# REVIEW Harbertonford Pupil Premium Strategy Statement 2018/19

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| 1. **Summary information** | | | | | |
| **School** | Harbertonford Primary | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £18,480 | **Date of most recent PP Review** | September 2018 |
| **Total number of pupils** | 92 | **Number of pupils eligible for PP** | 15 | **Date for next internal review of this strategy** | June/July 2019 |

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| 1. **Attainment 2017-18 (Based on Y6 results)** | | |
| *Harbertonford’s’ figures for pupils eligible for PP* ***(BASED ON A COHORT OF 0)*** | | *Pupils not eligible for PP (national average)* |
| **% achieving expectations in reading** | - | 77% |
| **% achieving expectation in writing** | - | 69% |
| **% achieving expectation in maths** | - | 85% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Consistent displays of ‘learning power’ in all pupils - particularly issues around stamina | |
|  | | Accurate identification of barriers for learning for disadvantaged pupils | |
| **C.** | | SEMH needs of PP children, which impact on their ability to access learning in the classroom | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Persistent absence was high for the group: boys (highest 10%) and FSM was above national average - *IDSR 2015/16: Weaknesses* | |
| 1. **Desired Outcomes** | | | |
|  | ***Desired outcomes and how they will be measured*** | | ***Success Criteria*** |
|  | All children are resilient, engaged and effective learners. | | All children engaged in lessons, show resilience in their attitude to learning and make good or better progress. |
|  | All disadvantaged pupils needs are accurately assessed by involved members of staff to enable effective provision. | | Confident staff who know a range of potential barriers to learning for disadvantaged pupils, and can plan accurate and effective provision for them. |
|  | Pupils can access learning because their physiological, safety, belonging and esteem needs are being met. | | Pupils receive appropriate SEMH support to enable them to access their learning from the beginning of the day (school based interventions and Inclusion Hub involvement) |
|  | Increased attendance rates for pupils eligible for PP | | Attendance increases by prompt intervention and effective monitoring of this group. |

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| 1. **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. | | | | | | |
| 1. **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?** | |
| All children are resilient, engaged and effective learners. | Consistent QFT which encourages effective collaboration, and facilitates independent and creative thinking. | The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils, the difference between a good and bad teacher is a whole year’s learning. (Sutton Trust, 2012) | Learning Walks provide the opportunity for lesson observations, book scrutinies, and gathering pupil voice. Lessons are expected to be good or better. If teaching is less than good, support is put in place. | **L Lethbridge** | **July 2019** | |
| All disadvantaged pupils needs are accurately assessed by members of staff to enable effective provision. | All class teachers analyse individual barriers to learning through the ‘Barrier Analysis’ system. Provision is targeted and reviewed regularly to ensure impact. | An individual approach to addressing barriers to learning for disadvantaged children ensures specific provision is tailor-made and treats each child as an individual and not a homogeneous group.  Recommended approach by DfE and Ofsted. | Regular interventions meetings with TAs, which feed into half-termly pupil progress meetings with class teachers.  Half termly analysis of barriers with Head of School and class teachers. Impact discussed and changes to provision made (where appropriate) | **L Lethbridge** | July 2019 | |
| Pupils can access learning because their physiological, safety, belonging and esteem needs are being met. | Access to the MAST | Utilise the support offered the Plymouth Excellence Cluster’s MAST to access a variety of support pertaining to SEMH - such as play therapy, etc. | Inclusion Hub Manager to seek evaluations from SENDCos/Heads of School in the summer term to evaluate the service brought in from MAST. | **Becky Humphreys** | July 2019 | |
|  | The Inclusion Hub - access SEMH support (SEMH courses for children and outdoor forest school sessions) | Feedback from previous participating schools report a positive change in a child’s ability to self regulate, which has enabled them to access curricular learning more effectively.  Our Inclusion Hub offers weekly courses for children to address an element of SEMH (anxiety, anger, etc). For children with high levels of SEMH needs/at risk of exclusion, a longer, outdoor forest school session is offered where children have the opportunity to explore different ways of managing their emotions, using the therapeutic elements of nature as their starting point. | Questionnaires and SDQs sent out to all participating children, schools and parents (pre and post sessions) to assess impact.  Head of School to monitor incidents of dysregulation to track any reductions (or increases). | **L Lethbridge**  **Becky Humphreys** | July 2019 | |
| **Total Budgeted Cost** | | | | | **Staffing £5,913.60**  **Resources £1,848.00** | |
| 1. **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?** | |
| All disadvantaged pupils needs are accurately assessed by involved members of staff to enable effective provision. | All class teachers analyse individual barriers to learning through ‘Barrier Analysis’ system (Boxall profiling). Provision is targeted and reviewed to ensure impact. | An individual approach to addressing barriers to learning for disadvantaged children ensures specific provision is made - and treats each child as an individual and not an homogenous group.  Recommended approach by DfE and Ofsted. | Regular interventions meetings with TAs, which feed into half termly pupil progress meetings with class teachers.  Half termly analysis of barriers with Head of School and class teachers. Impact discussed and changes to provision made (where appropriate) | **L Lethbridge** | July 2019 | |
| Pupils can access learning because their physiological, safety, belonging and esteem needs are being met. | Small group Thrive sessions by a trained practitioner for children who need regular and additional support to have their social/emotional needs met. | Social and emotional learning programmes benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. (EEF) | TA session records and meetings with Head of School. | **L Lethbridge**  **Teaching Assistant** | July 2019 | |
| **Total Budgeted Cost** | | | | | **£10,718.40** | |
| **iii. Other Approaches** | | | | | | |
|  | **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 attendance rates for pupils eligible for PP | Closely monitor attendance of PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)  Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.  Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport). | Children cannot learn if they are not in school. Increased levels of attendance will ensure that children are in sessions and are consistently in school to learn. | Head of School, alongside inclusion Manager and admin to identify those PP pupils who are in the amber/red range. Actions to be agreed and carried forward promptly.  Termly reviewed. | **L Lethbridge**  **Rebecca Humphreys**  **(Admin support)** | | July 2019 |
| **Total Budgeted Cost** | | | | | | -£18,480 |

