

Pupil premium strategy out-turn: Hartburn Primary School

1. Summary information							
Academic Year	2016/17	Total PP budget	£105,540	Number of pupils eligible for PP	83	Total number of pupils	518 (+39 fte nursery)

Analysis of PP/Disadvantaged children	Attainment in 2015/16				Attainment in 2016/17			
	PP at HPS	Non PP at HPS	National – other pupils	National – all pupils	PP at HPS	Non PP at HPS	National – other pupils	National – all pupils
Cohort number:								
End of KS2	(13/74)				(15/74)			
Reading % at or above expected	77%	75%	71%	66%	93%	93%	77%	71%
Writing % at or above expected	54%	80%	79%	74%	93%	98%	81%	76%
Maths % at or above expected	46%	82%	75%	70%	100%	98%	80%	75%
GPS % at or above expected	77%	87%	78%	72%	100%	98%	82%	77%
Reading % at higher level	8%	25%	23%	19%	27%	25%	29%	25%
Writing % at higher level	15%	31%	18%	15%	27%	36%	21%	18%
Maths % at higher level	8%	39%	20%	17%	40%	58%	27%	23%
RWM Combined % at or above expected	38%	62%	N/A	53%	87%	92%	67%	61%
Reading progress	+4.43	+1.64	+0.33	0.00	+3.93	+1.9	+0.33	0.0
Writing progress	-0.47	+1.76	+0.12	0.00	+4.17	+3.1	+0.17	0.0
Maths progress	+1.20	+3.23	+0.24	0.00	+5.56	+4.3	+0.28	0.0
End of KS1	(7/72)				(7/74)			
Reading % at or above expected	71%	83%	78%	78%	86%	85%	79%	76%
Writing % at or above expected	86%	75%	70%	65%	100%	79%	72%	68%
Maths % at or above expected	86%	80%	77%	73%	71%	82%	79%	75%
Reading % at higher level	14%	18%	27%	24%	14%	39%	28%	25%
Writing % at higher level	14%	14%	16%	13%	0%	25%	18%	16%
Maths % at higher level	29%	17%	20%	18%	14%	28%	23%	21%
KS1 CRWM% at or above expected	57%				71%	78%		
Phonics Year 1 (6/75) (12/74)	100%	90%	83%	74%	67%	97%	84%	81%
EYFS GLD (10/75) (4/74)	40%	86%	72%	69%	100%	84%		71%

