

Pupil Premium Strategy Statement for Harnham Infant School 2018-19



1. Summary information					
School	Harnham Infant School				
Academic Year	2018-19	Total PP budget	£38,380	Date of most recent PP Review	Sept 2018
Total number of pupils	229	Number of pupils eligible for PP	15 (currently)	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% 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%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low aspirations potentially leading to low outcomes for pupils.
B.	Low attainment levels in reading skills and mathematics reasoning skills at the end of year 2. Children who are able need to receive appropriate challenge and stretch in learning.
C.	Low self esteem and confidence preventing children from engaging with the curriculum and taking pride in their learning. Children arriving at school hungry or with uniform which is in need of a wash.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates and support for getting involved in after school clubs, trips and visits.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure higher rates of progress through raising the aspirations and standard of Quality First Teaching, to have an impact on learning outcomes for all pupils, but especially those from a disadvantaged group.	All staff to have high aspirations and expectations for all pupils in their class. Staff to engage in coaching techniques to ensure highly reflective practice that seeks to improve the learning outcomes for all pupils, but especially those from a disadvantaged group.
B.	To accelerate progress of pupils in receipt of the pupil premium grant in their reading skills and mathematical reasoning skills in order to close the gap between attainment levels of children in receipt of pupil premium grant and their peers. To ensure appropriate stretch and challenge for children in	Children in receipt of Pupil Premium will make more than 3 AIR points progress on the Wiltshire tracker over the course of the year.

	<p>receipt of pupil premium who are already 'expected'. To ensure appropriate support for children who may also have a Special Educational Need.</p>	<p>Teachers will plan highly effective lessons which encourage pupils to take part in high quality mathematical reasoning tasks and develop their reading skills.</p> <p>Children who are more able will engage in activities and lessons that stretch and challenge their thinking.</p> <p>Small steps data and intervention data (where appropriate) will show progress that is rapid for children who also have a Special Educational Need through targeted teaching and specialist interventions.</p>
C.	<p>To ensure that any social and emotional barriers to learning can be addressed in order to make sure there is minimal impact on academic progress. To ensure children in receipt of the pupil premium grant gain the support they need in order to engage fully in the curriculum. To ensure children feel well nourished, valued and clean by strategies implemented within the school.</p>	<p>Children who need it will engage in ELSA support and show increased self-awareness and self-esteem (shown also in ELSA recording and reporting) and through feedback from teachers and support staff at pupil progress meetings and from parents through questionnaires.</p> <p>Pupils will be attentive and alert in lessons because they have had a good breakfast and their uniform will be clean and fresh.</p>
D.	<p>Poor attendance rates for some children in receipt of the pupil premium grant.</p> <p>Potential lack of involvement in extra-curricular activities such as clubs, trips and visits.</p> <p>Support in purchasing equipment needed to take part in some learning inside school e.g. recorders.</p> <p>Emergency funding for food supplies for families.</p>	<p>Attendance percentages for children with low attendance will rise until it is in line with school target of 96%.</p> <p>There will be higher numbers of children eligible for the pupil premium grant represented at an after school club each term.</p> <p>Families will gain support with payment of trips and visits so that no child misses any opportunity.</p>