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| 1. **Review of expenditure 2018-19** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
| All children are resilient, engaged and effective learners. | Consistent QFT which encourages effective collaboration, and facilitates independent and creative thinking. | Building Learning power has been embedded across the school and children are using the vocabulary. It is visited throughout the year both in class and in assemblies.  This has been monitored through pupil progress meetings and class drop ins by the Academy head.  Moderation across the school and academy. | Continue revisiting throughout year. |  |
| All disadvantaged pupils needs are accurately assessed by members of staff to enable effective provision. | All class teachers analyse individual barriers to learning through the ‘Barrier Analysis’ system. Provision is targeted and reviewed regularly to ensure impact. | Quality First Teaching pathway being used effectively and provision mapping has been developed and implemented successfully. | Support for SENDCo to feed back to teachers through SEND Hub group. |  |
| Pupils can access learning because their physiological, safety, belonging and esteem needs are being met. | Access to the MAST | Used where needed. | Continue accessing MAST through the Inclusion Hub |  |
|  | The Inclusion Hub - access SEMH support (SEMH courses for children and outdoor forest school sessions) | Several children have attended courses with good results back in schools | Keep tapping in to the IIH courses. Identify pupils with IIH Manager  Introduce Boxall Profiling to identify children with SEMH needs. |  |
| 1. **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** |
| All disadvantaged pupils needs are accurately assessed by involved members of staff to enable effective provision. | All class teachers analyse individual barriers to learning through ‘Barrier Analysis’ system (Boxall profiling). Provision is targeted and reviewed to ensure impact. | Training for Boxall taking place this year due to time restrictions in the last academic year.  IIH manager has been in to assess several children and has set targets through Boxall.  Quality First Teaching pathway being used effectively and provision mapping has been developed and implemented successfully. | Support for SENDCo to feed back to teachers through SEND Hub group.  Introduce Boxall Profiling to identify children with SEMH needs. |  |
| Pupils can access learning because their physiological, safety, belonging and esteem needs are being met. | Small group Thrive sessions by a trained practitioner for children who need regular and additional support to have their social/emotional needs met. | Sessions take place in school weekly including elements of therapeutic play and Lego therapy following training through the IIH | Contune this and access any training offered by the IIH. |  |
| 1. **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** |
| Increased attendance rates for pupils eligible for PP | Closely monitor attendance of PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)  Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.  Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport). | Still issues with two pupils (siblings) but they have had genuine illnesses such as slap cheek and chicken pox. Policy applied | Continue to communicate with parents and follow Academy policy. |  |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |