



Pupil Premium Strategy Statement – 2017 – 2018 and 2016 – 2017 Review

1. Summary information 2017-18					
School	Hartlebury C of E Primary School				
Academic Year	2017 - 2018	Total PP budget	£35,200	Date of most recent PP Review	Sept 17
Total number of pupils	177	Number of pupils eligible for PP	19	Date for next internal review of this strategy	October 2018

2. Current attainment 2016-17		
Year 6 = 4 children /1 child = 25%	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	25%	61%
% making progress in reading	50%	71%
% making progress in writing	25%	76%
% making progress in maths	50%	75%
Year2 =2 children /1 child = 50%	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	0%	64%
% making progress in reading	0%	76%
% making progress in writing	0%	68%
% making progress in maths	0%	75%
Phonics		
% of children achieving expected standard	na	na
Year 1- phonics 5 children/ 1 child = 20%		
% of children achieving expected standard	60%	81%
Early Years 3 children / 1 = 33%		
% @ Good Level of development	33%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The cross over for those children who have SEND/ GRT and are also in receipt of pupil premium.
B.	A number of Pupil Premium children have social and emotional difficulties that impact upon their readiness to learn.
C.	Significant levels of lower than expected Speech & Language development in Early Years and Key Stage1 for Pupil Premium Children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of FSM pupils (average 91%) impacts on the continuity of their learning. 7/13 Children below 90% attendance were Pupil Premium. And of these 77 86% are vulnerable for achieving ARE at the end of their current Key Stage
E	34% Pupil Premium children received external support (early Help/Social Services) during 16-17)
F	30% Pupil Premium Children are on SEND register or have EHCPs
G	61% of our Pupil Premium cohort receive additional external support

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	To close the attainment gap between the pupil premium children and non-pupil premium children.	An increased number (%) of the pupil premium children will reach ARE in reading, writing and maths by the end of their current Key Stage.
2	Improvement in S&L development for pupils receiving PP so that their Reading & Writing are not adversely impacted	Pupils will make accelerated progress to achieve /exceed ARE by the end of KS1
3	Improvement in self-confidence and worth for those with SEMH, enabling readiness to learn	Improved attendance and at least expected progress
4	Improve attendance rates for pupils eligible for Pupil Premium	To reduce the % of PP children whose attendance is below 90% so that it is at least in line with non pp children

5. Planned expenditure						
Academic year	2017 - 2018				Budget £35,200	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?

To close the attainment gap between the pupil premium children and non-pupil premium children.	Increase Quality First Teaching opportunities by improving staffing ratio. Comprehensive training for staff in raising attainment for children with additional needs.	Discrepancy between pupils not in receipt of PP grant and children identified as PP achieving ARE. Significant proportion of children with SEN who are also eligible for Pupil Premium Grant.	Monitor attendance monthly and analyse trends/ dips and address immediately. Feed back to SLT	SLT	2 x TAs	Pupil progress meetings, TA termly reviews, performance management, lesson observations, book trawls and data analysis.
--	--	--	--	-----	---------	---

Total budgeted cost						£21042.92
----------------------------	--	--	--	--	--	-----------

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Improve attendance rates for pupils eligible for Pupil Premium Continue to maintain/improve school attendance for the most vulnerable learners in school.	Pastoral support and a single point of reference for families/ children. Funding to support transportation to school for identified families	The impact over time on school attendance already. Increased parental engagement with the more hard to reach parents/ families.	Monitor attendance monthly and analyse trends/ dips and address immediately. Feed back to SLT	Kelly Gledhill	2 hours per week	Summer 2017 – Full review with termly interim reviews linked to monitoring of attendance records in school.

Total budgeted cost						£920.37
----------------------------	--	--	--	--	--	---------

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs	When will you review implementation?
-----------------	------------------------	---	---	------------	-------	--------------------------------------

