

Pupil premium strategy out-turn: Hartburn Primary School



| 1. Summary information | | | | | | | |
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| Academic Year | 2017/18 | Total PP budget | £106,580 | Number of pupils eligible for PP | 79 | Total number of pupils | 518 (+39 fte nursery) |

| Analysis of PP/Disadvantaged children | Attainment in 2016/17 | | | | Attainment in 2017/18 | | | |
|---------------------------------------|-----------------------|---------------|-------------------------|-----------------------|-----------------------|---------------|-------------------------|-----------------------|
| | 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 | (15/74) | | | | (12/71) | | | |
| Reading % at or above expected | 93% | 93% | 77% | 71% | 83% | 95% | TBC | TBC |
| Writing % at or above expected | 93% | 98% | 81% | 76% | 75% | 97% | TBC | TBC |
| Maths % at or above expected | 100% | 98% | 80% | 75% | 92% | 100% | TBC | TBC |
| GPS % at or above expected | 100% | 98% | 82% | 77% | 92% | 98% | TBC | TBC |
| Reading % at higher level | 27% | 25% | 29% | 25% | 25% | 36% | TBC | TBC |
| Writing % at higher level | 27% | 36% | 21% | 18% | 8% | 42% | TBC | TBC |
| Maths % at higher level | 40% | 58% | 27% | 23% | 17% | 44% | TBC | TBC |
| RWM Combined % at or above expected | 87% | 92% | 67% | 61% | 67% | 95% | TBC | TBC |
| Reading progress | +3.93 | +1.9 | +0.33 | 0.0 | 1.2 | 0.7 | TBC | TBC |
| Writing progress | +4.17 | +3.1 | +0.17 | 0.0 | -1.7 | 2.7 | TBC | TBC |
| Maths progress | +5.56 | +4.3 | +0.28 | 0.0 | 1.8 | 2.7 | TBC | TBC |
| End of KS1 | (7/74) | | | | (12/76) | | | |
| Reading % at or above expected | 86% | 85% | 79% | 76% | 67% | 91% | TBC | TBC |
| Writing % at or above expected | 100% | 79% | 72% | 68% | 67% | 88% | TBC | TBC |
| Maths % at or above expected | 71% | 82% | 79% | 75% | 75% | 92% | TBC | TBC |
| Reading % at higher level | 14% | 39% | 28% | 25% | 25% | 42% | TBC | TBC |
| Writing % at higher level | 0% | 25% | 18% | 16% | 25% | 39% | TBC | TBC |
| Maths % at higher level | 14% | 28% | 23% | 21% | 8% | 34% | TBC | TBC |
| Phonics Year 1 (12/74) (5/75) | 67% | 97% | 84% | 81% | 80% | 94% | TBC | TBC |
| EYFS GLD (4/74) (6/75) | 100% | 84% | | 71% | 83% | 87% | TBC | TBC |

| 482017/18 Out-turn | | |
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| Desired outcome | Actual 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 improve so that a greater proportion of children achieve GLD compared to national averages. | 83% of PP pupils in Foundation Stage met the Reading and Writing elements of the Early Learning Goal expectations by the end of Reception and 100% in Maths. These figures are significantly higher than Local Authority figures we are still awaiting national comparisons. 83% achieved GLD compared to 87% non PP children. | Small group and individual Interventions, TA support focusing on PP children has been successful. Interventions must begin as soon as PP children identified on entry to EYFS. We need to remind Private Providers to send 'Moving Forward' transition document. |
| Phonics Screening Test results improve. | 80% of PP pupils passed the phonics test compared to 67% last year which is a significant increase. Also Y2 pass rate was higher than predicted as 2 children who were not expected to pass did. | Early interventions, close assessment and monitoring meant 13% more pupils achieved expected standard in phonics for 2018. Staff deployment enabled small group intervention for PP children who needed extra support. This will continue. |
| Attainment in Reading at the Higher Standard in KS1 and KS2 improves. | At KS1 25% of PP pupils achieved higher standard in reading in 2018 an increase of 11% compared to 14% in 2017 At KS2 25% of PP pupils achieved higher standard in their reading test compared to 27% in 2017. We are still awaiting national comparisons. | Increased opportunities for in depth analysis of challenging texts led to an increase in attainment at the higher standard in KS1. Interventions, 1:1 support and close assessment monitoring to continue throughout KS1 and KS2. Reading Plus to be used from Autumn 1 in year 5 and 6 to increase pace at KS2. Continuation of high expectations and challenging texts to be used. |
| Attainment in Maths across KS1 improves both at the Expected and Higher Standard | At KS1 more PP pupils achieved standard and above (75%) compared to 2017 (71%) In Y1 80% of PP pupils achieved standard with 20% of these being at higher standard. This is an improvement on the year before when 67% achieved standard or higher. | Smaller class sizes, interventions, 1:1 support and close assessment monitoring. New workbooks and resources. Introduced working exercise books earlier. Maths lunchtime club also made and impact. New lesson structure also helped. |
| Attainment in Writing at the Higher Standard in KS1 improves. | Higher standard in Writing has improved for PP pupils at KS1 from 0% to 25% which is a significant increase. We are still awaiting national comparisons | Smaller class sizes, interventions, 1:1 support and close assessment monitoring led to large improvement in progress for all PP pupils. |
| Rate of attendance, including children with persistent absences, improves. | School maintained a similar overall attendance level for the last 2 years of 96.5%. This is 0.5 % above the national average. At end of 2017-18 academic year the Pa was 5.4% which is still significantly below the national average of 8.3% in 2017 | Attendance officer role will continue to review and challenge Absences and persistent absences in line with local authority and government guidelines. School have implemented the Penalty Notice process for unauthorised absence regarding attendance and Leave of Absence. |
| The school's punctuality issue is addressed and improves. | Punctuality has improved from 0.338% to 0.058% at the end of 2017/18 academic year. | 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. |

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| Pupils are well supported at home due to greater understanding of A.R.E by parents/carers. | 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. | Home visits and links with pre-school providers have ensured increased active parental support and engagement. Allocation of time for JG to meet parents/carers has improved their understanding of HPS expectations. 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. |

| 2017/18 Expenditure | | |
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| Allocation of Funding - £106,580 | £ Expenditure | Continuation of Expenditure |
| Quality of teaching for all 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. | £70,000 | Expenditure to continue into 2018/19. Some changes to group configuration in 2018/19 to mixed MA/HA groups to ensure LA children get enough relevant achievable work. 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 2018/19: 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 |
| Targeted support 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. | £25,000 | Expenditure to continue into 2018/19. 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. |
| Other Approaches 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. External Education Welfare to monitor attendance | £7,180 | 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. Education Welfare services to improve attendance and punctuality. |
| 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. |

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| 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, trips away and clubs. |
| TOTAL SPEND | £106,580 | |