

## Hardwick Green Primary Academy

### Purpose;

The pupil premium was introduced in April 2011 and is allocated to schools to work with learners who have been registered for free school meals at any point in the last six years (known as ever 6 FSM), looked after children (LAC) or Army children. The additional funding is allocated to support schools to 'narrow the gap' between vulnerable learners and their peers.

Schools, headteachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual learners. It is for schools to decide how the Pupil Premium allocation is spent since they are best placed to assess what additional provision should be made for the individual learners within their responsibility. (Source: DFE Website)

We have high aspirations for all our learners and believe that all learners should be given the opportunity to reach their full potential. We use our pupil premium funding to provide personalised learning opportunities and targeted support so that all children can flourish.

### 2017-18 Allocation

Number of learners and total amount 2017/18	
Total Number of learners on roll	261
Total Number of learners eligible for pupil premium funding	152
Amount received per child	£1320
Total amount of pupil premium funding	£201,152

## 2017 -18 Year Group Breakdown

Year Group	Total Number	PP number	PP %
F2	39	16	41
Year 1	49	27	55
Year 2	52	29	56
Year 3	30	15	50
Year 4	31	20	65
Year 5	31	20	65
Year 6	29	19	66

### Main Barriers to Educational Achievement for Disadvantaged Learners at Hardwick Green Primary Academy

Working with learners, staff and Governors the school has identified key barriers to learning for those identified as disadvantaged. The planned spend for 2017/18 is focused on reducing or minimising these barriers in addition to further developing high quality Wave 1 teaching across the school.

- Attendance
- Readiness for learning
- Aspirations
- Parental Engagement and Home learning

## Headline Data 2017/18

### EYFS

Pupils	Cohort (No. pupils)	Percentage of pupils achieving a GLD
Overall	41	49% (71)
Disadvantaged	18	33%
Difference		- 16%

### Y1 Phonics

% on track	Autumn
Overall	78% (83)
Disadvantaged	77%
Difference	-1%

End of KS1 -Y2

Attainment

	Reading		Writing		Maths	
	Exp	Exc	Exp	Exc	Exp	Exc
<b>Overall</b>	63% (71)	10% (26)	62% (70)	10% (16)	62% (76)	13% (23)
<b>Disadvantage d</b>	58%	10%	58%	6%	55%	16%
<b>Difference</b>	-5%	=	-4%	-4%	-7%	+3%

Progress

	Reading		Writing		Maths	
	Exp	Exc	Exp	Exc	Exp	Exc
<b>Overall</b>	81%	4%	73%	0%	62%	13%
<b>Disadvantaged</b>	84%	6%	71%	0%	67%	0%

<b>Difference</b>	+3%	+2%	-2%	=	+5%	-13%
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End of KS2 - Year 6

Attainment (TA)

	Reading		Writing		Maths		Spag	
	Exp	Exc	Exp	Exc	Exp	Exc	Exp	Exc
<b>Overall</b>	66% (75)	0% (28)	76% (78)	5% (20)	72% (76)	0% (23)	66% (78)	0%(34)
<b>Disadvantage d</b>	50%	0%	69%	0%	63%	0%	56%	0%
<b>Difference</b>	-16%	=	-7%	-5%	-9%	=	-10%	=

## Progress

	Reading		Writing		Maths	
	Exp	Exc	Exp	Exc	Exp	Exc
<b>Overall</b>	79%	3%	86%	14%	93%	3%
<b>Disadvantaged</b>	69%	6%	81%	13%	88%	6%
<b>Difference</b>	-10%	+3%	-3%	-1%	-5%	+3%

Provision 2017/18					
<b>Objectives:</b> PPG to be used to support the progress of the most vulnerable learners – FSM eligible & looked after children, who made less progress than their peers.					
Project/Item	Evidence link	Objective	Cost	Impact	
1:1 Tuition	1:1 Tuition Small Group Tuition	Deliver 1:1 tuition to identified learners to bring them back on track	£15,000	<ul style="list-style-type: none"> <li>Learners accessing 1:1 tuition in Maths reached ARE. However no learners achieved GDS. Attainment overall in Maths was above National.</li> <li>Attitudes and dispositions of learners throughout the test were excellent – learners showed high levels of resilience and applied great effort to all tests despite of finding the</li> </ul>	

