

Pupil Premium Spending (Review of 2017-18 and Plan for 2018-19)

What is the Pupil Premium?

Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child is or has been eligible for Free School Meals (FSM) at any point over the last 6 years, or is being looked after in care (LAC) or through adoption, the school receives an amount per head within their budget. The amount the school receives per pupil premium child is £1320; for those who are currently LAC an additional payment of £2300 per child. The provision of pupil premium is also made for children who have a parent in the armed forces.

What Pupil Premium funding do we currently receive?

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

Our approach to Pupil Premium

Hartwell Primary School is committed to improving the life chances of all our pupils so that they can achieve as they can whilst in our care. Our aim is for all children to leave Hartwell Primary School with skills, attitudes and behaviours that will enable them to play a full and active role in their next setting and beyond. We recognise that some children may require additional support to help them achieve this aim. Hartwell Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. We have a clear, strategic approach to the use of specific Pupil Premium funding

and plans are integrated into wider school support and improvement strategies. These are monitored and evaluated regularly and data analysis ensures that the correct support and strategies are identified to maximise progress.

A review of our Pupil Premium budget expenditure:

Year 2 – 2017-18 Data Outcomes:			
2 children PP	Pupil Premium	All children - School	All children - National
% meeting expected in Reading, Writing and Maths (Combined)	100%		
% meeting expected in Reading	100% at GD	97% (40% GD)	75%
% meeting expected in Writing	100%	87% (23% GD)	70%
% meeting expected in Maths	100% (50% GD)	87% (30% GD)	76%

Year 6 – 2017-18 Data Outcomes:			
5 children PP	Pupil Premium	All children - School	All children - National
% meeting expected in Reading, Writing and Maths (Combined)	100%	93% (17% GD)	64%
% meeting expected in Reading	100%	93% (38% GD)	75%
% meeting expected in Writing	100% (20% GD)	100% (38% GD)	78%
% meeting expected in Maths	100%	100% (21% GD)	76%
% meeting expected in Grammar, Punctuation and Spelling	100%	100% (59% GD)	78%

Whole School – 2017-18 Data Outcomes:			
20 children PP	Pupil Premium	All children - School	All children - National
% meeting expected in Reading	90% (10% GD)	92.1% (36.5% GD)	X
% meeting expected in Writing	85% (5% GD)	88.7% (28.7% GD)	X
% meeting expected in Maths	85% (10% GD)	88.7% (28% GD)	X

A Review of impact from previous expenditure – key strategies used to impact on progress (2017-18)

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 day per week	Adele Rees works as SENCO and provides targeted support for children and families to reduce barriers to learning.	£10,409	Effective progress monitoring and evaluation results in clear planning and intervention programmes which impact on progress.	HT	<p>13 of the 19 children who are pupil premium directly benefited from interventions and additional support that Mrs Rees leads, manages and/or monitors. The other 6 children did not require such intervention, but benefitted from staff knowledge and skill through targeting within lessons</p> <p>The 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.</p> <p>All PP children in all year groups except Year 5 finished work at ARE or higher; the exception to this were pupils in Year 5. In reading 2 pupils were below ARE in Reading and 3 pupils were below in Writing and Maths, however, of thee pupils that finished the year below ARE 1 pupils in Reading made accelerated progress and 2 pupils in Writing and Maths. Only one PP pupil did not make ARE or good progress. This child also falls into other 'groups' categories.</p>
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	
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 intervention programmes, as appropriate and using evidence based one to one or small group	£13,773	Pupil premium children, along with all children are at least meeting Age-Related Expectations or where there are gaps they are catching up quickly.	SENCO (AR)	<p>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.</p> <p>Pre-teaching and 'mopping up' has proven (see previously reported whole school data) to make positive impact upon children's progress.</p>

