

Valuing Potential; Creating Opportunities
HARTSBOURNE PRIMARY SCHOOL
PUPIL PREMIUM STRATEGY STATEMENT 2017 - 2018

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 2017 - 2018	CURRENT PUPILS ELIGIBLE	NO OF 'EVER 6' (Were once FSM)	% of PP (FSM) PUPILS ELIGIBLE	BUDGET ALLOCATED	NO. OF SERVICE FAMILY PUPILS
198	22	16	11%	£29,040	17 (£5,100.00)

END OF KS2 ATTAINMENT IN 2018			KS2 PROGRESS FROM 2017 - 2018		
SUBJECT	SCHOOL (30 PUPILS) (% Achieved Age related expectations +)	SCALED SCORE	25 pupils with KS1 data	Progress Score	Progress from last year
READING	83%	107.6	READING	+ 1.5	Lower
WRITING	87%		WRITING	+ 1.6	Higher
MATHS	73%	106	MATHS	0.2	Lower
GPS	93%	110			
RWM	70%				
	PUPIL PREMIUM (10 Pupils)			PUPIL PREMIUM (10 Pupils)	
READING	80%	106.7	READING	+2.5	Lower
WRITING	90%		WRITING	+0.9	Lower
GPS	100%	107.4			
MATHS	80%	102.2	MATHS	-2.2	Lower
RWM	60%				

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, but **maths** is **below**
- The number of children getting the **higher/greater depth** standard in **all subjects** is **above** both Herts and national provisional averages, except **reading** where our results are **equal** to Herts.

Comparison to 2017 results

- The number of children getting the **expected standard or better** in **all subjects** **fell** in comparison to last year, except **writing** which stayed the **same**. The steepest drops were in **maths** (100% to 73%) and therefore in **RWM** (87% to 70%).
- The number of children getting the **higher/greater depth** standard in **reading** and **GPS** **fell** in comparison to last year, with **reading** falling from 61% to 33%. However, the number of children getting the **higher/greater depth** standard in **writing, maths and RWM** **rose**.

IN-SCHOOL BARRIERS FOR ELIGIBLE PUPILS (INCLUDING HIGH ABILITY)		EXTERNAL BARRIERS FOR ELIGIBLE PUPILS	
1	Oral language skills are less developed, narrow vocabulary, lack of motivation for reading for pleasure	1	Children have experienced fewer words, less talk and play opportunities and a lack of positive experiences.
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.	3	Poor health, poor diet, specific medical conditions, poor home conditions. 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, finding the appropriate CPD for staff.

	DESIRED OUTCOMES	SUCCESS CRITERIA
1	Pupils are making good and better progress across the core curriculum.	Pupils eligible for PP achieve a GLD in core curriculum in Reception. Eligible pupils across both key stages are making good or better progress.
2	Higher attaining PP pupils in KS2 are making good progress and keeping pace with their peers. An improved enrichment programme is relevant to pupils and contributing to better life experiences and impacting on motivation, character development and resilience.	Eligible pupils consistently achieve above age-related expectations and all pupils make good or better progress from individual starting points. Enrichment opportunities are contributing to pupil enjoyment of and motivation for learning. Parents report positively on the improved enrichment programme.
3	Pupils enjoy coming to school, have resilience and motivation and behave appropriately. Senco is delivering a circle of friends group and children are learning how to develop resilience and support each other.	Breakfast Club continues to be well attended and in class, inappropriate behaviour and fixed term exclusions are rare. Low level disruption is rare. Pupils know how to make and enjoy sound friendships and have a good understanding of why PSHE skills are important.
4	Increased attendance for FSM and/or SEND pupils.	Reduced rate of persistent absentees and attendance for FSM is in line with National averages.
5	All Reception pupils make a successful transition and GLD continues to meet or exceed Herts and National averages. In-year admission (notably for service families) is a positive experience and children 'hit the ground running.' They quickly develop friendships and enjoy participating in and contributing to the life of the school.	Reception pupils are making good progress and enjoying their first experience of school. GLD is above Herts and National averages and children make good or better progress from their individual starting points. Pupil voice indicates that transition is a positive experience. Children know what to do if they experience poor behaviour from others and they rate Hartsbourne highly.
6	More consistent attainment and progress in lower key stage 2. Staff are confident to use specific behaviour management strategies and intervention strategies to support learning.	Attainment and progress in Year 3 and Year 4 is more consistent and eligible children are closing the gap with their peers. Pupil Premium and SEN pupils make good or better progress from their individual starting points.

REVIEW OF EXPENDITURE		2017 - 2018
Attainment and progress	The decline in maths was due to low-ability students joining us at the end of Y5 and start of Y6. The more challenging curriculum meant that children assessed at a low Level 2 in Year 2 did not meet the expected standard at Year 6. However, we have continued to maintain our attainment and progress above National and above or in-line with Hertfordshire averages.	
Enrichment	Improvements to the enrichment programme have had a positive impact on pupils and parents have reported positively on the consistently implemented and varied timetable across the school. Music in Year 3, Year 4 and Year 5 continues to impact positively on all pupils and links with Bushey meads Secondary School have continued to support teacher training.	
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 for all staff have helped to build confidence with children with complex and additional needs.	
Behaviour for Learning	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.	
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.	
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.	

PLANNED EXPENDITURE FOR 2018 - 2019		Improve classroom practice, enrichment opportunities, 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 GLD at the end of Reception	CPD for teaching assistants and class teachers. Early intervention for phonics and SEND.	On entry assessments End of year outcomes.	Lesson observations Learning Journeys	EYFS Leader /SLT	Termly analysis of progress
Improved progress for vulnerable groups KS1 and KS2	Use of online tools; eg Mathletics, Testbase, PA Plus, FFT, phonics. 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

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 with Attendance Officer Reports from School Counsellor Reports to Governors
Improved Behaviour for Learning	Play therapy, PSHE Resources Enrichment Events and themed weeks	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.