**** **Pupil premium strategy statement for Harnham Infant School**

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| 1. **Summary information** | | | | | |
| **School** | Harnham Infant School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £38,380 | **Date of most recent PP Review** | October 2017 |
| **Total number of pupils** | 255 | **Number of pupils eligible for PP** | 23 | **Date for next internal review of this strategy** | January 2018 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| **% achieving in reading, writing and maths** | 27% | 59.47% |
| **% making progress in reading** | 20% | 62.5% |
| **% making progress in writing** | 20% | 51.1% |
| **% making progress in maths** | 40% | 64.8% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Higher rates of progress need to be achieved by pupils eligible for the Pupil Premium Grant so that their attainment is raised and in line with their peers across Speaking and Listening, Reading, Writing and Maths. Historically, data has shown a gap in all areas, apart from the year 1 phonics screener. | | |
|  | | Some children eligible for the Pupil Premium Grant are achieving at the expected level in the curriculum. There is potential that, with additional support, they could get to exceeding. | | |
| **C.** | | Emotional and Social issues for some children could have a detrimental effect on their academic progress, meaning they need further support to engage in the curriculum and with their peers.  Some children come to school still hungry in the morning and sometimes their uniform needs a wash. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance Rates for some PP pupils are very low and need urgent support and action.  Children in receipt of PP will be able to attend after school clubs and receive money to buy their uniform, go on school trips etc. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils eligible for the PP will make rapid progress in order to close the gap between them and their peers. Those pupils in receipt of PP, who also have a Special Educational Need will make rapid progress from their starting points through targeted intervention and support. | | Pupils will make more than 3 AIR points on the Wiltshire Tracker in Reading, Writing and Maths to demonstrate they have made more than expected progress over the year.  Small steps data and intervention data will show progress that is rapid for children who also have a Special Educational Need through targeted teaching and specialist interventions. |
|  | Pupils eligible for the PP who are already working at age-related expectations will accelerate progress and achieve working at the exceeding level by the end of the academic year across all year groups, but especially year 1. | | Pupils who have been working at ‘expected’ through the year or from the previous year group data, will reach ‘exceeding’ by the end of the academic year, making more than 3 AIR points progress on the tracker. |
|  | Behavioural, social and emotional issues will be addressed to that children are able to be confident, independent and access the curriculum successfully.  Pupils will feel well nourished, valued and clean by strategies implemented in school. | | Children will show improved sense of self-awareness and self-esteem (shown through ELSA recording and reporting system) and through feedback from teachers, peers and parents.  Pupils will be attentive and alert in lessons because they have had a good breakfast and their uniform will smell nice too. |
|  | Increased attendance rates for pupils eligible for PP.  Pupils eligible for PP will be able to attend after school clubs at no cost to their families. | | Attendance for pupil premium children to be in line with non pupil premium children at school target of 96%  Higher number of children eligible for PP represented at clubs. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017-2018** | | | | |
| 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?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A Closing attainment gaps | Engagement in the ‘Achievement for All’ program. | Another school in our cluster has taken part in this initiative and recommended it wholeheartedly. It will be a great program to engage with to see the whole picture and journey of our school and how we can best develop the leadership, teaching and learning and attainment of vulnerable learners and all learners. | Lead Person (LP) to see it through from beginning to completion, liasing with programme and between school staff, pupils and parents too. Ensuring all staff team are on board by giving time to action and implement changes that are recommended and necessary. | Laura Pike | July 2018  January 2018 review – advised by CASP patner to put this strategy on hold until academic year 18-19 due to changes already happening |
| A Pupils with SEN who are eligible for PP make rapid progress | Investing in high-quality intervention materials and programs.  Training staff to use and deliver these programs where needed.  Deploying staff effectively so that teachers can deliver interventions or involve children in a ‘pre-teach’ before subsequent lessons in order to enhance learning within the lesson. | Some interventions have a very high success rate where children can make months of progress over a short period of time.  These programs are best delivered by staff who are confident in delivering it rather than training themselves.  Research shared at the Disadvantaged Learners conference found that involving children in a ‘pre-teach’ before the main lesson enables them to grasp new learning and concepts more securely. Instead of using an intervention to close the gap from the lesson, the gap is plugged before the lesson has started. | In conjunction with the whole staff team, monitoring the feedback that is given from interventions.  Carry out audit of skills and audit of children’s needs in order to decipher where training is needed before fulfilling.  Sharing research and findings with staff in professional development meetings, searching planning to look for opportunities in timetables and curriculum where a ‘pre-teach session would be a valuable addition. Including PP children who are vulnerable within that group. | SLT and all staff | July 2018 |
| A Closing attainment gaps | Where needed, purchasing quality resources that are for targeted use for pupils who attract PPG. E.g reading comprehension books, games. | Children need access to high quality resources and will want to take part in the lessons and will be eager to use them to enhance their learning. | Resources that are ordered are always sent via the SLT to approve so that the rationale can be explained. | SLT | July 2018 |
| **Total budgeted cost** | | | | | £15,000 |
| 1. **Targeted support** | | | | | |
| **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?** |
| B To accelerate progress of children in receipt of PPG | Children who attract PPG and are already on track to reach age related expectations will be given 1:1 or small group teaching to challenge their learning and really move them on, hopefully to achieve exceeding by the end of the year. This will mainly focus on drama and creative writing opportunities to begin with. | For children who are able, this will broaden their educational experience and give them an opportunity to shine. | The teacher employed to deliver this teaching will submit planning and provide evident of impact on children’s learning through samples of work, child conferencing, plus observations of provision. | Laura Pike  Nathalie Allexant | April 2018 |
