**Hardy Mill Primary pupil premium strategy statement review 2018-19**

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| 1. **Summary information** | | | | | |
| **School** | Hardy Mill Primary | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £43,560 | **Date of most recent PP Review** | March 2019 |
| **Total number of pupils** | 344 | **Number of pupils eligible for PP** | 36 | **Date for next internal review of this strategy** | July 2019 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** | | | |
|  | | Some PP children are making less than expected progress in reading, writing and maths | |
|  | | Low uptake of PP children for learning how to play a musical instrument | |
|  | | % of PP children achieving GD in reading and maths is lower than national | |
| **External barriers** | | | |
| **C.** | | 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** | | | |
|  | Desired outcomes and how they will be measured | | Success criteria |
|  | Some PP children are making less than expected progress in reading, writing and maths | | Identified PP children make rapid progress by the end of the year so that all children eligible for PP make at least expected progress |
|  | Low uptake of PP children for learning how to play a musical instrument | | KS2 PP children all learning how to play a musical instrument |
|  | % of PP children achieving GD in reading and maths is lower than national | | Identified PP children achieve greater depth/ higher standard in reading and maths |
|  | Increased attendance and punctuality rates for all pupils eligible for PP. | | Reduce the number of children eligible for PP whose attendance is below national average. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018-19** | | | | |
| 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** | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **July 2019 update** | |
| 1. Accelerate progress for some KS2 PP children in reading, writing and maths   C. Increase the % of PP children achieving greater depth/ higher standard in reading and maths to at least national | Training courses for Maths and English leads to lead in school training for whole staff.  Whole staff training reading and maths particularly at greater depth/ higher standard.  Purchase of additional reading resources. | | We want to invest some of the PP in longer term change which will help all pupils. Improving staff subject knowledge of mastery and depth in maths and reading will enable them to support all children to achieve their full potential. Self- evaluation in 2017-18 identified a need for training in the teaching reading and maths. | * Training for staff on greater depth in reading and maths has been completed with staff. * Additional reading resources have been purchased and are being used throughout the school. * Training on a new Reading intervention has been completed by the English leads and has been shared with the teaching assistants. This intervention is now beginning to be used as part of our provision to accelerate progress in reading when needed * **2018-19 progress of KS2 PP children in reading, writing and maths**   .   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **No. of PP children** | **No. made at least expected progress in Reading** | **No. making at least expected progress in Writing** | **No. making at least expected progress in Maths** | | 3 | 4 | 3 | 2 | 3 | | 4 | 5 | 4 | 5 | 4 | | 5 | 8 | 7 | 8 | 8 | | 6 | 7 | 5 | 4 | 5 | | **Total** | 24 | 19 | 19 | 20 |  * **% of PP children achieving greater depth/ higher standard in reading and maths**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **No. of PP children** | **No. of PP children** | **Greater depth/ Higher standard reading %** | **Greater Depth/ Higher standard maths%** | | EOKS1 2019 | School | 1 | 0 | 0 | | National  *(non-disadvantaged)* |  | 29 | 25 | | EOKS2 2019 | School | 7 | 0 | 0 | | National  *(non-disadvantaged)* |  | 33 | 28 |  * **% of PP children achieving higher standard/ greater depth**  |  |  |  | | --- | --- | --- | | **Year (No of PP children)** | **No. of PP children achieved greater depth/ higher standard in reading** | **No. of PP children achieved greater depth/ higher standard in maths** | | 1 (6) | 0 | 0 | | 2 (1) | 0 | 0 | | 3 (4) | 1 | 0 | | 4 (5) | 0 | 1 | | 5 (8) | 0 | 2 | | 6 (7) | 0 | 0 | | |
| **Total budgeted cost** | | | | | £2500 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | | **July 2019** | |