	sessions for pre-teaching or 'mopping up' where the lesson outcome hasn't fully been achieved																																																																																															
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.		Smaller teaching groups allow intense focus on barriers to learning and to stretch the most able pupils.	HT/SMc	<table border="1"> <tr> <td>5 pupils</td> <td>Expected Standard</td> <td>Higher Standard</td> <td>Average Scaled Score</td> </tr> <tr> <td>Reading</td> <td>100%</td> <td>40%</td> <td>108</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>20%</td> <td></td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>0%</td> <td>105</td> </tr> <tr> <td>GPS</td> <td>100%</td> <td>60%</td> <td>109.4</td> </tr> <tr> <td>Combined</td> <td>100%</td> <td>0%</td> <td></td> </tr> </table>	5 pupils	Expected Standard	Higher Standard	Average Scaled Score	Reading	100%	40%	108	Writing	100%	20%		Maths	100%	0%	105	GPS	100%	60%	109.4	Combined	100%	0%																																																																				
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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-teaching, 'mop-up sessions' as well as 1:1 work such as Power of 2 maths and Switched on Reading		Barriers to learning are quickly identified and intervention is swift to close gaps.	HT/SMc/AR	<p>Data in the table below is cumulative progress data Year 2-6 (19 children):</p> <table border="1"> <thead> <tr> <th>Steps Progress</th> <th>Reading All</th> <th>Reading PP</th> <th>Writing All</th> <th>Writing PP</th> <th>Maths All</th> <th>Maths PP</th> </tr> </thead> <tbody> <tr> <td>9+</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>1.4%</td> <td>5.3%</td> </tr> <tr> <td>8+</td> <td>2.7%</td> <td>5.3%</td> <td>1.4%</td> <td>0%</td> <td>2%</td> <td>5.3%</td> </tr> <tr> <td>7+</td> <td>22.3%</td> <td>21.1%</td> <td>25%</td> <td>26.3%</td> <td>24.3%</td> <td>31.6%</td> </tr> <tr> <td>6+</td> <td>93.9%</td> <td>89.5%</td> <td>93.2%</td> <td>89.5%</td> <td>92.6%</td> <td>78.9%</td> </tr> <tr> <td>5+</td> <td>96.6%</td> <td>89.5%</td> <td>96.6%</td> <td>89.5%</td> <td>93.9%</td> <td>84.2%</td> </tr> <tr> <td>4+</td> <td>96.6%</td> <td>89.5%</td> <td>96.6%</td> <td>89.5%</td> <td>93.9%</td> <td>84.2%</td> </tr> <tr> <td>3+</td> <td>96.6%</td> <td>89.5%</td> <td>96.6%</td> <td>89.5%</td> <td>95.3%</td> <td>89.5%</td> </tr> <tr> <td>2+</td> <td>97.3%</td> <td>89.5%</td> <td>97.3%</td> <td>89.5%</td> <td>97.3%</td> <td>89.5%</td> </tr> <tr> <td>1+</td> <td>98%</td> <td>89.5%</td> <td>98%</td> <td>89.5%</td> <td>98%</td> <td>89.5%</td> </tr> <tr> <td>0</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Regressed</td> <td>0.7%</td> <td>5.3%</td> <td>0.7%</td> <td>5.3%</td> <td>0.7%</td> <td>5.3%</td> </tr> <tr> <td>No Data</td> <td>1.4%</td> <td>5.3%</td> <td>1.4%</td> <td>5.3%</td> <td>1.4%</td> <td>5.3%</td> </tr> </tbody> </table>	Steps Progress	Reading All	Reading PP	Writing All	Writing PP	Maths All	Maths PP	9+	0%	0%	0%	0%	1.4%	5.3%	8+	2.7%	5.3%	1.4%	0%	2%	5.3%	7+	22.3%	21.1%	25%	26.3%	24.3%	31.6%	6+	93.9%	89.5%	93.2%	89.5%	92.6%	78.9%	5+	96.6%	89.5%	96.6%	89.5%	93.9%	84.2%	4+	96.6%	89.5%	96.6%	89.5%	93.9%	84.2%	3+	96.6%	89.5%	96.6%	89.5%	95.3%	89.5%	2+	97.3%	89.5%	97.3%	89.5%	97.3%	89.5%	1+	98%	89.5%	98%	89.5%	98%	89.5%	0	0%	0%	0%	0%	0%	0%	Regressed	0.7%	5.3%	0.7%	5.3%	0.7%	5.3%	No Data	1.4%	5.3%	1.4%	5.3%	1.4%	5.3%
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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	<p>5 PP children accessed homework club – all PP children were invited and encouraged to attend. Children able to access support in completing their homework and reinforcing class learning in a calm, focused space.</p> <p>The 5 children in attendance at least met their English and Maths targets.</p>																																																																																											

