



Hardy Mill Primary pupil premium strategy statement review 2018-19

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	June 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Some PP children are making less than expected progress in reading, writing and maths
B.	Low uptake of PP children for learning how to play a musical instrument
C.	% 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.
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3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	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
B.	Low uptake of PP children for learning how to play a musical instrument	KS2 PP children all learning how to play a musical instrument
C.	% 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
D.	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.

4. 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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	March 2019 update																														
<p>A. Accelerate progress for some KS2 PP children in reading, writing and maths</p> <p>C. Increase the % of PP children achieving greater depth/ higher standard in reading and maths to at least national</p>	<p>Training courses for Maths and English leads to lead in school training for whole staff.</p> <p>Whole staff training reading and maths particularly at greater depth/ higher standard.</p> <p>Purchase of additional reading resources.</p>	<p>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.</p>	<ul style="list-style-type: none"> English lead is part of a reading group across a cluster of schools who are focusing on greater depth reading. Maths lead is attending a Maths hub across a cluster of schools who are focusing on mastery in 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 <p>Progress of KS2 PP children in reading, writing and maths – Spring 1</p> <table border="1" data-bbox="1312 922 2033 1203"> <thead> <tr> <th>Year</th> <th>No. of PP children</th> <th>No. making at least expected progress in Reading</th> <th>No. making at least expected progress in Writing</th> <th>No. making at least expected progress in Maths</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>4</td> <td>5</td> <td>5</td> <td>4</td> <td>3</td> </tr> <tr> <td>5</td> <td>8</td> <td>7</td> <td>6</td> <td>7</td> </tr> <tr> <td>6</td> <td>7</td> <td>7</td> <td>6</td> <td>7</td> </tr> <tr> <td>Total</td> <td>24</td> <td>23</td> <td>20</td> <td>21</td> </tr> </tbody> </table>	Year	No. of PP children	No. making at least expected progress in Reading	No. making at least expected progress in Writing	No. making at least expected progress in Maths	3	4	4	4	4	4	5	5	4	3	5	8	7	6	7	6	7	7	6	7	Total	24	23	20	21
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- % 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 2018	School	2	50	0
	National <i>(non-disadvantaged)</i>		29	25
EOKS2 2018	School	11	9	9
	National <i>(non-disadvantaged)</i>		33	28

- % of PP children on track to achieve higher standard/ greater depth Spring 1

Year (No of PP children)	No. of PP children targeted for greater depth/ higher standard in reading	Reading – on track	No. of PP children targeted for greater depth/ higher standard in maths	Maths – on track
1 (6)	0	-	1	1
2 (1)	0	-	0	-
3 (4)	2	2	0	-
4 (5)	1	2	0	-
5 (8)	1	0	0	-
6 (7)	0	-	1	1