				reading paper very tricky. They relished the challenge. (Observation, Learner discussion)
Specific CPD	Collaborative Learning, Feedback, Mastery Learning, BLP, Critique, Kagan Structures, Oral and Language Development, Metacognition	Develop consistently high effective practise in all classes including effective use of: <ul style="list-style-type: none"> <li>• Collaborative learning &amp; Oracy (Talk for Learning)</li> <li>• High quality feedback</li> <li>• Flexible grouping &amp; personalised instruction</li> <li>• Mastery learning</li> <li>• Metacognition including BLP &amp; use of critique</li> <li>• Focused support on Maths and SPaG CPD and development</li> </ul>	£25,000	<ul style="list-style-type: none"> <li>• Enquiry reports reference some examples of effective feedback in place across the school with increasing impact on learning and progress although this remains a development point</li> <li>• Maths Mastery Training completed and evidence of application of strategies and use of materials in all classes found in learning enquiry although not yet consistent and required further development and embedding. White Rose Maths programme implemented across the school.</li> <li>• Phonics CPD has impacted positively on outcomes for KS1, however more work developing CLL needs to be undertaken in the foundation stage.</li> </ul>
Specialist Teacher for Music, Drama & the Arts	Arts Participation	To provide high quality and specialist access to art provision including: <ul style="list-style-type: none"> <li>• Choir</li> <li>• Drama</li> <li>• Music –specialist whole class teaching &amp;</li> </ul>	£20,000	<ul style="list-style-type: none"> <li>• Growing numbers of learners participating in instrument lessons. Parent attendance at performances is high and learner's confidence in playing is improving, taking solos. (teacher records, blog posts, learner discussions)</li> </ul>

		personalised instruction		<ul style="list-style-type: none"> <li>All classes have accessed high quality music teaching in the last school year (provision maps)</li> <li>Learners knowledge and attainment in music is improving (discussion with learners, observation, teacher assessment records)</li> </ul>
Expansion of the Pastoral Team Staffing - Specialist Safeguarding Officer	Behaviour Interventions; Social & Emotional Learning & Self Regulation, Parental Involvement	Develop more effective support for vulnerable families.	£25,000	<ul style="list-style-type: none"> <li>Increased capacity to meet needs of vulnerable learners and families</li> <li>Improved staff morale at times of conflict</li> <li>Restructure of roles allows focused specialist staff e.g. Safeguarding Specialist staff</li> <li>Streamlined systems</li> </ul>
Additional Support staff in KS1 and KS2	Feedback, Metacognition, Reading comprehension, Oral Language Development, Teaching Assistants, Small Group Tuition & Personalised Instruction	Provide wider opportunities for high quality feedback, personalised instruction, small group tuition in all classes. Provide wider opportunities to offer 1:1 daily reading for the most vulnerable learners (reading comprehension)	£40,000	<ul style="list-style-type: none"> <li>In year progress in Reading for pupil premium eligible learners is at least expected in all classes and in many cases better than expected</li> <li>In year progress in writing for all pupil premium eligible learners is at least expected and in many cases better than expected</li> <li>In year progress in Maths for all pupil premium eligible learners is at least expected and in many cases better than expected</li> <li>In Maths in KS2 pupil premium eligible learners have made better progress than</li> </ul>



				<p>their peers. In KS1 they have progressed as well as their peers</p> <ul style="list-style-type: none"> <li>• Sharp increase in proportion of learners reaching the expected standard in Phonics in Y1; 78% of those PP eligible learners reached the standard compared to 63% of their peers</li> </ul>
Engagement in the power of Reading Project	Reading Comprehension	To further develop the quality of the teaching of reading, developing the skills of comprehension and fostering a love of reading.	£25000	<ul style="list-style-type: none"> <li>• In year progress in Reading for all pupil is at least expected.</li> <li>• CLPE CPD and resources have supported staff in using high quality and challenging texts.</li> </ul>
Expansion of school library and investment in extending reading resources inc reading scheme, guided reading stock & non fiction book stock	Reading comprehension,	Develop high quality reading provision that effectively promotes reading to all learners and enables effective teaching of reading across the school.	£5000	<ul style="list-style-type: none"> <li>• In year progress in Reading for pupil premium eligible learners is at least expected in all classes and in many cases better than expected</li> <li>• New guided reading resources are now available for KS1 and KS2</li> </ul>
Develop the use of ICT to support engagement and home learning.	Home learning, Parental Engagement	<p>Develop the school's ICT provision.</p> <p>Immersive space installation to support engagement.</p>	£30000	<ul style="list-style-type: none"> <li>• Engagement in lessons is high supporting progress</li> <li>• Children's independent learning skills at UKS2 have been enhanced through the use of ICT.</li> </ul>

Specialist counselling/ play therapy Provision	Behaviour Interventions; Social & Emotional Learning & Self Regulation, Parental Involvement	Develop high quality, specialist support for the most vulnerable learners	£20000	<ul style="list-style-type: none"> <li>• Number of behaviour incidents across the school have reduced.</li> <li>• Progress of learners engaging in the provision improved, as have dispositions and attitudes. (Case studies)</li> </ul>
<b>Total</b>			<b>£205, 000</b>	