



Pupil premium strategy statement Little Harrowden Primary School

1. Summary information					
School	Little Harrowden Community Primary School				
Academic Year	2018-19	Total PP budget		Date of most recent PP Review	January 2018
Total number of pupils	208	Number of pupils eligible for PP	23	Date for next internal review of this strategy	October 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	65%
% reading	100%	75%
% writing	100%	78%
% maths	100%	76%

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.	Speech and language acquisition and attention and listening skills at KS1
B.	Emotional well-being, including self-esteem, confidence and resilience.
C.	Pupils being able to experience a wider range of activities.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children in receipt of Pupil Premium will perform in line with nation expectations and make expected progress from their starting point in reading, writing and maths. <ul style="list-style-type: none"> • Measured through Pixl tests and teacher assessment. • Increase in children in receipt of PP achieving the higher standard. • Teacher triangulation and observation. • Subject leadership monitoring. 	Children will achieve targets (FFT20) Pixl tests will show in year progress in line with peers Monitoring will show that teachers have high expectations

B.	<p>Increased resilience, confidence and social skill development</p> <ul style="list-style-type: none"> • Progress outcomes when compared to peers. Children will achieve at least in line with peers and the NA. • Behaviour records • Family support case studies 	<p>Intervention documents will show improvements in children's well-being. There will be a decrease in recorded behaviour incidents compared to all children. Children will achieve targets (FFT20) Increase in children in receipt of PP attaining the higher standard.</p>
C.	<p>Children in receipt of Pupil premium will have the same access to extra-curricular activities as all pupils.</p> <ul style="list-style-type: none"> • Pupil survey • Monitoring of Pupil premium access to clubs, trips and opportunities to play instruments. 	<p>Surveys and monitoring of clubs will show that children in receipt of enrichment vouchers access a wide range of clubs.</p>
D.	<p>Attendance rates and punctuality rates will be in line with all children.</p> <ul style="list-style-type: none"> • Termly attendance returns • Numbers of families receiving attendance concern letters. 	<p>Children will achieve targets (FFT20) Monitoring of case notes will show children with high absence improve attendance rates after intervention.</p>

5. Planned expenditure					
Academic year	2018-19				
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	When will you review implementation?
<p>Children in receipt of Pupil Premium will perform in line with nation expectations and make expected progress from their starting point in reading, writing and maths.</p> <p>Specific Outcomes: Increase the amount of children in this group attaining at greater depth. Increase progress in maths, writing and spelling</p>	<ol style="list-style-type: none"> 1. Quality First Teaching 2. Introduce Pixl assessment and monitoring. 3. CPD for new staff to develop confidence in teaching to mastery in reading, writing and maths. Introduction of Mastery in mathematics books and resources. 4. Introduction of Pixl spelling KS2 	<ol style="list-style-type: none"> 1. Recommended by INMAT as a good assessment tracking system with interventions linked to gap analysis. Trialled by a school. 2. Ofsted 2018 identified that some teachers were not teaching reasoning and problem solving effectively within the teaching cycle. Books and resources recommended by new maths lead. Trialled in previous school. 3. Spelling identified as a priority by Leadership and Ofsted based on KS2 results. 	<p>Triangulation activities.</p> <p>Assessment cycle included QLA and 'therapies'.</p> <p>Peer to peer support</p> <p>Targets set to FFT20 to ensure high expectations</p>	<p>English and maths lead</p> <p>JF to oversee the implementation of Pixl</p>	<p>May 2018</p>
Total budgeted cost					7240
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	When will you review implementation?

Increased resilience, confidence and social skill development	Employ a Parent Support Worker ELSA training Whole school attachment awareness training	Much of the support requires co-ordination of services, EHAs and specific intervention requiring ELSA training and a good knowledge of signposting within the county. Work sometimes involves home visits and work with parents.	Employ a Parent Support Worker Keep case notes and ensure that all interventions are evaluated. Regular supervision for link worker. INSET training on the restorative approach. Protective behaviours and Attachment awareness	Parent Link Worker	May 2019
Attendance rates and punctuality rates will be in line with the national mean.	Employ a Parent Support Worker. Daily first day response and lateness monitoring. Weekly attendance awards Termly intervention, letters and parent meetings to address lateness issues. Access to Breakfast club to support punctuality. EHA Attendance lottery	Much of the support requires co-ordination of services, EHAs and specific intervention requiring a good knowledge of signposting within the county. Work sometimes involves home visits and work with parents. Whilst interventions have reduced absence, the effects are not as rapid within our small PP group than in the non-PP group.	Daily first day response and lateness monitoring. Weekly attendance awards Termly intervention, letters and parent meetings to address lateness issues. Access to Breakfast club to support punctuality. EHA Attendance lottery	Parent Support Worker	Termly and September 2019
Total budgeted cost					20,590
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	When will you review implementation?
Children in receipt of Pupil premium will have the same access to extra-curricular activities as all pupils.	Enrichment vouchers for trips, residentials, clubs, music lessons, supporting uniform and access to online resources Access to Breakfast club	The majority of families make use of the enrichment vouchers for trips, residentials and clubs. Enabling funded access to Breakfast club has reduced absence for some families.	Monitoring of use of vouchers. Monitoring attendance. Survey.	School Business Manager	April 2018
Total budgeted cost					4,830