Total budgeted cost £2500

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	March 2019 (Spring 1 assessment data)																														
<p>A. Accelerate progress for some KS2 PP children in reading, writing and maths</p>	<p>IDL – Reading and Spelling</p> <p>IDL – Maths</p> <p>Small group interventions – teacher/ TA</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Teaching assistants and class teachers will deliver small group interventions in maths that have previously been effective.</p> <p>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.</p>	<p>• Progress of KS2 PP children in reading, writing and maths – Spring 1</p> <table border="1" data-bbox="1312 300 2033 580"> <thead> <tr> <th>Year</th> <th>No. of PP children</th> <th>No. making at least expected progress in Reading</th> <th>No. making at least expected progress in Writing</th> <th>No. making at least expected progress in Maths</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>4</td> <td>5</td> <td>5</td> <td>4</td> <td>3</td> </tr> <tr> <td>5</td> <td>8</td> <td>7</td> <td>6</td> <td>7</td> </tr> <tr> <td>6</td> <td>7</td> <td>7</td> <td>6</td> <td>7</td> </tr> <tr> <td>Total</td> <td>24</td> <td>23</td> <td>20</td> <td>21</td> </tr> </tbody> </table> <p>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.</p> <p>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.</p>	Year	No. of PP children	No. making at least expected progress in Reading	No. making at least expected progress in Writing	No. making at least expected progress in Maths	3	4	4	4	4	4	5	5	4	3	5	8	7	6	7	6	7	7	6	7	Total	24	23	20	21
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<p>C. Increase the % of PP children achieving greater depth/ higher standard in reading and maths to at least national</p>	<p>Small group interventions – teacher/ TA</p>	<p>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.</p> <p>Targeted support with maths and reading. Teaching assistants and class teachers are also delivering small group interventions that have previously been effective.</p>	<p>% of PP children achieving greater depth/ higher standard in reading and maths</p> <table border="1" data-bbox="1294 188 2051 480"> <thead> <tr> <th>Year</th> <th>No. of PP children</th> <th>No. of PP children</th> <th>Greater depth/ Higher standard reading %</th> <th>Greater Depth/ Higher standard maths%</th> </tr> </thead> <tbody> <tr> <td rowspan="2">EOKS1 2018</td> <td>School</td> <td>2</td> <td>50</td> <td>0</td> </tr> <tr> <td>National (non-disadvantaged)</td> <td></td> <td>29</td> <td>25</td> </tr> <tr> <td rowspan="2">EOKS2 2018</td> <td>School</td> <td>11</td> <td>9</td> <td>9</td> </tr> <tr> <td>National (non-disadvantaged)</td> <td></td> <td>33</td> <td>28</td> </tr> </tbody> </table> <p>% of PP children on track to achieve higher standard/ greater depth Spring 1</p> <table border="1" data-bbox="1312 592 2033 948"> <thead> <tr> <th>Year (No of PP children)</th> <th>No. of PP children targeted for greater depth/ higher standard in reading</th> <th>Reading – on track</th> <th>No. of PP children targeted for greater depth/ higher standard in maths</th> <th>Maths – on track</th> </tr> </thead> <tbody> <tr> <td>1 (4)</td> <td>0</td> <td>-</td> <td>1</td> <td>1</td> </tr> <tr> <td>2 (2)</td> <td>0</td> <td>-</td> <td>0</td> <td>-</td> </tr> <tr> <td>3 (4)</td> <td>2</td> <td>2</td> <td>0</td> <td>-</td> </tr> <tr> <td>4 (5)</td> <td>1</td> <td>2</td> <td>0</td> <td>-</td> </tr> <tr> <td>5 (8)</td> <td>1</td> <td>0</td> <td>0</td> <td>-</td> </tr> <tr> <td>6 (6)</td> <td>0</td> <td>-</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	Year	No. of PP children	No. of PP children	Greater depth/ Higher standard reading %	Greater Depth/ Higher standard maths%	EOKS1 2018	School	2	50	0	National (non-disadvantaged)		29	25	EOKS2 2018	School	11	9	9	National (non-disadvantaged)		33	28	Year (No of PP children)	No. of PP children targeted for greater depth/ higher standard in reading	Reading – on track	No. of PP children targeted for greater depth/ higher standard in maths	Maths – on track	1 (4)	0	-	1	1	2 (2)	0	-	0	-	3 (4)	2	2	0	-	4 (5)	1	2	0	-	5 (8)	1	0	0	-	6 (6)	0	-	1	1
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<p>Total budgeted cost</p>	<p>£37,400</p>
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iii. Other approaches			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	March 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.	<p>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.</p> <p>Cover is provided to release Miss Billington from her class teacher role one hour per week to deliver these music lessons.</p>
B. 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.	<p>Of the 32 PP children currently on role (March 2019):</p> <ul style="list-style-type: none"> • 56% (18 children) having attendance at least in line with national average (96.0%) with 47% (15 children) of these children having above national average attendance. • 69% (22 children) are in line with or above PP children nationally (94.5%) • 5 children have persistently low absence (below 90%). This has reduced by one child since the last review. One child has been issued a warning letter for a higher penalty notice as attendance is not improving at all and one child has shown significant improvement since January. . • Those children with below national attendance (8 children) but not persistent absence are a mixture of unauthorised holidays and sickness. They 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 November review with fewer children who are persistently absent or below national average attendance. <p>CPOMS has been purchased and is now being used by the leadership team in school. Class teachers will be introduced to the system and be expected to use this from the Summer term.</p> <p>Before and after school provision is provided to support where needed and is assisting in improving the attendance of some PP children.</p>
Total budgeted cost			£3,880