



Hardwick Green Primary Academy

Pupil Premium Planned Spend 18/19

The Pupil Premium

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.

2018- 19 Allocation

Number of learners and total amount 2017/18	
Total Number of learners on roll	313
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	32	6	15%
Year 1	41	17	41%
Year 2	49	28	57%
Year 3	53	31	58.4%
Year 4	30	17	57%
Year 5	32	23	74%
Year 6	31	25	81%

The additional funding is allocated to schools to support 'Narrowing the Gap' between disadvantaged and vulnerable learners and their peers.

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 2018/19 is focused on reducing or minimising these barriers in addition to further developing high quality Wave 1 teaching across the school.

In school barriers. Issues to be addressed in school through staff intervention, internal organisation, classroom planning and provision

- Many children need ongoing intervention to overcome gaps in knowledge, issues with retention (working memory)
- Children achieving attainment at age related expectations is below national. Very few children attain levels above age related expectations at the end of any Key Stage.
- Reading is a barrier to accessing the wider curriculum in school.
- Many children need additional support to ensure their basic needs are met and they are able to fully engage in learning.

External Barriers

- Low attendance rates.
- Complex family backgrounds
- Lack of parental involvement in terms of reading, spelling, homework and supporting education generally.
- Lack of quality life experience from which to bring to their learning in school.

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
Overall	63% (71)	10% (26)	62% (70)	10% (16)	62% (76)	13% (23)
Disadvantage d	58%	10%	58%	6%	55%	16%
Difference	-5%	=	-4%	-4%	-7%	+3%

Progress

	Reading		Writing		Maths	
	Exp	Exc	Exp	Exc	Exp	Exc
Overall	81%	4%	73%	0%	62%	13%
Disadvantaged	84%	6%	71%	0%	67%	0%
Difference	+3%	+2%	-2%	=	+5%	-13%

End of KS2 - Year 6

Attainment (TA)

	Reading		Writing		Maths		Spag	
	Exp	Exc	Exp	Exc	Exp	Exc	Exp	Exc
Overall	66% (75)	0% (28)	76% (78)	5% (20)	72% (76)	0% (23)	66% (78)	0%(34)
Disadvantaged	50%	0%	69%	0%	63%	0%	56%	0%

Difference	-16%	=	-7%	-5%	-9%	=	-10%	=
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Absence Figures of Disadvantaged learners

	2018
% of sessions missed due to overall absence	5.6%
% Persistent absentees absent for 15% or more sessions	5.2%
PP % of sessions missed due to overall absence	
PP% Persistent absentees absent for 15% or more sessions	

Evaluation schedule

The plans outlined below and their impact will be reviewed by the school's Principal nominated Pupil Premium lead and Governor on a termly basis. A report to the GB will evaluate the impact against planned spend and identify and recommend any changes required. The final evaluation report will be complete following the KS4 examination results.

Evaluation 1 - December 2018

Evaluation 2 - March 2019

Evaluation 3 - August 2019

Desired Outcomes		Success Criteria
1	Improve language skills for PP eligible learners in EYFS	Children eligible for PP in Reception class make rapid progress, so that by the end of the year they meet or exceed age related expectations.
2	All year 6 make progress in line or above all children. Nationally from the same starting point.	Children eligible for PP in Year 6 will have a half termly meeting with the PP Champion and Y6 team to ensure that they are on track to meet or exceed ARE.
3	Increased opportunities for cultural and curriculum visits / experiences funded by school for HA PP, impact positively of pupil achievement for this group.	Pupils who are eligible for PP and identified as HA will be targeted for specific intervention and aspiration building opportunities such as university visits.
4	Pupils' can access learning. In class because their physiological, safety, belongingness and esteem needs are met	Children eligible for PP woi face additional challenges will be targeted for Breakfast Club and additional intervention linked to self esteem.
5	Gaps are identified and targeted teaching/interventions teach to gaps.	Using support from PiXL strategies Weekly Y6 and half termly Pupil Progress meetings will ensure that learners gaps are identified robustly and that clear intervention plans are in place. (Both Wave 1 and 2)
6	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	Children across the school are reading regularly either at home, with classes, groups or 1:1.