5. Planned expenditure					
Academic year	2018-2019				
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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Raising teacher aspirations and standard of quality first teaching.	High quality CPD – The Coaching Programme – cost £4,000 - £9,000	Some teachers have previously engaged in coaching CPD and reported how they felt their practice was improved. Research shows that impact from coaching model and teachers working collaboratively means that children could make an additional 11 months progress in the same amount of time.	High Quality CPD – led by John Crocker will implement a coaching programme across the school with all teachers being involved. This can then be rolled out to teaching assistants. All staff to be given release time from their classrooms in order to carry out both the observations and reflections sessions in order to maximise impact.	ND, LP and all staff	January 2019
B Closing Attainment Gaps in reading skills and mathematical reasoning skills.	High quality CPD – The Coaching Programme – as above	As above	As above	ND, LP and all staff	January 2019
B Ensuring appropriate support for SEND pupils in receipt of PPG. Ensuring appropriate challenge and support for more able pupils in receipt of the PPG.	Purchasing any additional resources or equipment required for children with SEND in order to access the learning. Cost £200 approx Additional Pupil Progress Meetings (3x year) focussing on PPG pupils. Cost £1,000	Children need access to high quality resources and will want to use them in order to take part in the lessons and enhance learning. Supply teachers can cover classes while pupil progress meetings take place. This means we can track individual pupil progress at further intervals and analyse whether current approaches are working and any additional input that might be needed.	Any resources that are ordered are approved by a member of SLT so that need and rationale can be verified and confirmed. Dates planned in advanced on the assessment calendar. Supply teacher booked and teachers given tracking grid to fill in prior to meeting.	SLT SLT and all teachers	January 2019 January 2019
Total budgeted cost					£10,200
ii. 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 pupils in receipt of the pupil premium grant – reading and spelling skills and mathematical reasoning skills. (Support for SEND and stretch and challenge for more able)	At Pupil Progress Meetings, PPG children’s current attainment will be discussed and next steps highlighted. Children to take part in 1:1 or small group teaching carefully planned to move learning on. Cost £5,000	We had success with this approach before – using a teacher especially employed to work with the PPG children to move their learning on with children previously working at ‘expected’ reaching ‘exceeding’. Children given opportunity to shine and reflect on how they have improved.	The teacher employed to deliver this teaching will provide planning and evidence of impact of teaching to PPG lead. Work samples, photographs, observations and child conferencing will also confirm.	LP	April 2019
	More able pupils also given opportunities to attend the Wiltshire Able and Interested Courses – where appropriate Cost £200	These courses are available to our children in Year 2, of which a couple of PPG children are already exceeding in some areas and would benefit for the additional challenge.	Class teachers will give information to parents about the specific courses they would recommend for each child. If they would like help with the cost – to approach PPG lead.	LP and teachers	July 2019
C To ensure that children’s social, emotional and behavioural well-being is catered for in school in order to try and remove barriers to learning.	Continued employment of the school’s ELSA for the school to provide 1:1 and small group support to children who struggle with social skills. This means children would be able to fully apply themselves as a learner within lesson times and have higher aspirations. Cost £11,000	ELSA has a proven track record of a positive impact on children’s well-being at school. Some of our PPG children will benefit from this ELSA support.	ELSA keeps thorough records of what she does with children and the impact it is having. Effective communication between the ELSA and school teacher and parents and child to reflect on impact that it is having. Questionnaires and feedback is sought and processes adapted and changed as needed.	LP LB LJ	July 2019
Total budgeted cost					£16,200
iii. 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 will feel well nourished, nurtured and	‘Rise and Shine’ additional breakfast	Children will be able to concentrate more fully when once they have had a nutritional	Liasing with member of staff running the breakfast club to ensure it is being	LP LB	January 2019

valued when they are in school.	club for children who come to school saying they are hungry. Cost £300	breakfast. A settled start to the day and time and space to talk is also available.	used effectively. Gaining feedback from the children who attend.		
	Purchasing and running a washing machine for children's clothes to be washed when needed. Cost £800	Children will feel comfortable and feel a greater sense of belonging. Self esteem will be raised.	Remind all staff to look out for opportunities to wash clothes where needed and have a good supply of spare clothes accessible too.	All staff	January 2019
	Pupil premium children are able to receive grants for purchasing new items of school uniform. Parents claim this at Kidz Klobber and the shop will invoice the school. Cost £500	Parents need the financial support to purchase school uniform for their child. Children will feel sense of belonging and self esteem.	Good communication between school, parents and Kids Klobber. Advertise through school website and on PPG leaflets etc.	ND LP	July 2019
D Some PPG pupils have low attendance rates in school.	Provide opportunities for children to attend the HIS breakfast club before start of school day so they are in school ready for the day. Use some PP funding to support purchase or lease of a school minibus. This means we could potentially pick children up from home to ensure they get to school. Cost £5,000	Some success in the past with children being able to attend breakfast club and be ready in school in the mornings. Parents need to feel confident to bring their child to school. School business manager to look into cost and feasibility of such actions. Children would be able to get to school and parents would understand that excuses do not mean children stay at home.	Attendance meetings with parents where this can be offered or telephone calls or face to face talks when they are appropriate. Seek advice from EWO. Gather views and discuss with parents.	EWO ND LP DS	January 2019 then April / July 2019
D PPG pupils being able to access clubs, trips and visits organised by the school.	PPG money to be used to pay for after school clubs (1xclub per term per pupil) plus trips and additional opportunities. Cost £3,700	No child will feel left out of any trip or visit for any reason and parents do not feel under pressure to find the finances.	Parents request this money in advance rather than assume it as a right. Where needed teachers can approach parents and offer the provision. This means we can track it carefully. Check club registers for PPG children.	ND, AT, LP, DS	January 2019 then April / July 2019
Total budgeted cost					£10,300