Improvement in S&L development for pupils receiving PP so that their Reading & Writing are not adversely impacted	Provision of Communication TA to work with key children on their targets weekly.	Early baseline, Language Link and Speech Link results indicate a high proportion of children with receptive and expressive language needs in current Early Years and Key Stage 1 cohort.	Monitor progress through weekly updates on progression. Pupil interviews, book trawls and focused lesson observations.	Trina Preece	Communication TA £14,969.37	Half termly reviews in line with data entries on School Pupil tracker Online. SEN/Pupil Premium termly reviews on pupil progression against Individual Provision Maps.
Support language development for vulnerable learners.	Training for Key Stage 1 staff in supporting children with language difficulties.		Feedback from staff to SLT and through staff meetings; staff to share new practice.	Sophie Bartlett	£290	Children known to Speech and Language Service will have targets assessed by that agency at 6 months intervals.
Support for pupils with SEMH, enabling readiness to learn.	Engagement of Mentor Link counselling services to provide ongoing support for targeted pupils.	Children with complex SEMH needs, eligible for PP.	Weekly feedback from mentor to SLT and class teacher.	Caroline Unitt	£600	SEN/Pupil Premium termly reviews on pupil progression against targets, pupil attainment tracking, attendance analysis. Pupil attainment tracking, attendance analysis
Total budgeted cost						£15859.37
Total Cost 2017-2018 of Pupil Premium Support						£37,822.66 £35,200 (Projected PP Grant)

6. Review of expenditure 2016-17				
Previous Academic Year		2016 - 2017		Budget: £33,763
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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)	Cost

Close the gap in maths identified for all pupils	Increase Quality First Teaching opportunities by improving staffing ratio.	Yes. The data for numbers count for pupils in year 2 2015-16 shows these pupils made accelerated progress and more progress than numbers count pupils nationally. Year 6 pupils had a score at least in line with national scores for other pupils in mathematics (Raise on Line data)	Continue in 2017 - 2018 AE will continue to provide data of each 12 week programme and progress made to SLT PP pupils will continue to be a focus group re progress in 2017-18	£21,900.00
Provide opportunities for all to develop and appreciate how to play an instrument.	Musical instrument lessons for all Year 3 and 4 pupils delivered by a specialist musician.	Yes. All pupils engaged in learning how to play an instrument and no child was left out. It provided an opportunity that some may never had been able to experience hence increasing the opportunities for all.	Continue in 2016 – 2017 with Year 5 pupils. Cornets with year 5 due to complexity of the instrument. School owns the instruments and can be continued annually for year 5 should finance allow.	£900.00

ii. Targeted support

Desired outcome	Chosen action/approach	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)	Cost
To offer a single point of contact for families regarding attendance, safeguarding and to support communication between home and school.	Employment of a Learning and Pastoral support. Attendance and punctuality monitoring	Yes. Targeted support for families ensured that there was an improvement in attendance and arriving on time which meant there was more continuity in the child's learning. Having one pastoral lead improved communication between home and school and ensured that any difficulties were addressed promptly.	Continue in 2017 – 2018 There was improvement in attendance of targeted pupils/families and therefore this strategy will continue to be implemented in 2017-18. In 2015-16 the decision to establish an attendance officer was beneficial and resulted in increased attendance	See 5 (iii)
Support children's personal and social needs	Interventions to support the social, emotional and mental well-being of children in school; employment of an Educational Psychologist to provide support.	Yes. Those children who were in receipt of these provisions were able to engage more readily in their classroom learning. The sessions provided them with strategies that they could draw on if needed. The interventions also had an impact on non PP children as it meant they had a more settled start to the school day without the impact of any possible disruption.	Continue in 2017 – 2018 The flexibility of these interventions enables school to offer early intervention for pupils personal and social needs	£9,438.00

iii. Other approaches

Desired outcome	Chosen action/approach	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)	Cost
To increase engagement with hard to reach families and support them in accessing all opportunities.	Individual family support: Transportation subsidy for pupils living far from school who wish to remain on roll. Uniform Support with accessing extra-curricular activities	Yes. Single point of contact has led to families voluntarily asking for help /referrals for Early Help Providers and reduced referrals to social care. That this person is not a teacher has enabled some families to feel more comfortable in seeking help.	Continue in 2016 – 2017 The success of this will be built upon in 2016-17	£2590.00

7. Additional detail

This pupil premium strategy statement was written using the 2016 – 2017 data for Year 2 and Year 6 pupils. It has also taken on board the information provided by our in school data and pupil progress meetings.

We believe that all children at Hartlebury have an entitlement to a good education and as a school we are continually outward looking as to how we can ensure this for all. Individual circumstances are always taken into account when decisions are being made.

As the number of PP pupils has been decreasing for the past 3 years this may have an impact on funding opportunities in 2017-18.