**Hardy Mill Primary pupil premium strategy statement 2019-20**

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| 1. **Summary information**
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| **School** | Hardy Mill Primary  |
| **Academic Year** | 2019-20 | **Total PP budget** | £29,260 | **Date of most recent PP Review** | June 2019 |
| **Total number of pupils** | 344 | **Number of pupils eligible for PP** | 23 | **Date for next internal review of this strategy** | November 2019  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** |
|  | Standards in writing for some PP children have lower than expected attainment/ progress is less than expected  |
|  | Some children are entering school with a narrow vocabulary which will impact on their future ability to achieve across the curriculum  |
|  | Some cultural experiences are not financially accessible |
|  **D.** | % of PP children achieving GD is lower than national at KS2 in reading and maths  |
| **External barriers** |
|  **E.**  | Attendance and punctuality for a small number of children eligible for PP is below national. This reduces their school hours and impacts on their achievement.  |
| 1. **Desired outcomes**
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|  | Desired outcomes and how they will be measured | Success criteria  |
|  | Progress in writing for all PP children will be at least expected and attainment for this group will be improved  | Identified PP children make rapid progress by the end of the year so that all children eligible for PP make at least expected progress. Attainment for PP children will have improved. Link to teacher knowledge  |
|  | EY children acquire a wide vocabulary, communicate effectively to give them the foundations for future learning, especially in preparation for them to become confident and fluent readers.  | Progress for children in Speech and Language in EY is accelerated and the vocabulary base is extended.  |
|  | All children have access to a broad experiential curriculum to widen their cultural understanding | Our PP children are equipped with the cultural capital they need to succeed |
|  |  More PP children will be identified and targeted to achieve GD  | 25% KS2 PP children achieving higher standard in reading 20% KS2 PP children achieving higher standard in maths  |
|  | Increased attendance and punctuality rates for all pupils eligible for PP. | Reduced number of children eligible for PP whose attendance is below national average. |

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| 1. **Planned expenditure**
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| **Academic year** | **2019-20**  |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Progress in writing for all PP children will be at least expected and attainment for this group will be improved D. More PP children will be identified and targeted to achieve GD  | Training – how to ensure learning is transferred to long term memory across the curriculumTraining - developing vocabulary across the curriculum   | We want to invest some of the PP in longer term change which will help all pupils. Improving staff subject knowledge on how to secure learning to long term memory and how to expand a child’s vocabulary will enable them to support all children to achieve their full potential.  | Course selected using evidence of effectiveness. Use INSET days to deliver training wherever possible. Learning triads used to embed learning (no assessment). Books and learning walks/observations evidence increased vocabulary  | Curriculum lead - L Perry   | January 2020 |
| **Total budgeted cost** | £1,500 |
| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Progress in writing for all PP children will be at least expected and attainment for this group will be improved B.EY children acquire a wide vocabulary, communicate effectively to give them the foundations for future learning, especially in preparation for them to become confident and fluent readers. D. More PP children will be identified and targeted to achieve GD  | Small group interventions – teacher/ TA in class and after school WellcommTraining for EY staff Speech and Language Therapist support | An additional teacher in Year 5 and 6 to enable streaming in both year groups. Teaching in smaller classes is shown to be effective in accelerating progressIntervention – writing (after school – rather than during the school day) Some children need targeted support in speech and language to broaden their vocabulary and improve their communication skills. Wellcomm is a programme/ toolkit which has been independently evaluated and shown to be effective in other schools. Teaching assistants and class teachers will deliver small group interventions as identified by the Wellcomm screen and will require appropriate training to ensure that these interventions are effective. Some children identified through the Wellcom toolkit will require specialist intervention. School employing a speech and language therapist will enable these children to access this support promptly. Broadening vocabulary for the most disadvantaged children will diminish the difference with non-disadvantaged children particularly in CLL. | Provide joint PPA time for Y5 and Y6 teachers to ensure that year group expectations remain high across both groups.Training for all staff on how to use the Wellcomm programme and monitor progress. SENCO to identify those children who require specialist (SALT) support with EY teachers and timetable accordingly. Disadvantaged children identified at the start of the year and targeted for accelerated progress on the Wellcomm programme to improve potential outcomes.  | J Briggs – Head teacherJ Heaton – EY lead J Hamblet - SENCO J Briggs – Head teacher  | March 2020  |
| **Total budgeted cost** | £22,760+£5,348 of budget |
| 1. **Other approaches**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| C.All children have access a broad experiential curriculum to widen their cultural understandingD. More PP children will be identified and targeted to achieve GD  | Pay for trips, visits and extra-curricular for disadvantaged children.  | By broadening the experiences of all children this will improve their cultural capital and extend their knowledge of the world. It is the exposure to these new experiences and vocabulary that allow children to make connections in their learning.  | Identifying gaps in cultural capital through pupil questionnaire – start and end of year. Make adaptations (trips/ visitors/ experiences) to the curriculum (in each phase of school) where needed to redress gaps in children’s cultural understanding. Monitor the uptake of places at extra-curricular clubs. More able PP children identified for additional cultural experiences to broaden their experience further.  | J Briggs – Head teacher  | July 2020  |
| E.Increased attendance and punctuality rates for all pupils eligible for PP. | Part time school social worker employed to monitor pupils and follow up quickly on absences. First day response provision. Places at before and after school provision provided where needed.  | Missing hours of school for some PP children is having a direct impact on their achievement. In order to accelerate their progress, they must be in school.  | Monthly meetings with social worker to identify and monitor those children whose attendance needs to improve. Funded places at before and after school used where needed to improve attendance.  | J Briggs – Head teacher  | November 2019  |
| **Total budgeted cost** | £5,000 |