| C To ensure that children’s emotional, social and behavioural well-being is well catered for. | Continued training and employment of the ELSA for the school to provide 1:1 and small group support to build children’s confidence and belief in themselves as a learner. Then they would want to apply themselves more fully within lesson time and enjoy social times more. | ELSA has a proven impact on children’s well-being at school. | Communication and regular meetings with the trained ELSA at school. The ELSA keeps thorough records of what she does with children and the impact she sees it having, including a before and after profile of the child, in conjunction with teachers and parents too. | Laura Pike  Lorraine Batchelor | July 2018 |
| C To ensure children have confidence in themselves and in their ability to succeed. | Hold a pupil premium art club – part of a leadership project for 2 teachers on a middle leadership programme. They need to run a project to raise aspirations and confidence of our disadvantaged learners. | Art was chosen so that children can all take part and be differentiated by outcome. The pieces of art are going to be put in a gallery in Salisbury Library for public viewing and celebration. Children will feel proud of their achievements. | Communication weekly between the teachers running the art club and observational progress of the children’s engagement and enjoyment of the programme. | Fawn Blair Sophie Spellar  Laura Pike | April 2018 |
| **Total budgeted cost** | | | | | £18,000 |
| 1. **Other approaches** | | | | | |
| **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 Pupils feeling well nourished and their uniform being cleaned. | Starting a ‘Rise and Shine’ breakfast club for children who arrive at school saying they have not had breakfast or who need a gentle start to the school day.  We are also planning on buying a washing machine for school so that we have an option of washing some uniform or PE kits if they need it. | Children will be able to concentrate and involve themselves with learning better once they have had a nutritional breakfast. During this time, children will take part in other school initiatives such as daily count, weather watch etc but within a smaller group setting. This will ensure a gentle start of day.  Children will feel a greater sense of belonging by having clean clothes and will raise self-esteem. | Monitoring provision of the Rise and Shine breakfast Club by liaising with the member of staff running it. Gaining feedback from children who access the provision.  Finding a good space in the school to house a washing machine and having a good supply of spare uniform if it is needed while others are being washed. | Laura Pike  Lorraine Batchelor  Natasha Dorrington | July 2018 |
| D Attendance rates of some PPG children to be in line with the rest of the school.  Pupils eligible for PPG will be able to access the after school clubs and go on school visits and provide uniform for them based on individual need. | Seek advice from EWO  Talk to parents about attendance. Monitor  Offer taxi provision or breakfast club provision to ensure child gets to school.  Use PPG money to pay for after school clubs or additional opportunities where relevant. | Children need to be in school to learn and be in a stable environment that is structured and rewarding. Parents need to feel confident about getting their child to school.  No child will be left out of any trip or visit for any reason and equal opportunities to acces the clubs that are on offer too. | Individual meetings and appointments with parents. Seeking advice from other professionals.  Monitor spend with finance officer to ensure spend is tracked against individual children. Check clubs registers to ensure targeted children are able to attend regularly. | Natasha Dorrington  Laura Pike  EWO | April then July 2018 |
| **Total budgeted cost** | | | | | £5000 |

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| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | | **2016/17** | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Pupils able to take part in a range of interventions to plug gaps in learning attainments  Pupils to develop literacy and speaking and listening skills. | Pay for salary of support staff to deliver interventions.  Pay an experienced teacher to lead some drama and creativity lesson for EYFS pupils to build confidence and language skills. | Children made progress across the curriculum as shown in an overall rise in data from the previous year  Parents reported how much children grew in confidence over the course of time and how their children had gone home more animated about their learning and singing songs etc. | Continue with support – assessed on a need by need basis.  Would continue with support if this approach was needed again, cohort dependent. | £11,000  £3,000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Pupils feel emotionally and socially secure so that they can concentrate and enjoy learning.  Individual learning needs accounted for – child with severe learning, social and behavioural needs.  Raising attendance for pupils with low attendance. | Train a new ELSA for the school and pay salary. Purchase resources to support.  Equine and outdoor therapy  Provide taxi service to bring them to school  Use PP money to pay for breakfast club to ensure child gets to school on time and has a healthy and nutritious breakfast. | Impact on the children was good. Parents reported children feeling much more confident in themselves and having a range of strategies for when things become too much.  Pupil took part in the sessions and reported an improvement in interaction and concentration.  Child’s attendance rate continued to improve as the year progressed.  Child’s attendance rate improved and data shows learning progress across the curriculum. | Continue approach – so much so the ELSA will be a full time position for the next academic year so that more children can benefit.  Would depend on needs of individual children.  Continue approach if it were deemed appropriate and assessed on a needs basis.  Continue approach on an assessed by needs basis. | £21,500  £500  £500  £100 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Children in receipt of PPG were able to play a full part in school life.  Pupils were able to receive new uniform to wear.  Improved relationships between parents and school. | Use PPG to pay for clubs attended by PP children.  Use PPG to pay for new uniform for children in receipt of PP money.  New business cards printed for the school PSA | Children able to take part in a range of extra-curricular activities – e.g. Mad Science, Premier Sports. These clubs enhanced pupil well-being and learning.  Children feel sense of belonging and take pride in the school.  Parents have increased communication with the PSA and staff are able to easily give out contact details when recommending this provision. | Continue with approach to enable all children to have equal access to extra-curricular provision.  Continue with approach  Continue as needed. | £1,500 altogether |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above. |