

Pupil Premium Strategy Statement for Harnham Infant School 2019 - 20



1. Summary information							
School	Harnham Infant School						
Academic Year	2019/20	Total PP budget	£44,315	Date of most recent PP Review	Sept 2019		
Total number of pupils	210	Number of pupils eligible for PP	13 (currently)	Date for next internal review of this strategy	January 2020		
2. Current attainment							
			Pupils eligible for PP	Pupils not eligible for PP			
% achieving in reading, writing and maths			38%	67%			
% exp+ in reading			38%	75%			
% exp+ in writing			38%	67%			
% exp+ in maths			38%	67%			
3. 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)							
A.	Low attainment rates at the end of year 2 for reading and mathematics reasoning skills.						
B.	Strive for the Quality of Teaching and Learning to be consistently good or better across the whole school.						
C.	Poor oral language skills including spoken sounds and use of expressive language and vocabulary.						
D.	Low self-esteem or well-being in children, or a specific learning need, which prevents them from accessing the curriculum and maximising their learning potential.						
External barriers (issues which also require action outside school, such as low attendance rates)							
E.	Lack of financial support from families to enable children to take part in after school clubs, trips and visits etc.						
F.	Lack of financial support from families to enable them to purchase an additional set of school uniform.						
G.	Low attendance rates or amount of late arrivals at school meaning there could be lost learning.						
H.	Lack of engagement from parents in school life or in their child's educational progress and development due to facing their own challenges.						
4. Desired outcomes							
	Desired outcomes and how they will be measured			Success criteria			

A.	To accelerate progress, particularly for pupils in receipt of the pupil premium grant, in their reading skills and mathematics reasoning and problem solving skills in order to close the attainment gap and to meet and exceed the national average. Measured through monitoring records, data, planning and pupil progress documents.	A higher percentage of children will reach the expected and greater depth levels by the end of year 2. Children's progress, through tracking 6 x year will show more than the average 3 AIR points on the Wiltshire Tracker. Teachers will plan lessons that are highly effective and engaging and allow all children to be challenged, especially the most-able. Children have access to high quality reasoning tasks and develop their reading skills.
B.	Teaching and Learning will be consistently good or better so that all children have opportunity to maximise their potential. Measured through planning and monitoring records from Senior Leadership Team and curriculum leaders.	All staff (including all teaching assistants) will have consistently high expectations of all children. Reflective practice ensures that provision is adapted and developed in line with pupil needs and outcomes.
C.	Children who need additional support with their Speech and Language will have access to high quality provision both as an intervention and through specific measures put in to place in each classroom. Measure through progress made against Speech and Language targets, notes from SaLT teaching assistant and through monitoring records from Senior Leadership Team and curriculum leaders.	Children meeting their individual targets from Speech and Language Therapy. Children using vocabulary in their spoken and written language which matches language patterns taught in classrooms.
D.	To address and remove where possible any social and emotional barriers to learning so that impact on academic learning can be minimised. To ensure that all children in our school feel nurtured, respected and cared for. To ensure children with SEND are able to access learning that meets their individual needs using strategies that are needed to ensure they can engage in learning. Measured through ELSA notes, pupil progress meetings, parent questionnaires and feedback sheets.	Children who need it, with parent permission, can engage in ELSA support. Children show increase self-awareness and self-esteem (measured in ELSA notes, pupil progress meetings, feedback sheets) Pupils will be more attentive in lessons because they feel more secure and have strategies to cope with any difficulties that arise.
E.	All children will be able to take part in any clubs, trips and opportunities that they would like to. Measured through the number of PPG children and other children taking up the offer of extra-curricular opportunities.	Higher numbers of PPG eligible children taking part in clubs and enrichment activities so that opportunities are not missed.
F.	All children will have access to school uniform so that they will feel the sense of belonging and part of the Harnham Infant School family. They will also feel pride in their appearance, which in turn could raise self-esteem and learning outcomes. Measured through feedback from Kids Klobber about how many children have claimed a set of school uniform.	All children will have access to clean, dry and good conditioned school uniform. All children feel a sense of belonging to the school family.
G.	All children to be in school for at least 98% of the time and on time for 100% of the time. Some PPG families, where there is a problem with being in school on time, or carrying out multiple drop offs to be offered Breakfast Club provision so that children are in school and ready to start the school day on time. Measured through numbers of PPG children attending breakfast club and % of attendance and lates.	Attendance rates will continue to rise. Children to have a good breakfast and have a calm start to the school day so they are ready to learn by the time they get to their classrooms.
H.	Parents to be equipped to be fully engaged in school life and be able to support their children at home. Parental wellness to be a high measure and any home barriers, such as children's behaviour at home can be addressed using recommended strategies by the school Parental Support Advisor. Measured through number of parents accessing support from PSA and number of parents who retract from support as things improve for them.	Families receiving support from the Parent Support Advisor to act on the advice and support. When ready, families to be signed off from support from the PSA or signposted in direction of further support too e.g. housing, key workers etc.