Switched on Reading Training	Improvement in reading outcomes (including those pupil premium support)		Increased motivation to read. Intervention addresses under achievements and closes gaps.	SMc	Reading attainment and progress for PP children is broadly in line with all pupils (see data in other sections)																											
School Trips	Parents offered discounted places on school trips will encourage children to attend and gain from the experience	£294	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.	£332	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 in line with all pupils</p> <table border="1" data-bbox="1294 1283 2119 1450"> <thead> <tr> <th colspan="7">Pupil Premium Participation</th> </tr> <tr> <th rowspan="2">Number of children classed Pupil Premium</th> <th colspan="2">After-School Clubs</th> <th colspan="2">School Sport Engagement</th> <th colspan="2">Student Leadership, Managing and Officiating</th> </tr> <tr> <th>No. of children attending 1 after-school club</th> <th>% of children attending 1 after-school club</th> <th>No. of children taking part in school sport</th> <th>% of children taking part in school sport</th> <th>No. of children leading, managing and officiating</th> <th>% of children leading, managing and officiating</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>16</td> <td>84%</td> <td>10</td> <td>53%</td> <td>2</td> <td>11%</td> </tr> </tbody> </table>	Pupil Premium Participation							Number of children classed Pupil Premium	After-School Clubs		School Sport Engagement		Student Leadership, Managing and Officiating		No. of children attending 1 after-school club	% of children attending 1 after-school club	No. of children taking part in school sport	% of children taking part in school sport	No. of children leading, managing and officiating	% of children leading, managing and officiating	19	16	84%	10	53%	2	11%
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Peripatetic music lessons	Children have the opportunity to learn an instrument: drums, woodwind, strings or brass.	£1428	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.
External activities	In rare cases, school will support funding activities external to those provided by the school, such as piano lessons.		Children who are more able in a specific area (eg music) to be able to access high quality teaching from specialist providers outside the school day. Confidence and self-esteem are increased.		As above.
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.	£3079	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.		Children wear appropriate school uniform therefore increasing self-esteem and confidence.		Parents received support with uniforms which ensure that children are in school, feeling part of the learning community and ready to learn

Plan for Pupil Premium Budget 2018-19

Year 2 – 2018-19 Predicted Outcomes:			
1 child	Pupil Premium	All children - School	All children – National (17/18)
% meeting expected in Reading, Writing and Maths (Combined)	100%	86%	
% meeting expected in Reading	100% at GD	93%	75%
% meeting expected in Writing	100%	86%	70%
% meeting expected in Maths	100%	89%	76%

Year 6 – 2018-19 Predicted Outcomes:			
6 children (1 child will not sit SATs)	Pupil Premium	All children - School	All children – National (17/18)
% meeting expected in Reading, Writing and Maths (Combined)	67% (4/6 children)	90%	64%
% meeting expected in Reading	ppard67%	93%	75%
% meeting expected in Writing	67%	93%	78%
% meeting expected in Maths	67%	90%	76%
% meeting expected in Grammar, Punctuation and Spelling	67%	90%	78%