6. Review of expenditure				
Previous Academic Year		2017-18		
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
Higher rates of progress for children in receipt of PP, where they are making slower progress than peers.	CPD Maths Coaching	<p>Children in receipt of PP outperformed peers at the end of KS2 at the expected standard. However impact at the higher standard is less evident.</p> <p>Through data shows that middle ability children in receipt of PP made progress in line with peers from their starting point in KS2. Where there are weaker progress trends (maths, spelling and writing) PP is not an indicator. However PP may be an indicator in relation to reaching the higher standard in both KS1 and 2.</p> <p>Book looks show that some children in receipt of PP are making accelerated progress from a lower starting point where other factors (such as SEND barriers) are not present.</p>	<p>Maths coaching did not impact on progress and attainment and therefore will not be an approach adopted next year.</p> <p>Quality first teaching and targeted work with families had the greatest impact.</p> <p>A more robust and benchmarked assessment system is required in order to identify specific gaps in teaching and learning.</p> <p>Ofsted identified that reasoning and problem solving in maths were not being taught effectively in all classes and this may explain the barrier to disadvantaged groups reaching the higher standards.</p>	£2559
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

<p>Improve the emotional well-being and resilience of learners so that they can access the classroom, improve social skills and know how to stay safe.</p>	<p>Strategy meeting approach</p> <p>Behaviour policy review</p> <p>Behaviour mentor</p> <p>Work with outside agencies</p>	<p>External reviews and Ofsted show that children, including those in receipt of PP feel safe and know what to do if they are worried about something.</p> <p>Quality first teaching of PSHE and Wellbeing have been successful in giving children strategies to support their emotions, self-esteem and friendships.</p> <p>Where children have specific SEND, bespoke packages of support have stabilised and improved access to education.</p> <p>Strategy meetings have been successful in ensuring good communication between senior leaders, families, the teacher and support staff and the child. This had led to children accessing the classroom and becoming more confident learners.</p>	<p>All staff need to understand our behaviour strategy and employ it in order for effective support to happen. Attachment Awareness training should be delivered.</p> <p>Work with families and support in the home has a positive impact on behaviour and well-being at school.</p>	<p>17,020</p>
<p>Increase attendance and punctuality rates</p>	<p>EHA</p> <p>Working with external agencies – school nurse, inclusion etc..</p> <p>Behaviour mentor</p>	<p>PP is not and indicator of persistent absenteeism in school. Attendance is below the national for children in receipt of PP. However, when outliers are removed, they are in line with the national mean.</p> <p>Lateness before and after registers close correlates strongly for children in receipt of PP. Measure employed to support punctuality such as EHAs, breakfast club access and a robust monitoring system have impacted positively as evidenced by individual case data.</p> <p>However this still remains and area of concern.</p>	<p>Attendance and punctuality correlates strongly with emotional well-being and progress in the classroom. Where attendance and punctuality improved, so did all other indicators.</p> <p>This is an area that we need to continue to focus on and increase to invest in so as to make lasting change.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Developing all pupils access to extra-curricular activities and remove cost barriers.</p>	<p>Enrichment vouchers</p>	<p>Monitoring of enrichment vouchers shows that almost all families use them to assist with trips, clubs and uptake of musical instruments.</p> <p>Access to breakfast club has also improved the attendance of children in receipt of PP.</p>	<p>We need to monitor the attendance of children who are signed up to clubs to ensure that money is spent most effectively.</p> <p>Families actively use the vouchers to support their children's access to extra-curricular activities. This provision should continue.</p>	<p>10,540</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our school remains committed to ensuring that all children have equal access to a high quality education and opportunities to discover their passions and talents. We use our funding to support children to fully access the school provision, provide assistance and signposting to families and to ensure that children can take part in a wide range of extra-curricular activities. We have a strong ethos of inclusion and try to remove all barriers that will effect a child's ability to work alongside peers in a class environment. We spend pupil premium money on whole school initiatives and additionally target the individual needs of eligible pupils. We are committed to ensuring that pupil premium funding is spent to maximum effect.