| 1. Accelerate progress for some KS2 PP children in reading, writing and maths | IDL – Reading and Spelling  IDL – Maths  Small group interventions – teacher/ TA | Some children need targeted support in reading, spelling and writing to catch up. IDL is a spelling programme which has been independently evaluated and shown to be effective in other schools.  Some children need targeted support in maths to catch up. IDL is a maths programme which has been independently evaluated and shown to be effective in other schools.  Some children need targeted support with maths, writing and reading. An English specialist teacher will deliver small group interventions for reading and writing which has proven to be very effective in previous years.  Teaching assistants and class teachers will deliver small group interventions in maths that have previously been effective.  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 progress. | | * **2018-19 rogress of KS2 PP children in reading, writing and maths**   .   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **No. of PP children** | **No. made at least expected progress in Reading** | **No. making at least expected progress in Writing** | **No. making at least expected progress in Maths** | | 3 | 4 | 3 | 2 | 3 | | 4 | 5 | 4 | 5 | 4 | | 5 | 8 | 7 | 8 | 8 | | 6 | 7 | 5 | 4 | 5 | | **Total** | 24 | 19 | 19 | 20 |   Staff have been trained on IDL maths and this is now forming part of the maths intervention provision across the school. Children are accessing this programme both in school and at home to support their learning.  IDL Reading and Spelling is used across the school as part of the reading/ spelling intervention provision. Children are accessing this programme both at home and school and this is having a positive effect on their progress. | |
| C. Increase the % of PP children achieving greater depth/ higher standard in reading and maths to at least national | Small group interventions – teacher/ TA | Targeted support with maths, writing and reading. An English specialist teacher will deliver small group interventions for reading which has proven to be very effective in previous years.  Targeted support with maths and reading. Teaching assistants and class teachers are also delivering small  group interventions that have previously been effective. | | **% of PP children achieving greater depth/ higher standard in reading and maths**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **No. of PP children** | **No. of PP children** | **Greater depth/ Higher standard reading %** | **Greater Depth/ Higher standard maths%** | | EOKS1 2019 | School | 1 | 0 | 0 | | National  *(non-disadvantaged)* |  | 29 | 25 | | EOKS2 2019 | School | 7 | 0 | 0 | | National  *(non-disadvantaged)* |  | 33 | 28 |     **% of PP children achieving higher standard/ greater depth Summer**   |  |  |  | | --- | --- | --- | | **Year (No of PP children)** | **No. of PP children achieved greater depth/ higher standard in reading** | **No. of PP children achieved greater depth/ higher standard in maths** | | 1 (6) | 0 | 0 | | 2 (1) | 0 | 0 | | 3 (4) | 1 | 0 | | 4 (5) | 0 | 1 | | 5 (8) | 0 | 2 | | 6 (7) | 0 | 0 | | |
| **Total budgeted cost** | | | | | £37,400 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | **July 2019 update** | |
| B. Low uptake of PP children for learning how to play a musical instrument | Provide all KS2 children with the opportunity to learn an instrument within the curriculum. Purchase Ukulele’s for Upper Key Stage 2 and recorders for Lower Key Stage 2 | | Providing whole class lessons on learning an instrument ensures that all children are included and experiences and broadened. | All children in Key Stage 2 have accessed the opportunity to learn an instrument this year. Year 5 and 6 have been learning how to play the Ukulele and Year 3 and 4 have been learning how to play the recorder. The response from the children has been overwhelmingly positive with some children in Upper Key Stage 2 performing as part of this year’s carol service.  Cover is provided to release Miss Billington from her class teacher role one hour per week to deliver these music lessons. | |
| 1. 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.  Purchase of CPOMS | | 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. | **Of the 31 PP children currently on role ( July2019):**   * 59% (19 children) have attendance at least in line with national average (96.0%) with 47% (15 children) of these children having above national average attendance. This is an increase of 1 pupil since last term. * 71% (22 children) are in line with or above PP children nationally (94.5%). * 3 children have persistently low absence (below 90%). This has reduced by two children since the last review. * Those children with below national attendance will continue to be monitored by school and school social worker for improvement over this half term. 5 of these children have shown an improvement in their attendance since January. * Attendance of PP children has improved since the March review with fewer children who are persistently absent or below national average attendance.   CPOMs has been purchased and is now being used by the leadership team in school. Class teachers have been trained and are now using this system.  Before and after school provision is provided to support where needed and is assisting in improving the attendance of some PP children. | |
| **Total budgeted cost** | | | | | £3,880 |