

### A Review of our Pupil Premium Budget Expenditure 2018/19

What Pupil Premium funding did we receive?

Summary Information – School Contextual Data:					
<b>School</b>	Hartwell Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP Budget</b>	£27,680	<b>Date of most recent PP review</b>	August 2018
<b>Total number of pupils</b>	204	<b>Total PP Budget for previous year</b>	£31,940	<b>Date for next internal review of this strategy</b>	August 2019
<b>Percentage of PP children</b>	8%	<b>Number of children eligible for PP</b>	17		

End of Keys Stage Outcomes verses Predictions

Year 2 2018/19 1 child	Pupil Premium Prediction	Pupil Premium Actual	All children – School Prediction	All children – School Actual	All children – National (18/19)
% meeting expected in Reading, Writing and Maths (Combined)	100%	100%	86%		
% meeting expected in Reading	100% at GD	100% at GD	93%	93%	75%
% meeting expected in Writing	100%	100%	86%	83%	70%
% meeting expected in Maths	100%	100% at GD	89%	86.7%	76%

Year 6 2018/19 6 children (1 child did not sit SATs)	Pupil Premium Prediction	Pupil Premium Actual	All children – School Prediction	All children – School Actual	All children – National (18/19)
% meeting expected in Reading, Writing and Maths (Combined)	67% (4/6 children)	67%	90%	83%	64%

% meeting expected in Reading	67%	67%	93%	83%	75%
% meeting expected in Writing	67%	83%	93%	97%	78%
% meeting expected in Maths	67%	67%	90%	90%	76%
% meeting expected in Grammar, Punctuation and Spelling	67%	67%	90%		78%

#### Years 1-6 Pupil Premium verses Whole School Attainment and Progress

	Reading		Writing		Maths	
	Pupil Premium	All Children	Pupil Premium	All Children	Pupil Premium	All Children
Attainment (Age Related Expectation+)	21/26 80.7%	91%	22/26 84.6%	87.6%	21/26 80.7%	86.5%
Progress (expected +)	21/24 87.5%	92%	23/24 95.8%	89.3%	24/24 100%	91.4%

#### A Review of Impact from Previous Expenditure – Key Strategies used to Impact on Progress (2018-19)

The expenditure is split into four categories which made up our spending strategy: Specialist staffing and focused interventions High quality staff training Enrichment Pastoral/Support					
Pupil Premium used for	Summary of intervention/action	Cost Total	Intended Outcomes	Monitored by	Review of strategy
Inclusion Leader 1	Adele Rees works as SENCO and provides targeted	£10,617	Effective progress monitoring	HT	Mrs Rees' work ensured staff have relevant knowledge and skills to target children's' learning through effective

day per week	support for children and families to reduce barriers to learning.		and evaluation results in clear planning and intervention programmes which impact on progress.		pedagogies in Quality First Teaching and specific interventions. The school provision map tracks the intervention each pupil within the school has been part of, academic and pastoral. This data informs pupil progress meetings lead by SLT to ensure learning is being accurately targeted for all pupils. Mrs Rees' work, being non class based means that the school can provided parental support and advice, which impacts on removing barriers to learning.
Inclusion Leader termly assessments	Leads provision map for intervention (academic and pastoral) – tracks pupil progress and works as part of the Senior Leadership Team to guide pupil progress; supports and directs teachers.		High quality tracking of progress against interventions in order to ensure impact on progress and attainment.	HT	The vast majority of PP children have made expected or better progress. In the minority of children where expected progress has not been achieved other specific factors are present. Writing and maths progress for PP was greater than that of all children.
Additional Teaching Assistant support (additionally trained in intervention work)	Teaching Assistants are used to enhance learning through: Supporting children to develop independent study skills and manage their own learning; deliver specialist	£12,751	Pupil premium children, along with all children are at least meeting Age-Related Expectations or where there are gaps they are	SENCO (AR)	The intervention provision map tracked throughout the year if and how specific interventions were making impact; in the minority of cases of limited impact, interventions were changed or adapted accordingly. Pre-teaching and 'mopping up' has proven (see previously reported whole school data) to make positive impact upon children's progress.

