



Valuing Potential; Creating Opportunities
HARTSBOURNE PRIMARY SCHOOL
PUPIL PREMIUM STRATEGY STATEMENT 2016 - 2017

OUR VISION

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.

GOVERNOR MONITORING	STRATEGY COMMITTEE
	TERMLY

NO OF PUPILS In 2016/17	CURRENT PUPILS ELIGIBLE	NO OF 'EVER 6' (Were once FSM)	% of PP (FSM) PUPILS ELIGIBLE	BUDGET ALLOCATED	NO. OF SERVICE FAMILY PUPILS
203	16	21	8%	£27,720	27 (£8,100.00)

END OF KS2 ATTAINMENT IN 2016			KS2 PROGRESS FROM 2015 - 2016		
SUBJECT	SCHOOL (23 PUPILS) (% Achieved Age related expectations +)	NATIONAL	20 pupils with KS1 data	% MAKING EXPECTED PROGRESS +	% MAKING < EXPECTED PROGRESS
READING	87%	66%	READING	95%	5%
WRITING	82.6%	74%	WRITING	90%	10%
GPS	82.6%	72%			
MATHS	82.6%	70%	MATHS	85%	15%
RWM	69.6%	53%	RWM		
	PUPIL PREMIUM (1 PUPIL = 25%)			PUPIL PREMIUM (1 PUPIL = 25%)	
READING	100%		READING	100%	
WRITING	75%		WRITING	50%	50%
GPS	75%				
MATHS	75%		MATHS	75%	25%
RWM	75%		RWM	50%	50%

IN-SCHOOL BARRIERS FOR ELIGIBLE PUPILS (INCLUDING HIGH ABILITY)		EXTERNAL BARRIERS FOR ELIGIBLE PUPILS	
1	Oral language skills are less developed, narrow vocabulary.	1	Fewer enrichment opportunities have been experienced.
2	Gaps in knowledge and understanding especially core curriculum.	2	Possible developmental delay, fewer opportunities, lack of access to books.
3	Emotional difficulties that impact on behaviour and readiness for learning.	3	Poor health and specific medical conditions. Poor home conditions. Lack of motivation and resilience.
4	Ensuring enrichment contributes to progress and development.	4	Average attendance for FSM pupils 93.7%. (Our target is 97%).
		5	Transition for service families.

	DESIRED OUTCOMES	SUCCESS CRITERIA
1	Pupils are making rapid progress across the core curriculum.	Pupils eligible for PP achieve a GLD in Reception and ARE in KS1.
2	Higher attaining pupils in KS2 are making good progress and keeping pace with their peers.	Eligible pupils consistently achieve above age-related expectations and make good or better progress.
3	Pupils enjoy coming to school, have resilience and motivation and behave appropriately.	Fewer behaviour incidents are recorded for specific pupils, they make and enjoy sound friendships.
4	Increased attendance for FSM pupils (in 2015 – 2016 average was 93.7%).	Reduced rate of persistent absentees and attendance improves to 96%.

PLANNED EXPENDITURE FOR 2016 - 2017		Improve classroom practice, attendance, % of pupils achieving age-related expectations + and targeted interventions delivered by Teaching Assistants.			
Desired Outcomes	Actions	Evidence and Rationale	Monitoring Implementation	Led By	Review Dates
Improved oral language skills Reception	CPD for TAs in Reception in supporting child initiated learning. Phonics training. Lego Club (social skills)	2015 ECCERS Report. EYFS base-line assessments.	Lesson observations Learning Journeys	EYFS Leader	Termly analysis of progress
Improved progress for vulnerable groups KS1 and KS2	Website subscriptions: Mathletics, assessment tools (Testbase, FFT) TA booster groups and intervention resources to 'close gaps'	Pupils in Y3, Y4, Y5 do not always make good progress.	Lesson observations Termly tracking of vulnerable groups.	SLT	Termly analysis of progress.
Improved attainment Reading, Writing, Maths	TA Interventions: Precision Monitoring, Numicon, Power of 2, FFT, Phonics. CPD for teachers/ TAs.	Use of precision monitoring, FFT Numicon, have proved successful	Lesson observations Termly tracking of vulnerable groups	Senco	Termly analysis and report to Governors
Improved attendance for pupil premium pupils (FSM)	Support for breakfast club and pupil milk. Pupil counselling. SWH Partnership: (Family support worker) Pupil workshops/ themed weeks, visits. Enrichment events.	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 questionnaires.	Head	Termly monitoring with Attendance Officer Reports from School Counsellor
Improved Behaviour for Learning	Play therapy. Family support worker Smiling Minds workshops. Playground Resources PSHE Resources Enrichment Events	Behaviour records. Lesson observations	Lesson and playground observations. Pupil feedback. Attainment and Progress results.	SLT	Governors H & S monitoring. Head's Termly Report to Govs.

REVIEW OF EXPENDITURE		2015 -2016
Attainment and progress	Despite a new curriculum and more challenging testing system we maintained our KS2 attainment and progress to exceed both Hertfordshire and National averages.	
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.	
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.	
Behaviour for Learning	Play therapy and counselling have proved to be highly successful in-school strategies for helping children to main emotional readiness for learning. SWHP have helped families to work together and provided a useful range of support.	
Enrichment and Themes	Provides opportunities for the school to implement their vision by providing memorable occasions and bringing real-life relevance to the curriculum. This makes school a fun and exciting place to be and encourages regular attendance and involvement from all pupils.	