6. Review of expenditure				
Previous Academic Year		2017/18		
i. 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
A Pupils with SEN who are eligible for PP make rapid progress	<p>Investing in high-quality intervention materials and programs.</p> <p>Training staff to use and deliver these programs where needed.</p> <p>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.</p>	<p>Some pupils with SEN made high levels of progress across the curriculum (See SENDCO reports and notes from pupil progress meetings) through the use of targeted intervention and resources. For example, making more than 6 months additional progress in their reading age by having everyday support for reading at school.</p> <p>The children familiar with interventions happening regularly and therefore demonstrated gained confidence in their learning e.g. precision teaching</p> <p>Year 2 teachers seemed to use the pre and post teaching methods to enhance children's learning time ready for the next lesson in the series.</p>	<p>Continue with approach but need to ensure:</p> <ul style="list-style-type: none"> Consistency across the school, where appropriate using the same strategies for support and sharing successes so that we can all learn from them. Continue with in-depth pupil progress meetings 3xyear with additional feedback required for intervention cycles and reported to the SENDCO each term. 	£10,000
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.	Sets of new guided reading books were ordered and other spelling and reading games. Pupils liked them. Teachers were able to use them to plan for targeting improvement in individual children – particularly at year 2 when gathering information towards attainment against the SATS.	Continue with approach where needed. However, now with new School Business Manager in place, the ordering process and budgeting will be a lot tighter in future.	£5,000
ii. 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
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.	This targeted support was well received by parents, teachers and children. The PPG children were put into small groups with some children not eligible for PP but would also benefit. Baseline assessment took place and records kept for each session. Teachers reported at pupil progress meeting that visible impact seen in children's work and in Wiltshire tracker data too. Objectives were achieved, for example, at least 2 pupils made accelerated progress from expected to exceeding attainment.	Depending on the cohort of PP pupils in the next academic year, this chosen approach may continue, if appropriate at first pupil progress meetings that the need is there for such a strategy.	£3,000

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 also went to the Disadvantaged Learner Conference to hear latest updates and ideas for supporting PP pupils. Many of the PP pupils on roll accessed the ELSA support at some point in the academic year, whether for learning behaviour, confidence or friendship support. All pupils benefitted from the support and parent reflection has also been extremely positive.	Continue with approach – very successful.	£15,000
iii. 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
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.	Rise and Shine breakfast club has been established and running daily. Some children eligible for PP access this successfully along with others not in receipt of PP. Washing Machine purchased July 2018	Continue with approach. Children are able to access a gentle start to the school day, be well nourished and feel valued part of the school community. Continue with approach.	£1,000 £1,000
D Attendance rates of some PPG children to be in line with the rest of the school.	Seek advice from EWO Talk to parents about attendance. Monitor Offer taxi provision or breakfast club provision to ensure child gets to school.	For particular PP families where attendance is an issue, every attempt for parental engagement was made. Support with getting the children to school was offered and some children were able to access the breakfast club at 7.55am to ensure they made it in to school.	Continue with approach on a needs basis.	£1,000
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.	Use PPG money to pay for after school clubs or additional opportunities where relevant.	Children were able to access going on school trips, joining in school activities (such as Great Fire of London days) and joining in after-school clubs with the use of the PP money. Parents know they are entitled to it and claim accordingly.	Continue with approach, ensuring that parents know and understand they can access this funding.	£2,000

7. Additional detail

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