SLT	Termly meetings to upload progress and attainment. To monitor progress through assessment and tracking meetings within key stages via curriculum, assessment and staff meetings. Children accessing individual programmes and being able to transfer skills from the programme into the classroom.
Total budget cost: £6260 + £14,000					
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	Some children would	Level of participation in extracurricular	Head (SLT)	Termly – minimum of

	attend residential programmes, educational visits and sporting events on and off site as well as attending Breakfast Club/ After School Clubs. The payment for out of school events and trips Costings.	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	activities, wraparound care and educational visits. Development of specialised programmes for individual pupils. Pupil feedback - School Council including named governors to report to Governing Body	Governing Body SENTA / SENCO	6 times per year Monitor funding and impact of additional support through school's monitoring process.
Total budget cost: £1000					

6. Review of expenditure				
Previous academic year: 2018/2019				
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. (Including the continual development of a peer buddy system / house team system). Bronze Package – Educational Psychologist 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 Advice and support delivered including assessment and reports for school and parents.	Worthwhile investment, learned strategies have helped with many children in application of taught strategies throughout the school-linked to house points, buddy systems, inclusion within projects i.e. Active across Ages and the Ambassador Projects and the content of curriculum. Advice for staff regarding possible funding applications and teaching support in class.	£400
II. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
Additional needs are supported effectively	Part time 1-1 TA support given to 2 children for numeracy. (2.5hours per child per week) Part time 1-3 TA Support given to 2 children in literacy. (2.5 hours 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 via the assessment system In summary – this was a worthwhile investment	£2500
At least good progress	Early intervention strategies, supporting small group work to raise attainment and	Targeted children have good progress (one made accelerated progress in literacy and numeracy	Worthwhile investment	£2500 TA Support

	improve progress through advice from training, outside agencies etc. additional teacher support. Provision of resources ie: lap top.	and is now achieved age expected attainment) One child has also made accelerated progress in numeracy and achieved expected levels	Worthwhile investment	£1250 (Numeracy specialist) £200
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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. Additional T.A. or teacher 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 / teacher 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 teacher / TA support for pupils in numeracy 4hours in Class 2 and 5 hours in Class 1
 Budgeted for T.A. support in literacy 5 hours in Class 2 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 (10 hours per week) September –July plus other curriculum areas when necessary and if available (Linked to SIP)

Purchasing of specific resources to support learning – APPS, typing tuition, Bright Futures (IT), Music partnership etc

Purchased additional support in Class2 for the delivery of numeracy and booster classes plus KS2 to KS3 Transition programme via specialist teacher in Mathematics – 4 hours per week / reduced to 3 hours per week following SAT's (commencing in September. (Linked to SIP)

Purchased Bronze Package from Educational Psychologist – CPD for all staff to be identified and attended linked to specific needs of children – Positive Play Programme, 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.