



Our mission: Valuing Potential; Creating Opportunities

## HARTSBOURNE PRIMARY SCHOOL PUPIL PREMIUM STRATEGY STATEMENT 2018 - 2019

### OUR VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating **happy memories**.

You can read more about the Pupil Premium on the DfE website at [www.education.gov.uk](http://www.education.gov.uk).

[Our Pupil Premium Policy is available on our website.](#)

MONITORING	FINANCE COMMITTEE AND TEACHING & LEARNING COMMITTEE
GOVERNOR LEAD	STUART DICKINSON
PUPIL PREMIUM LEAD	SENIOR LEADERSHIP TEAM

NO OF PUPILS In 2018 - 2019	ELIGIBLE PUPILS	NO OF 'EVER 6' (Were once FSM)	% of PP (FSM) PUPILS ELIGIBLE	BUDGET ALLOCATED	NO. OF SERVICE FAMILY PUPILS
206	17	22	10%	£24,740	23 (£6,900)

### AIMS AND OBJECTIVES

We will use the Pupil Premium Grant to close the gap between vulnerable groups through targeted interventions, developing emotional readiness for learning and providing enrichment activities that support personal development and cultural capital. We will work to eliminate barriers to learning and accelerate progress from their individual starting points.

We will ensure that teaching and learning meets the needs of all pupils and appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We also recognise that not all pupils who receive free school meals will be socially disadvantaged.

#### Achievement

Comparison to Herts and national figures:

- The number of children getting the expected standard or better in reading, writing, GPS and RWM are all **above** both Herts and national provisional averages.
- The number of children getting the higher/greater depth standard in all subjects is broadly in line with Herts and National averages (GPS is above).

Measure	2018	2019 Target	Outcome 2019	Target 2020
% pupils achieving expected combined R/W/M	70%	87%	77%	80%
% non-disadvantaged pupils achieving expected combined R/W/M		97%	82% (18/22 pupils)	83% (20/24)
% <b>disadvantaged</b> pupils achieving expected combined R/W/M	60%	63 %	63% (5/8 pupils)	60% (3/5 pupils)
% pupils achieving expected + reading	83%	90%	93%	90%
% pupils achieving expected + writing	87%	87%	80%	87%
% pupils achieving expected + maths	73%	90%	90%	83%
% pupils achieving greater depth in writing	30%	33%	23%	29%
Attendance Target		95%	95.7%	95%



## PROGRESS

Average scaled score 2019	School	Nat	Herts	Progress 2019	Progress in 2018
Reading	107.3	104.0	105.3	1.9	1.5
Writing (Teacher assessed)				-0.2	1.6
Maths	106.7	105.0	105.4	-0.1	0.2
GPS	109.2	106.0	106.7		

## PUPIL PREMIUM

	EXPECTED+	GREATER DEPTH	PROGRESS
Reading	100%	50%	0.8
Writing	100%	50%	-0.3
Maths	100%	50%	0.0
Grammar, Punctuation Spelling	100%	50%	
RWM Combined	100%	50%	

EYFS GLD (Good level of development)	2017	2018	2019
Exceeds Hertfordshire and national averages.	79%	75%	79%
<b>Phonics Screening:</b> (Working at age related)	83%	96%	100%

IN-SCHOOL BARRIERS FOR ELIGIBLE PUPILS (INCLUDING THOSE OF HIGH ABILITY)		EXTERNAL BARRIERS FOR ELIGIBLE PUPILS	
1	Oral language skills are less developed, narrow vocabulary, lack of motivation for reading for pleasure, poor sentence construction and spelling knowledge.	1	Children have experienced fewer words, less talk and play opportunities and a lack of positive, varied experiences or 'cultural capital'.
2	Gaps in knowledge and understanding especially core curriculum and general knowledge.	2	Possible developmental delay, fewer opportunities to learn through play, lack of access to books and a variety of trips and enrichment experiences.
3	Emotional difficulties that impact on behaviour and readiness for learning. Pupils with additional needs such as ASD, ADHD.	3	Poor health, poor diet, specific medical conditions, poor home conditions eg damp, social housing or refuges. Lack of motivation and resilience.
4	Poor attendance	4	Average attendance for FSM pupils 94%. (Our target is 96%) parents taking term time holidays
5	Poor transition experience	5	A wide variety of Nursery experiences, difficult transition (including for service families)
6	Progress in Year 3/4 and ability of staff to support pupils with complex additional needs.	6	Lack of parental engagement, slow response of some external agencies, ensuring the appropriate CPD for staff.

## SCHOOL IMPROVEMENT PLANNING

- Ensure gaps between vulnerable groups continue to close with their peers.
- Improve writing and maths progress to ensure it is more in line with reading progress.
- Improve early identification and intervention for pupils with SEND.
- Promote personal development and resilience through improved outdoor learning opportunities, enrichment opportunities and embedding the Learning Gems programme.

### PRIORITY 1

Ensure pupil premium children can make good or better progress from their individual starting points through targeted support, provision and intervention as needed.

Use of online tools; eg Mathletics, Testbase, PA Plus, Espresso to support quality first teaching.  
Intervention resources to 'close gaps' to include FFT, Numicon, Power of 2, Precision Monitoring and Flashcards.  
Review procedures for monitoring attendance and improve engagement with parents.