2016/17 Out-turn		
Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Rate of progress throughout the Early Years improves so that a greater proportion of children achieve GLD.	100% of PP pupils in Foundation Stage met the Reading, Writing and Maths element of the Early Learning Goal expectations by the end of Reception and also 100% achieved GLD compared to 84% non PP children.	Interventions, TA support and focus on PP children has been successful. Will be continued in 2017/18. Interventions to be in place earlier in the Autumn term as soon as the children are settled.
Attainment in Reading across KS1 improves.	Y1 – 64% achieved ARE at 's' or higher compared to 93% non PP pupils. Y2 – 86% achieved at least expected standard in KS1 SATs compared to 85% non PP pupils. - 14% attained the higher level in KS1 SATs compared to 39% non PP pupils.	Due to smaller class sizes, interventions and close assessment monitoring 15% more pupils achieved expected standard in 2017. Further interventions required to support pupils to achieve higher level in KS1 SATs and to ensure Y1 achieve 85% at expected level.
Rate of progress in Writing across KS2 improves.	Y6 - +4.17 progress from KS1 in writing compared to +3.1 for non PP pupils.	Smaller class sizes, interventions, 1:1 support and close assessment monitoring led to pupils achieving an improvement in average progress from -0.49 in 2016 to +4.17 in 2017.
Attainment in Maths across KS2 improves.	Y3 – 75% achieved 's' or higher compared to 85% non PP pupils Y4 – 93% achieved 's' or higher compared to 92% non PP pupils Y5 – 73% achieved 's' or higher compared to 93% non PP pupils Y6 – 100% achieved expected+ standard in KS2 SATs compared to 98% for non PP pupils.	Smaller class sizes, interventions, 1:1 support and close assessment monitoring led to 100% pupils achieving expected standard in KS2 SATs. Focus on Y3 and Y5 achieving at least 85% at 's' in Maths using strategies implemented by Y6.
Girls make as much progress as boys and both make progress more in line with their non-pupil premium peers in Maths across Key Stage 2.	Boys made +5.2 progress in KS2 SATs (compared to +2.3 in 2016) Girls made +6.1 progress in KS2 SATs (compared to +0.1 in 2016) Gap between girls and boys progress has changed from -2.2 to +0.9. Non PP pupils made +4.3 progress in KS2 SATs	Smaller class sizes, especially for LA children, interventions, 1:1 support and close assessment monitoring led to large improvement in progress for girls and boys. Strategies to continue and be implemented in other year groups in KS2 where boys vs girls is an issue in Maths.
Rate of attendance, including children with persistent absences, improves.	Absences for all pupils improved from 3.3% to 3.2% in 2017. Persistent Attendances for vulnerable groups improved from Inspection Dashboard 2016.	Attendance officer role will continue to review Absences and persistent absences.
The school's punctuality issue is addressed and improves.	School punctuality system put in place to record minutes lost to learning due to lateness. Impact will be demonstrated in 2017/18.	School punctuality system will be monitored by Attendance officer and liaison with parents to take place where concerns are raised.
Children with poor emotional health/well-being, including low self-esteem, are supported.	Children targeted for support received specialist services and in-school interventions. Bungalow Partnership, Educational Psychologist, Speech and Language services provided for identified pupils.	Positive outcomes for supported children in class and playground behaviour improved. All strategies to continue.
Pupils are well supported at home due to greater understanding of A.R.E by parents/carers. All parents/carers understand on-entry expectations to Nursery and school.	Increased emphasis on parental support and understanding of the curriculum across school. Parent meetings, parent workshops increased across the school. More information about pupil A.R.E provided and early parental engagement if concerns are raised about behaviour, attainment and progress.	More active parental support and engagement to support all pupils, particularly those that require additional home support. All strategies to continue.
A 'Learning for Life' ethos, through an increase in, age appropriate, outdoor experiences is provided and promoted throughout school.	Increased emphasis on experiences which stimulate and engage the children in their learning. Within topics each theme begins with a 'wow' trip or experience which introduces the topic in an exciting and interesting way. More emphasis on 'real life' experiences linked to out 'Learning for Life' ethos.	Increased pupil engagement with topics. Outdoor experiences extended into other parts of the curriculum – Maths of the Day. Continue to provide funding for PP children to be able to access all opportunities available to them.

2016/17 Expenditure		
Allocation of Funding - £105,540	£ Expenditure	Continuation of Expenditure
Funding for 3 x 0.5 Teachers to reduce class sizes in English and Maths. Better teacher:pupil ratios from 1:30 on average to 1:25 on average (although smaller groups for less able pupils 1:15). Teachers also undertake additional interventions including 1:1 support and guide TAs in implementing interventions to support specific children with their learning.	£74,800	Expenditure to continue into 2017/18. Some changes to group configuration in English in 2017/18 to mixed LA/MA groups to expose LA children to higher level of teaching and promote challenge. Increased focus on PP children to ensure that % who pass Phonics screening test is at least in line with national 'other' pupils in Y1. New priorities for 2017/18: Focus on KS1 Maths at expected and higher standard Focus on KS1 and KS2 Reading at higher standard Focus on KS1 Writing at the higher standard
Funding for 1 x additional TA in Reception class to enable smaller groups for English, Phonics and Maths as well as provide additional intervention support in EYFS. Additional interventions provided by teacher and TAs to support specific children with their learning.	£21,000	Expenditure to continue into 2017/18. Focus on interventions will depend upon the needs of the children. Increased focus on PP children to ensure they develop a solid foundation of understanding around Phonics to enable them to pass the screening test in Y1.
Resources provided as required by specific children to support them to be able to access the curriculum.	£200	Requirements of individual pupils to be assessed and specialist equipment or support packs provided as necessary.
External services and internal staffing provided to support children with speech and language, psychological, self-confidence or behaviour management issues.	£5,340	Children requiring additional support from external services as identified by teachers/ Inclusion Officer and other support services provided within limits of resources available to the school.
Support provided to parents to ensure that they are aware of the requirements of the curriculum and can provide support to their children.	£1,900	Workshops and parent meetings to be continued. Workshops in EYFS to focus on engaging parents in EYFS area of learning and supporting school in undertaking activities which enhance this. Other Key Stages parent meetings and workshops to continue and further develop support for parents.
Provision of extra-curricular activities, outdoor experiences and clubs which engage children in stimulating and exciting experiences as part of the focus on 'learning for life'.	£2,300	Continuation of provision of funding for PP children to be able to access extra-curricular activities and clubs.
TOTAL SPEND	£105,540	