

Pupil premium strategy out-turn: Hartburn Primary School



1. Summary information							
Academic Year	2018/19	Total PP budget	£100,420	Number of pupils eligible for PP	74	Total number of pupils	521 (+57 fte nursery)

Analysis of PP/Disadvantaged children	Attainment in 2017/18				Attainment in 2018/19			
	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:74								
End of KS2	(12/71)				(14/71)			
Reading % at or above expected	83%	95%	80%	76%	79%	82%	TBC	TBC
Writing % at or above expected	75%	97%	83%	78%	86%	95%	TBC	TBC
Maths % at or above expected	92%	100%	81%	76%	79%	95%	TBC	TBC
GPS % at or above expected	92%	98%	82%	78%	93%	89%	TBC	TBC
Reading % at higher level	25%	36%	33%	28%	14%	36%	TBC	TBC
Writing % at higher level	8%	42%	24%	20%	14%	31%	TBC	TBC
Maths % at higher level	17%	44%	28%	24%	29%	34%	TBC	TBC
RWM Combined % at or above expected	67%	95%	70%	64%	64%	80%	TBC	TBC
Reading progress	1.2	0.7	0.3	0	0.0	1.7	TBC	TBC
Writing progress	-1.7	2.7	0.2	0	1.4	2.5	TBC	TBC
Maths progress	1.8	2.7	0.3	0	2.0	2.2	TBC	TBC
End of KS1	(12/76)				(5/76)			
Reading % at or above expected	67%	91%	79%	75%	100%	84%	TBC	TBC
Writing % at or above expected	67%	88%	74%	70%	100%	86%	TBC	TBC
Maths % at or above expected	75%	92%	80%	76%	100%	84%	TBC	TBC
Reading % at higher level	25%	42%	29%	26%	20%	36%	TBC	TBC
Writing % at higher level	25%	39%	18%	16%	20%	27%	TBC	TBC
Maths % at higher level	8%	34%	25%	22%	20%	30%	TBC	TBC
Phonics Year 1 (5/75) (7/75)	80%	94%	85%	82%	86%	94%	TBC	TBC
EYFS GLD (6/75) (4/74)	83%	87%		72%	100%	90%	TBC	TBC

18/19 Out-turn		
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.	100% 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. 100% achieved GLD compared to 90% 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.	86% of PP pupils passed the phonics test compared to 80% last year and 67% the year before. This is carrying on the upward trend.	Early interventions, close assessment and monitoring ensured more pupils achieved expected standard in phonics for 2019. 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 20% of PP pupils achieved higher standard in reading in 2019 although this was a 5% drop the cohort number was only 5 for PP children reflecting a high percentage per child. It is also worth noting that 100% of PP children reached expected level in Reading and the PP gap is decreasing and lower than the LA gap. At KS2 14% of PP pupils achieved higher standard in their reading test compared to 25% in 2018. The drop is due to specifics of the cohort.	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 (100%) compared to 2018 (75%) In Y1 89% of PP pupils achieved standard with 11% of these being at higher standard.	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 an impact. New lesson structure also helped.
Attainment in Writing at the Higher Standard in KS1 improves.	Higher standard in Writing has stayed around the same level for PP pupils at KS1 from 25% to 20%. However the gap has decreased from last year and is still less than the LA	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 3 years of 96.5%. This is 0.8 % above the national average. Attendance officer implemented penalty notice process this year resulting in 33 penalty notices in 2018/19. At end of 2018-19 academic year the Pa was 4.2% (19 pupils) which is still significantly below the national average of 8.7% in 2019	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. 2018/19
The school's punctuality issue is addressed and improves.	Punctuality has improved from 0.338% to 0.01% at the end of 2018/19 academic year. Favourable in comparison to national figure which is 0.1%	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.	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.

2018/19 Expenditure		
Allocation of Funding - £100,420	£ 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.	£68,840	Expenditure to continue into 2019/20. 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 Y2 Phonic retakes to ensure pass rate for disadvantaged children is in line with national. Continued priorities for 2019/20: 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.	£22,000	Expenditure to continue into 2019/20. 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	£5,180	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.

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	£100,420	