



Hardy Mill Primary pupil premium strategy statement review 2019-20

1. Summary information

School	Hardy Mill Primary				
Academic Year	2019-20	Total PP budget	£29,260	Date of most recent PP Review	March 2020
Total number of pupils	344	Number of pupils eligible for PP	23	Date for next internal review of this strategy	June 2020

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

In-school barriers

A.	Standards in writing for some PP children have lower than expected attainment/ progress is less than expected
B.	Some children are entering school with a narrow vocabulary which will impact on their future ability to achieve across the curriculum
C.	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.
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3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	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
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.	Progress for children in Speech and Language in EY is accelerated and the vocabulary base is extended.
C.	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
D.	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
E.	Increased attendance and punctuality rates for all pupils eligible for PP.	Reduced number of children eligible for PP whose attendance is below national average.

4. Planned expenditure

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	March 2020 update																						
<p>A. Progress in writing for all PP children will be at least expected and attainment for this group will be improved</p> <p>D. More PP children will be identified and targeted to achieve GD</p>	<p>Training – how to ensure learning is transferred to long term memory across the curriculum</p> <p>Training - developing vocabulary across the curriculum</p>	<p>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.</p>	<ul style="list-style-type: none"> DHT engaged with PASS group project to improve reading spine for non-fiction to support the wider curriculum. Training and resource purchase to follow. HT attending three day training with Huntington Research Hub ‘Using evidence to develop your curriculum for long time learning’ – this will be disseminated and shared with staff. Wellcomm materials being used effectively by Early years staff for early intervention with language development. <table border="1" data-bbox="1256 703 2092 831"> <thead> <tr> <th>Progress in writing – March 2020</th> <th>Stuck</th> <th>Slow</th> <th>Sufficient</th> <th>Accelerated</th> </tr> </thead> <tbody> <tr> <td>23 PP children</td> <td>1 (4%)</td> <td>3 (13%)</td> <td>8 (35%)</td> <td>10 (44%)</td> </tr> </tbody> </table> <table border="1" data-bbox="1337 871 2092 1072"> <thead> <tr> <th>Greater depth</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2018-19 – 31 children July 2019 data</td> <td>1</td> <td>0</td> <td>3</td> </tr> <tr> <td>2019-20 – 23 children March 2020 data</td> <td>5</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	Progress in writing – March 2020	Stuck	Slow	Sufficient	Accelerated	23 PP children	1 (4%)	3 (13%)	8 (35%)	10 (44%)	Greater depth	Reading	Writing	Maths	2018-19 – 31 children July 2019 data	1	0	3	2019-20 – 23 children March 2020 data	5	1	1
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			£1,500																						

ii. Targeted support

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<p>A. Progress in writing for all PP children will be at least expected and attainment for this group will be improved</p> <p>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.</p> <p>D. More PP children will be identified and targeted to achieve GD</p>	<p>Small group interventions – teacher/ TA in class and after school</p> <p>Wellcomm</p> <p>Training for EY staff</p> <p>Speech and Language Therapist support</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>Intervention – writing (after school – rather than during the school day)</p> <p>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.</p> <p>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.</p> <p>Some children identified through the Wellcomm toolkit will require specialist intervention. School employing a speech and language therapist will enable these children to access this support promptly.</p> <p>Broadening vocabulary for the most disadvantaged children will diminish the difference with non-disadvantaged children particularly in CLL.</p>	<ul style="list-style-type: none"> Wellcomm materials being used effectively by Early years staff for early intervention with language development. This is having a positive impact on achievement in Communication and Language (CL), Reading and Writing. <table border="1" data-bbox="1256 400 2163 632"> <thead> <tr> <th colspan="8">Reception Class 2019-2020</th> </tr> <tr> <td colspan="2">No of children for baseline: 45</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">No of children in Jan 2020: 45</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="8"><i>Numbers given in percentages (%)</i></td> </tr> <tr> <th>Area of learning</th> <th>CL</th> <th>Below Sep 2019</th> <th>Below Jan 2020</th> <th>In line Sep 2019</th> <th>In line Jan 2020</th> <th>Above Sep 2019</th> <th>Above 2020</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>18</td> <td>13</td> <td>73</td> <td>71</td> <td>9</td> <td>16</td> </tr> <tr> <td></td> <td>Reading</td> <td>16</td> <td>13</td> <td>71</td> <td>60</td> <td>13</td> <td>27</td> </tr> <tr> <td></td> <td>Writing</td> <td>22</td> <td>13</td> <td>73</td> <td>80</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Additional teacher to facilitate – 2 smaller parallel Year 5 and 6 groups for English and Maths has been established since September. Interventions are being rotated during the school day for children to ensure that these children are not missing out on the wider curriculum. As of March 2020, progress for the very large majority of PP children is expected or better in writing. (See table in Quality of teaching for all section) As of March 2020, there has been increase in the number of PP children identified as greater depth in reading and writing. This is not yet evident in maths. (See table in Quality of teaching for all section) 	Reception Class 2019-2020								No of children for baseline: 45								No of children in Jan 2020: 45								<i>Numbers given in percentages (%)</i>								Area of learning	CL	Below Sep 2019	Below Jan 2020	In line Sep 2019	In line Jan 2020	Above Sep 2019	Above 2020			18	13	73	71	9	16		Reading	16	13	71	60	13	27		Writing	22	13	73	80	7	7
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<p>Total budgeted cost</p>			<p>£22,760 +£5,348 of budget</p>																																																																

iii. Other approaches			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	March 2020
<p>C. All children have access a broad experiential curriculum to widen their cultural understanding</p> <p>D. More PP children will be identified and targeted to achieve GD</p>	<p>Pay for trips, visits and extra-curricular for disadvantaged children.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Pupil questionnaire has been completed with Year 2 to 6 and Key Stage leads are using information gathered to shape curriculum visits and extra-curricular opportunities to address gaps in experience that have been identified. • All children have attended arranged trips and visits since the start of the year. School has supported the cost for some pupils to ensure this. • In autumn term, 7/23 PP children were accessing extra-curricular activities. This has been increased to 10/23 in spring term. The PE/ Extra-curricular lead will continue to encourage more PP children to engage with these wider learning experiences. • As of March 2020, there has been increase in the number of PP children identified as greater depth in reading and writing. This is not yet evident in maths. (See table in Quality of teaching for all section)
<p>E. Increased attendance and punctuality rates for all pupils eligible for PP.</p>	<p>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.</p>	<p>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>	<p>Of the 23 PP children currently on role (March 2020):</p> <ul style="list-style-type: none"> • 65% (15 children) have attendance above national average (97.0%) • 74% (17 children) are in line with or above PP children nationally (94.5%). • 4 children have persistently low absence (below 90%). Early Helps are in place supporting 2 of these children from the same family. The other two children are under the hospital for on-going medical issues. • 8 children with below national attendance will continue to be monitored by either school and/or school social worker for improvement over this half term. Encouragingly, this figure has decreased by 2 children since the November 2019 review. • Before and after school provision is provided to support where needed and is assisting in improving the attendance of some PP children when needed. • School will be reviewing its provision for supporting attendance as our school social worker will be retiring in July 2020 and we will no longer have access to this provision.
Total budgeted cost			£5,000