Planned Pupil Premium Expenditure					
The planned expenditure is split into four categories which make up our spending strategy:					
Specialist staffing and focused interventions					
High quality staff training					
Enrichment					
Pastoral/Support					
Chosen action/approach	Desired outcome	A rationale for this choice	How will you ensure it is implemented well	Staff lead	Cost
Inclusion Leader 1 day per week	Effective progress monitoring and evaluation results in clear planning and intervention programmes which impact on progress.	Having a non-classroom based Inclusion Leader means that capacity is built to ensure all children with vulnerabilities are effectively targeted ensuring effective	Termly monitoring by SLT as part of the pupil progress cycle scrutinises the impact	A.Rees and J.Pardon	

		intervention as required, this also includes support for parents.	of intervention and support.		
Inclusion Leader termly assessments PA	High quality tracking of progress against interventions in order to ensure impact on progress and attainment.	By having one person lead intervention assessments ensures consistency across the school and effectively supports the teaching team by keeping teachers in the classroom providing first quality teaching.	Termly monitoring by SLT as part of the pupil progress cycle scrutinises the impact of intervention and support.	A.Rees and J.Pardon	
Additional Teaching Assistant support (additionally trained in intervention work)	Pupil premium children, along with all children are at least meeting Age-Related Expectations or where there are gaps they are catching up quickly.	All children along with specific and targeted children (from all ability groups) across the classroom will receive support where needed and be guided towards working with greater independence using effective support strategies – leading to better outcomes.	Teachers will monitor the effectiveness of TA support and will deploy them appropriately this will be monitored through performance reviews and check at pupil progress meetings.	A.Rees and J.Pardon	
Weekly Eng and Maths booster classes for Yr 6 – Spring Term	Smaller teaching groups allow intense focus on barriers to learning and to stretch the most able pupils.	Year 6 are the only year group with PP children working below ARE. These children generally made good and accelerated progress in Year 5 and targeted booster session will support this accelerated progress trajectory.	S. McCulloch will oversee the sessions and mock data will track gaps being closed.	S.McCulloch and J.Pardon	
Daily Maths and English 1:1/sml gp intervention	Barriers to learning are quickly identified and intervention is swift to close gaps.	All children, including PP can close any gaps in learning, ensuring good progress and keeping them on track to end of year targets.	Termly monitoring by SLT as part of the pupil progress cycle scrutinises the impact of intervention and support.	SLT	
Weekly homework club	Homework is handed in on time and completed to the expected standard.	As above, and to support children's development in independent study skills	Termly monitoring by SLT as part of the pupil progress cycle scrutinises the impact of intervention and support.	S.McCulloch and J.Pardon	

School Trips and Residential	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.	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.	Discount to trips and residential is already applied when trip information goes out to parents. Organised by D. Morley and calculated by L. Bruce	L. Bruce and J. Pardon	
Targeted extra-curricular activities	Pupils supported to attend a broader range of clubs building self-confidence, cooperation and motivation skills.	By encouraging PP children to participate in extra-curricular activities, and financially supporting this, broadens children's life experiences and contributes to positive mental and physical wellbeing.	All parents of PP children are made aware that they can ask for support with extra-curricular activities. Request comes to L. Bruce or J. Pardon for approval as appropriate.	L. Bruce and J. Pardon	
Peripatetic music lessons	Pupils have equal access to music lessons.	As above	As above	L. Bruce and J. Pardon	
External activities	Children who are more able in a specific area (e.g. music) to be able to access high quality teaching from specialist providers outside the school day. Confidence and self-esteem are increased.	As above	As above	L. Bruce and J. Pardon	
Breakfast and after school club	Parents offered places at a discounted rate where and when needed enabling children to have consistent care. Children will be more focused at school.	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.	All parents of PP children are made aware that they can ask for support with extra-curricular activities. Request comes to L. Bruce or J.	L. Bruce and J. Pardon	

			Pardon for approval as appropriate.		
Support with uniform purchase	Children wear appropriate school uniform therefore increasing self-esteem and confidence.	Pupils will be ready to learn and be able to fit in to the safe stable environments with greater ease.	Parents complete uniform order form which is approved by L. Bruce or J. Pardon as appropriate.	L. Bruce and J. Pardon	
Transition Support for Year 6 pupils	Pupil Premium and Pupil Premium Plus children in Year 6 prepared for transition to secondary school	Children may need extra transition visits in order to feel secure and properly prepare them for a big change in their life and routine.	R. Tyman and A. Rees to identify any children who may need additional transition support and arrange visits and any other additional transition work.		