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 To accelerate progress, particularly for pupils in receipt of the pupil premium grant, in their reading skills and mathematics reasoning and problem solving skills in order to close the attainment gap and to meet and exceed the national average.	High Quality CPD and use of The Coaching Programme – cost £10,000 including supply cover to ensure feedback meetings can happen by releasing teachers to talk and reflect.	We have had much previous success with using the coaching techniques to raise standards in teaching. Feedback from last academic year was overwhelmingly positive. Particular focus on some coaching sessions will include the teaching of reading and mathematics.	John Croker – lead professional for coaching to support school staff in developing coaching skills. John will feedback each time to SLT of impact. Teachers to fill in reflective forms and questionnaires to ensure accountable for the time and for improvements to teaching and learning.	ND, LP and all staff	January 2020 then April 2020 then July 2020					
B Teaching and Learning will be consistently good or better so that all children have opportunity to maximise their potential.	High Quality CPD and the use of The Coaching Programme – cost £10,000 Instalment of new Interactive Whiteboard Screen in each class so that children have access to high quality resources to improve delivery of lessons and pupil's engagement and enjoyment of learning. Cost £2,000	As above Some of the classrooms already have a new style interactive whiteboard which is being used to good effect. It means children can interact using the screen during whole class teaching and through independent learning. Levels of engagement have gone up.	As above When Bees class move to their new classroom, an order will be placed to the IT company through the School Business Manager	ND, LP and all staff. DS	January 2020 then April 2020 then July 2020 January 2020					
Total budgeted cost					£12,000					
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?
A To accelerate progress, particularly for pupils in receipt of the pupil premium grant, in their reading skills and mathematics reasoning and problem solving skills in order to close the attainment gap and to meet and exceed the national average.	Employ a teacher on a supply basis to deliver high quality booster groups in reading and mathematics reasoning skills. This is to address specific gaps for PPG pupils. Cost £3,000 (approx. 15 days or 30 half days)	This strategy has been used with success before, using evidence to give children the support and push that they needed.	Use evidence presented at pupil progress meetings, plus evidence gathered through other monitoring activities, to decide what the gaps are and who and how to address them. Ask for evidence of planning from the teacher delivering the intervention.	LP	February 2020 then April 2020
A To accelerate progress, particularly for pupils in receipt of the pupil premium grant, in their reading skills and mathematics reasoning and problem solving skills in order to close the attainment gap and to meet and exceed the national average.	Carry out additional pupil progress meetings in term 2, 4 and 6 with a specific focus on children in receipt of the pupil premium grant to understand how gaps are being plugged and to suggest and employ any further strategies. Cost £1,000 (approx. 5 days or 10 half days of supply cover to release teachers to attend meetings)	This extra time to discuss the profile of these children will ensure that learning potential can be maximised and strategies can be put in place for them.	Book the supply cover in advance (see the assessment calendar for dates)	LP	July 2020
C Children who need additional support with their Speech and Language will have access to high quality provision both as an intervention and through specific measures put in to place in each classroom	To employ a teaching assistant to specifically work with children on the SEND register for Speech and Language and deliver targeted interventions. Some of these children include those in receipt of PPG. Cost £1,220	Children need the specific targeted support from a teaching assistant to deliver the speech programmes. Children can then have targets revisited, reset or hopefully signed off.	Collaboration with the Inclusion Manager to liaising with the Speech and language therapist, the teaching assistant and families.	LP, LJ and AM	July 2020