	intervention programmes, as appropriate and using evidence based one to one or small group sessions for pre-teaching or 'mopping up' where the lesson outcome hasn't fully been achieved		catching up quickly.																	
Weekly Eng and Maths booster classes for Yr 6 – Spring Term	Year 6 teacher used gap analysis and ongoing assessment to target specific gaps in learning through small group tuition.	NA	Smaller teaching groups allow intense focus on barriers to learning and to stretch the most able pupils.	HT/SMc	<p>6/7 PP children sat the SATs tests</p> <table border="1"> <thead> <tr> <th>6 pupils</th> <th>Expected Standard</th> <th>Higher Standard</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83%</td> <td>17%*</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>33%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>33%</td> </tr> <tr> <td>Combined</td> <td>83%</td> <td>17%</td> </tr> </tbody> </table> <p>All children achieved their targets</p>	6 pupils	Expected Standard	Higher Standard	Reading	83%	17%*	Writing	100%	33%	Maths	83%	33%	Combined	83%	17%
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Daily Maths and English 1:1/sml gp intervention	Gap analysis and ongoing assessments are used to target specific gaps in learning through 1:1 support or small group tuition. This includes pre-	NA	Barriers to learning are quickly identified and intervention is swift to close gaps.	HT/SMc/AR	See whole school data table earlier in the report.															

	teaching, 'mop-up sessions' as well as 1:1 work such as Power of 2 maths and Switched on Reading				
Weekly homework club	Children have a quiet, calm and supportive environment in which to complete homework tasks.		Homework is handed in on time and completed to the expected standard.	SMc	All PP children were invited and encouraged to attend, with the majority attending. Children able to access support in completing their homework and reinforcing class learning in a calm, focused space. Attainment and progress data show that Writing and Maths are broadly in line with all children.
School Trips and Residentials	Parents offered discounted places on school trips will encourage children to attend and gain from the experience	£1,216	Disadvantaged families may not have the income to enable children to attend these visits. By discounting the trips the children can still partake in the activities which will support them with their learning back in school.	LB	This continued to be an effective use of the budget – with children gaining experiences which support their learning journey, which without the funding, may not have been possible

Targeted extra-curricular activities	Children can access support with funding extra-curricular activities such as Hotshots Basketball, thus supporting their physical and mental wellbeing.	£366	Pupils supported to attend a broader range of clubs building self-confidence, cooperation and motivation skills.		<p>This continued to be an effective use of budget as it enable children to access a range of extra-curricular activities, broadening their horizons.</p> <p>The table below shows the tracking of how PP children have engaged with school sporting activities. PP children are accessing sporting activities at a greater level all pupils. This is an improvement on 2017/18</p> <table border="1" data-bbox="1220 507 2029 746"> <thead> <tr> <th></th> <th>At least 1 term</th> <th>At least 2 terms</th> <th>At least 3 terms</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>75%</td> <td>66.7%</td> <td>41.7%</td> </tr> <tr> <td>All Children</td> <td>60.8%</td> <td>48%</td> <td>36.3%</td> </tr> </tbody> </table>		At least 1 term	At least 2 terms	At least 3 terms	Pupil Premium	75%	66.7%	41.7%	All Children	60.8%	48%	36.3%
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Peripatetic music lessons	Children have the opportunity to learn an instrument: drums, woodwind, strings or brass.	£2,100	Pupils have equal access to music lessons.		Children who wish to play an instrument have had the opportunity to promoting self-determination and engagement with the wider life of the school by performing in various concerts in and out of school, including performing at the Derngate Theatre.												
External activities	In rare cases, school will support funding activities external to those provided by the school, such as piano lessons.	£981	Children who are more able in a specific area (eg music) to be able to access high quality		As above. This fund was used to fund a pupil who is Pupil Premium Plus to engage in musical activities outside of school.												

			teaching from specialist providers outside the school day. Confidence and self-esteem are increased.		
Breakfast and after school club	Children (When and where needed) can have discounted places to ensure all children are looked after and receive a breakfast.	£3,027	This will support children in being ready to learn in the mornings following a healthy breakfast. It would also support our families in getting back to work.		This continues to support parents and in-turn the children of our school enabling them to provide care and breakfast for their children so that they can begin their working day. For many of children breakfast club enables them to begin their day within a structured setting which positively impacts on their readiness to learn as the school day begins.
Support with uniform purchase	Children to feel part of the school community and to be ready and focused to learn.	£741	Children wear appropriate school uniform therefore increasing self-esteem		Parents received support with uniforms which ensure that children are in school, feeling part of the learning community and ready to learn.

			and confidence.		
Transition support for Year 6 pupils	Mrs Rees to facilitate additional support, including specific meetings and additional transition visits for the child.	NA	Pupil Premium and Pupil Premium Plus children in Year 6 are prepared for transition into secondary school.		Professionals at secondary school have a clear picture of the individual children. Pupil voice reported feeling more confident about their transition following additional transition visits to their new school.
Total spend:		31,880 (£4200 overspend)			