<b>PRIORITY 2</b>	
Higher attaining PPG pupils are making good progress and keeping pace with their peers.	Ensure enrichment opportunities are contributing to their progress and personal development and their emotional readiness for learning. Use the support of maths and English teachers at BMS to support most able learners.
<b>PRIORITY 3</b>	
To ensure most PPG pupils engage in some form of extra-curricular activity and/or enrichment over the year.	The school will partly subsidise trips, clubs and extra-curricular activities as needed. The school will ensure external clubs will offer some subsidy for PPG pupils.
<b>PRIORITY 4</b>	
Pastoral care and support is available to vulnerable pupils to develop emotional resilience and readiness for learning.	Senco will deliver a weekly Circle of Friends group for vulnerable pupils. Staff will be trained in the Hertfordshire STEPS programme and the Zones of Regulation. Themed weeks and visitors to school will support children's character development and cultural experiences. Y6 class teacher and TA to support Y6 transition.

<b>REVIEW OF EXPENDITURE</b>		<b>2018 - 2019</b>
Attainment and progress	Progress in reading is strong and needs to improve for maths and writing. Support for the PPG Programme with HfL and Round Diamond Alliance (two-year programme) has focused on Y5 and Y6 PPG children.	
Delivery of Interventions from Teaching Assistants.	Precision monitoring, FFT, Power of 2, and Numicon have all been particularly successful tools for identifying the next steps, closing gaps and demonstrating successful progress to children which then motivates them to continue with more confidence in class. STEPS training and Zones of Regulation training for all staff have helped to build confidence with children with complex and additional needs.	
<b>SPENDING</b>	Staffing: £17,955.05	Resources: £2,624.30
Behaviour for Learning and pastoral support	Play therapy and counselling have proved to be highly successful in-school strategies for helping children to maintain emotional readiness for learning. Three staff are now trained in Drawing and Talking techniques to help support children to develop emotional intelligence. The introduction of Learning to Learn strategies are demonstrating a positive impact on children's understanding of what is needed to be successful at school.	
Enrichment	Improvements to the enrichment programme have had a positive impact on pupils. The choir, ukuleles and djembe are all received very positively by pupils and parents (see Parentview outcomes). A music teacher is shared across the Trust and leads the school choir.	
Attendance	Breakfast Club has increased in popularity and all spaces are generally taken. The children enjoy the activities on offer and arrive at the class ready for learning. Attendance for all pupils is above the national average at 95.7 but lower for FSM pupils at 94%.	
<b>SPENDING</b>	Trip and Breakfast Club Subsidies, Counselling, Circle of Friends, attendance, music and themed weeks: £12,665.00	
Transition	Pupil voice for pupils who transition in-year is very positive and pupils report feeling welcomed, developing good friendships and know what to do if they experience negative behaviours or have a concern. Bushey Meads offer a one-week transition experience for all Y6 pupils and this is highly regarded by pupils and parents.	
<b>TOTAL</b>	<b>£33,324.35</b>	



<b>PLANNED EXPENDITURE FOR 2019 – 2020</b>		Data used to analyse the impact of spending: End of Key stage data, EYFS and Phonics data, analysis of interventions, outcomes of observations, book scrutinies, learning walks and feedback from all stakeholders.			
<b>Desired Outcomes</b>	<b>Actions</b>	<b>Evidence and Rationale</b>	<b>Monitoring Implementation</b>	<b>Led By</b>	<b>Review Dates</b>
Improved progress for vulnerable groups In writing and maths.	Use of online tools; eg Mathletics, Testbase, PA Plus, FFT, TA booster groups and intervention resources to 'close gaps' Improve maths assessment materials.	Pupils in Y3, Y4, Y5 do not always make good progress, including SEN pupils.	Lesson observations Termly tracking of vulnerable groups. Pupil passports and PPMS Review of maths materials.	SLT	Termly analysis of progress.
Improved attainment Reading, Writing, Maths	TA Interventions: Precision Monitoring, Numicon, Power of 2, FFT, Phonics. CPD for teachers: Teacher Toolkit with BSJT, phonics. CPD for TAs: phonics	Use of precision monitoring, FFT Numicon, have proved successful	Lesson observations Termly tracking of vulnerable groups	Senco	Termly analysis and report to Governors
Continue to improve enrichment opportunities	Continue to improve the programme of enrichment including music, arts, sport, cultural heritage. Develop subject leadership across the BSJT through teacher toolkits, CPD and joint teaching programmes.	Delivers part of our vision to provide children with abiding memories of school and helps pupils to build character and motivation for learning.	Parental feedback Pupil voice Subject Leaders' action plans	SLT	Termly governors meetings
Improved attendance for pupil premium pupils (FSM)	Support for breakfast club and pupil milk. Cost of music, school trips and visits, themed weeks, clubs. Pupil counselling and play therapy. Enrichment events to engage pupils.	Breakfast Club ensures a good start to the day. Play therapy and themed weeks motivate and engage.	Monitoring of breakfast club. Reports from School Counsellor. Feedback from pupil and parent questionnaires.	Head	Termly monitoring
Improved Behaviour for Learning	Play therapy, PSHE Resources Enrichment Events and themed weeks	Behaviour records. Lesson observations Governor monitoring	Lesson and playground observations. Pupil feedback. Attainment and Progress result.	SLT	Governors H & S monitoring Termly Report to Govs.