

# Harbertonford Pupil Premium Strategy Statement 2017/18

1. Summary information					
School	Harbertonford Primary				
Academic Year	2017-18	Total PP budget	£21,120	Date of most recent PP Review	March 2018
Total number of pupils	91	Number of pupils eligible for PP	13 (inclu 3 SC)	Date for next internal review of this strategy	July 2018

2. Attainment 2017 (Based on Y6 results)		
	<i>Harbertonford's' figures for pupils eligible for PP (BASED ON A COHORT OF 2)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expectations in reading	50%	77 %
% achieving expectation in writing	50%	81%
% achieving expectation in maths	100%	80%
Progress Measure in reading	0.58	0.3
Progress Measure in writing	-2.85	0.2
Progress Measure in maths	-0.62	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Consistent displays of 'learning power' in all pupils - particularly issues around stamina
B.	Accurate identification of barriers for learning for disadvantaged pupils
C.	'Maths progress was in the bottom 20% for at least two years for all pupils' - <i>IDSR 2016/17: Areas to Investigate</i>
D.	SEMH needs of PP children, which impact on their ability to access learning in the classroom
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Persistent absence was high for the group: boys (highest 10%) and FSM was above national average - <i>IDSR 2015/16: Weaknesses</i>
4. Desired Outcomes	
	<b>Desired outcomes and how they will be measured</b>
	<b>Success Criteria</b>

<b>A.</b>	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.
<b>B.</b>	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.
<b>C.</b>	Maths progress increases for the 17/18 academic year and beyond.	Maths progress scores are an improvement on last year, and continue to increase to be at least in line with National Average, and better.
<b>D.</b>	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)
<b>E.</b>	Increased attendance rates for pupils eligible for PP	Attendance increases by prompt intervention and effective monitoring of this group.

5. Planned expenditure					
Academic year		2017-18			
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?
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 T Callcut	July 2018
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 an 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 2018
Maths progress increases for the 17/18 academic year and beyond.	Work with All Saints Teaching Alliance to provide a bespoke programme of ongoing practical training and support to introduce an mastery programme, based on successful approaches by the Pacific Rim countries.  CPD on providing stretch for higher attaining pupils - maths mastery curriculum	Accredited Teaching School Alliance which offers a number of national leaders in education and specialist leaders of education. They are also a national support school.  Nationally accredited school by the National College of Teaching and Leadership.	There will be a scheduled programme consisting of maths leaders observing 'best practice' in other settings, and joint planning under the direction of a national leader in maths education.  There will be a programme of team teaching and team review between the maths lead and All Saints Teaching School.  Through staff INSET and incremental coaching, the mastery approach will be rolled out to all teaching staff.	L Lethbridge	July 2018

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.	<b>K Simpson</b>	<b>July 2018</b>
	The Inclusion Hub - access SEMH support (SEMH courses for children and outdoor forest school sessions)	<p>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.</p> <p>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.</p>	<p>Questionnaires and SDQs sent out to all participating children, schools and parents (pre and post sessions) to assess impact.</p> <p>Head of School to monitor incidents of dysregulation to track any reductions (or increases).</p>	<b>L Lethbridge</b> <b>K Simpson</b>	<b>July 2018</b>
<b>Total Budgeted Cost</b>					<b>£4000</b>
<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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. Provision is targeted and reviewed to ensure impact.	<p>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.</p> <p>Recommended approach by DfE and Ofsted.</p>	<p>Regular interventions meetings with TAs, which feed into half termly pupil progress meetings with class teachers.</p> <p>Half termly analysis of barriers with Head of School and class teachers. Impact discussed and changes to provision made (where appropriate)</p>	<b>L Lethbridge</b>	July 2018
Maths progress increases for the 17/18 academic year and beyond.	In addition to QFT approach as outlined above, regular and fluid interventions planned for children have display specific gaps in learning (pre-teach, focused short interventions).	Short, targeted interventions that are designed to address a specific element of learning have shown to be very effective. (EEF Toolkit)	All TAs will record progress made by children in intervention groups - which will be fed back to Head of School, forming part of the Pupil Progress Meetings with class teachers.	<b>L Lethbridge</b>	July 2018

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.	<b>L Lethbridge</b> <b>Teaching Assistant</b>	July 2018
<b>Total Budgeted Cost</b>					<b>£17,000</b>
<b>iii. Other Approaches</b>					
	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates for pupils eligible for PP	<p>Closely monitor attendance of PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)</p> <p>Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.</p> <p>Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport).</p>	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.	<p>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.</p> <p>Termly reviewed.</p>	<p><b>L Lethbridge</b></p> <p><b>Katherine Simpson</b></p> <p><b>(Admin support)</b></p>	July 2018
<b>Total Budgeted Cost</b>					-

6. Review of expenditure 2017-18				
Previous Academic Year				
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
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
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
7. Additional detail				
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>				