D To ensure children with SEND are able to access learning that meets their individual needs using strategies that are needed to ensure they can engage in learning.	Ensure the work of the Inclusion Manager includes careful monitoring of children on the SEN register who are also in receipt of PPG and appropriate learning strategies put in place. Cost £1,922	School needs a well-functioning Inclusion Manager to oversee the provision in place for pupils with SEND, including those eligible for the pupil premium grant.	Pupil progress meetings will prove that children in receipt of PPG who are also on SEND register are making good progress, their learning needs identified and planned for.	ND, LP and LJ	July 2020
D To address and remove where possible any social and emotional barriers to learning so that impact on academic learning can be minimised. To ensure that all children in our school feel nurtured, respected and cared for.	Employ an ELSA to support the children to overcome social and emotional barriers to learning. Cost £14,122	We have been using this strategy for a number of years to incredible results. Parental feedback has been very positive, impact from pupil progress meeting feedback is very high, children have been happier and more able to cope with difficulties through the strategies they have learned in ELSA support.	Pupil progress meetings to monitor impact Regular meetings between ELSA and line manager	ND, LP, LB and LJ	January 2020 then April 2020 then July 2020
Total budgeted cost					£21,264

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?
E All children will be able to take part in any clubs, trips and opportunities that they would like to.	Use PPG money to pay for a club per term, plus school trips and additional opportunities. Cost £1,000	No child should miss out on something extra-curricular due to financial reasons. No one will be left out and parents will not feel the financial burden and stress.	Examine uptake of clubs and trips and ensure parents know that the school can meet that cost for them.	LP	January 2020 then April 2020 then July 2020
F All children will have access to school uniform so that they will feel the sense of belonging and part of the Harnham Infant School family. They will also feel pride in their appearance, which in turn could raise self-esteem and learning outcomes.	Use PPG money to support the purchase of school uniform at Kids Klobber. Cost £500	Children will feel a sense of belonging to the school. Parents will not feel a financial burden towards the school.	Kids Klobber invoice the school for parents who have taken uniform under the PPG heading.	LP	July 2020

G All children to be in school for at least 98% of the time and on time for 100% of the time.	For families who have poor attendance or many late marks, particularly those on PPG list, a space will be offered at Breakfast Club. Rise and Shine club offered as alternative. Cost £1,000	We have used this strategy before to good effect. It also means that connections with parents can be more established as a quieter and calmer environment.	Member of SLT to speak to specific families and offer Breakfast Club provision. Attendance and lates monitored as part of EWO reviews, governor meetings and pupil progress reviews.	ND, LP, AR	July 2020
H Parents to be equipped to be fully engaged in school life and be able to support their children at home.	Employ a Parent Support Advisor to work closely with parents to engage them in school life and support them in creating increasingly stable home environments for children for their, and children's wellbeing. Cost £8,925	The Parent Support Advisor is widely used at our school and often by families eligible for the pupil premium. She has a positive impact on family life and is a great source of information or a signpost to further resources.	Communication and meetings happening between the PSA and Deputy Head to ensure that parents are able to engage with school and promote the educational wellbeing of their child.	LP, CL	July 2020
Total budgeted cost					£11,425