Planned Actions 2017/18

Quality Teaching for all					
Desired outcome	Chosen action/approach	h What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
AfL	Focused CPD and coaching to further develop the use of effective feedback and peer critique across the school. Ensuring LO/SC are shared effectively with learners who can articulate the next steps needed to make progress.	The 5 principles that underpin effective AfL are all identified by EEF as supported increased learner progress - Feedback, LO/SC, Metacognition, Classroom Discussion and questioning and learners as resources for each other	School monitoring cycle	KD	Termly
Focused CPD on Reading Comprehension strategies - Reciprocal Reading	Focused CPD and 1:1 support to embed the teaching of reading - . • prediction; • questioning; • clarifying; • summarising; • inference; and • activating prior knowledge.	EEF Improving literacy at KS1/2	School Monitoring Cycle	SB/CF	Termly

<p>Flexible grouping and differentiation</p>	<p>Focused CPD on flexible grouping and differentiation, ensuring grouping in classrooms is fluid.</p> <p>Developing the use of 1:1 devices and google classroom to support flipped learning, pre learning and revision and intervention strategies,</p>	<p>EEF In Class attainment grouping.</p>	<p>School monitoring Cycle</p>	<p>KD</p>	<p>Termly</p>
<p>CPD EYFS language intervention</p>	<p>Developing the use of the provision so that there is a high emphasis on providing opportunities to encourage verbal interaction.</p> <p>Screening and early intervention for children identified with significant deficit. Support and advice for parents.</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both</p>	<p>School Monitoring Cycle</p> <p>Parent questionnaires/evaluations</p>	<p>MW</p>	<p>Termly</p>

Phonics/ Spelling KS2	<p>Ensure that those teaching phonics have had high quality CPD</p> <p>To ensure that there are structured interventions in place to support children at KS2 who haven't mastered phonics</p>	Use high-quality structured interventions to help pupils who are struggling with their literacy	School Monitoring Cycle	SB	Termly
All year 6 make progress in line or above all children. Nationally from the same starting point.	Further embedding maths mastery with a focus on bar modelling.	Evidence has shown that Mastery can provide a moderate impact for a low cost. Giving children a range of strategies to explore and find their own ways of getting to and answer will make them more independent learners.	<p>School monitoring Cycle</p> <p>Staff will use White Rose Planning to support them in meeting the needs of all pupils.</p>	SB	Termly
Budgeted Cost					£101,000

Targeted Intervention					
Desired outcome	Chosen action/approach	h 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 year 6 make progress in line or above all children. Nationally from the same starting point.	1:1 Tuition Targeted 1:1, group intervention. Holiday Intervention	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. This is a successful ongoing strategy used to ensure children make at least expected progress in Year 6	School monitoring cycle. Weekly Y6 Pupil Progress meetings	KD	Termly
Attendance intervention/EWO support	Revised attendance process - developing a more consistent approach to praise and reward of good attendance and developing parental support and	Children can only make progress if they are in school and accessing lessons. Families need to support the school in its approach towards improving	Monthly report from Attendance officer. Half termly PP meetings	KD	Termly

	awareness.	attendance so we are trying new strategies to engage parents and therefore engage children.			
Behaviour Intervention - targeted intervention work including screening tools (Boxall) and bespoke small group and 1:1 interventions	Review the behaviour policy and ensure that there are clear pathways for supporting those children and their families when behaviour is a problem.	EEF - approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning have shown to have a positive impact on learner outcomes.	Monitoring through Behaviour Report, Attendance and Exclusions. Teacher discussion. IBP review	KD	Termly
Budgeted Cost					£48,000

Other approaches					
Desired outcome	Chosen action/approach	h What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Breakfast Club and other extra curricular clubs	Children access breakfast club reducing lateness and	The evidence indicates that, on average, pupils make	School Monitoring Cycle	KD	Termly

	<p>improving attendance.</p> <p>Children are more ready to learn. Extra curricular clubs supports the building of positive relationships in addition to enhancing physical and mental wellbeing.</p>	<p>two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low income students in terms of attendance at school, behaviour and relationships with peers. Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self confidence. On average, pupils who participate in</p>			
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		adventure learning appear to make approximately three additional months' progress.			
Increased opportunities for cultural and curriculum visits / experiences funded by school for HA PP, impact positively of pupil achievement for this group.	<p>Range of visits that support aspiration and enrichment to be provided across the academic year.</p> <p>Drop down curriculum weeks - Arts week, One world week.</p> <p>Specialist teachers - ART , Music</p> <p>Engagement with the NAHT programme Primary Futures</p>	As above	Evaluation reports.	KD	Termly
Develop a reading rich culture across the school.	Ensure that the school library is well stocked and stock replenished with high quality texts.		Library register/Reading Logs	CF/SB	TERMLY
Budgeted Cost;					£52,000