6. Review of expenditure				
Previous Academic Year		2018/19		
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 Raising teacher aspirations and standard of quality first teaching.	High quality CPD – The Coaching Programme – cost £4,000 - £9,000	<p>The coaching programme ran for approximately 4 out of 6 terms and included some professional development meetings for staff too, including teaching assistants.</p> <p>Everyone across the school was able to be coached, including some teaching assistants and all reported that this was a positive experience that made them raise the quality of their teaching.</p> <p>Each week made a visible impact on the classroom environment and individual learning needs of the pupils could increasingly be met. This was positive for pupils in receipt of PPG, as well as those who are not eligible.</p> <p>All staff developed their skills in being reflective and could draw out their own strengths and decipher what the next focus might be.</p>	<ul style="list-style-type: none"> Continue with this approach during the next academic year – training more teachers up to be high quality coaches. Include more (and new) teaching assistants in the coaching programme so that aspirations are continued to be raised across the board. Consider use of video clips using iPads so that more teachers can be coached at the same time. 	£10,000
B Closing Attainment Gaps in reading skills and mathematical reasoning skills. 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.	<p>High quality CPD – The Coaching Programme – as above</p> <p>Purchasing any additional resources or equipment required for children with SEND in order to access the learning. Cost £200 approx</p> <p>Additional Pupil Progress Meetings (3x year) focussing on PPG pupils. Cost £1,000</p>	<p>As above</p> <p>Specific PPG pupils who also are on the SEND register were able to have access to specialist equipment which meant they were able to take a full part in the learning being offered.</p> <p>Additional pupil progress meetings did take place with a sole focus on PPG and vulnerable group children. Here, teachers, teaching assistants were able to fully get to grips with individual children and the interventions which made a difference for them, including where children were more-able. This meant children were really supported, or stretched depending on their learning profile.</p>	<p>As above</p> <p>Continue with this approach on a need by need basis of the individual children who are eligible.</p> <p>Continue with this approach during the next academic year as it was so successful.</p>	<p>£10,000</p> <p>£200</p> <p>£1,000</p>
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 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 More able pupils also given opportunities to attend the Wiltshire Able and Interested Courses – where appropriate Cost £200	This strategy did have an impact on some pupils, though not as much as it was hoped for. This could be due to the intervention not being started until late in the Spring term. Also, the additional teaching combined children's music and literacy skills, aimed at raising enjoyment and enthusiasm, which was successful. Impact on spelling unsure. Several attempts were made to book particular PPG pupils on to the Able and Interested Courses at Braeside, though these were unsuccessful.	A lesson learned from this approach is to ensure that the focus is very carefully planned for the progress. We would continue this approach on a needs basis and also make sure it starts earlier next academic year so that impact can be maximised. Continue with approach if it became relevant for the year 2 children in the next academic year. Places get booked up very quickly so would need to call as soon as the new booklet comes out.	£5,000
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	Success criteria totally met. The school's ELSA has a proved track record of positive outcomes on the pupil's who she works with. There were certain PPG pupils who benefitted from her support throughout the whole year and some on a short term basis. The ELSA records and notes give evidence towards the positive impact. Children feel safe and secure in their school environment and therefore has a more positive approach to learning and desire to learn, raising their aspirations. The communication between ELSA and parents and teachers ensures all the 'dots' are joined for these children.	Continue with approach.	£11,000

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 will feel well nourished, nurtured and valued when they are in school.	'Rise and Shine' additional breakfast club for children who come to school saying they are hungry. Cost £300 Purchasing and running a washing machine for children's clothes to be washed when needed. Cost £800	Rise and Shine was a successful approach (registers kept). Some children accessed for short term and others for longer period of time. It is a highly regarded amongst parents too (feedback) Success Criteria met. We had the facility to wash and dry children's clothes when needed. Children were always given the choice if they wanted that to happen. Some agreed and some did not.	Continue with approach – low cost and high impact in giving children some food and a gentle start to the school day. Continue with approach – but low cost now as only need electricity and washing powder etc.	£300 £800

	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	Success criteria met. Children were able to feel the sense of belonging by having their own set of school uniform. Kidz Klobber let us know which pupils have been in to collect their school uniform and then claim the money back from school.	Continue with approach. Advertise to parents so that all eligible families know they are able to have a set of school uniform paid for them.	£500
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	Success criteria partially met. PPG money has been spent on breakfast club for children as an incentive to get them into school and on time. The attendance rate has increased and the pupil is recording less and less late marks. Grants for school minibuses were looked into and applied for, but have not been successful thus far.	Continue with approach in paying for access to breakfast club.	£5,000
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 (1club per term per pupil) plus trips and additional opportunities. Cost £3,700	Success criteria met. More parents in fact come and apply for PPG money when it comes to time to sign up for clubs. Trips and visits also paid for using the money. E.g. recorders.	Continue with approach.	£3,700

7. Additional detail

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