



Pupil premium strategy statement

1. Summary information					
School	Harwell Primary School				
Academic Year	2017/18	Total PP budget	£ 35, 800	Date of most recent PP Review	n/a
Total number of pupils	181 (oct 17 census)	Number of pupils eligible for PP	29* (Jan 17 census)	Date for next internal review of this strategy	July 2018

2. 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.	Emotional resilience for some pupils are not good; this leads to an over-reliance on adults and a detrimental effect on social and academic progress
B.	65% of the PP group is also identified as SENd
C.	Lower prior attainment and progress in core subjects decreases ability to access wider curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance (below 96%) for some of the pupils in this group

4. Desired outcomes	
Desired outcomes	Success criteria and evidence

A.	Improve resilience and independence to learning which will have an impact on academic attainment and progress to be in line with their peers	Pupils develop a more positive attitude to their learning and achievement. This will be monitored through pupil interviews and evidence of work
B.	Attainment and progress of the PP/SEN group in speaking, reading, writing and maths improves and is in line with their peers	% of PP pupils attaining the expected standard at the end of the year continues to increase. % of PP pupils who have now accelerated their progress (through previous year's focus) to ensure progress is in line with peers.
C.	Increased attendance for the PP pupils with low attendance	Attendance increases individually and as a group towards the target 96%

5. Planned expenditure

Academic year **2016/17**

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	End of year review
Improved teaching and learning for PP pupils including non PP pupils	<p>Talk for writing training for staff to support improved oral confidence leading to improved writing outcomes</p> <p>Subject leaders partnership meetings & release time to monitor effectiveness of questioning (Maths),</p> <p>Pie corbet T4W conferences for targeted teachers</p>	<p>Evidence from the observations; feedback from teachers and TAs in low oracy skills (BPVS)</p> <p>EEF toolkit - Moderate impact for low cost based on extensive evidence +5 months</p> <p>Previous success in KS2, consolidate on gains and increase pupil confidence in T4W strategies.</p>	Monitoring by the SLT and middle leaders in regular release time and in partnership moderation.	SLT English and Maths leaders	<p>Monitoring showed good teaching across key stages with a more consistent approach, including talk for writing. T4W training was later than planned and this will need embedding further in the coming year. Almost 3/10th of eligible children made accelerated progress in writing while almost 9/10ths made expected or better.</p> <p>New staff will necessitate additional training to maintain progress.</p>
Improved progress for the PP and non-PP pupils in reading, writing and maths	<p>Whole class guided reading roll out to the whole school.</p> <p>Phonics support for continuing quality first teaching in lower KS2</p>	<p>Evidence from the data shows that not all PP pupils are underachieving and all pupils have the right to reach their full potential. High quality guided reading will support this.</p> <p>69% of Yr 1 children achieved phonics pass mark. 31% still need continued phonics support.</p>	<p>Staff meeting Guided</p> <p>Subject leader monitoring time</p> <p>Track reading attainment</p> <p>Partnership developing subject leadership course</p> <p>Release time to implement action research.</p>	SLT English and Maths leaders	<p>Whole class guided reading embedded in KS2 and being introduced into KS1 as appropriate. All children made expected progress in reading and a quarter made accelerated progress. Phonics attainment was slightly increased but lower than targeted. Significant investment in</p>

	<p>Staff action research on improved questioning in maths To purchase maths, spelling and reading resources</p>	<p>Focus on the role of contingency questioning in maths will be the focus to in maths to support further mastery in maths.</p> <p>Pupils need to have the correct resources to support and improve their learning</p>	<p>Monitoring by the English and maths leaders and the HT School and partnership moderation.</p> <p>subject leaders to monitor the use of the resources</p>		<p>RWI phonics planned to address this.</p>
<p>Improved teaching and learning for PP pupils including non PP pupils</p>	<p>Improve subject leaders knowledge</p> <p>Partnership termly meetings (maths and literacy) supported by an external consultant.</p>	<p>Quality first teaching is one of the biggest factors in improving outcomes for PPG children. Improved subject leader knowledge will improve the support for other staff.</p>	<p>Subject leaders monitoring reports</p>	<p>English and Maths leaders</p>	<p>Good engagement for low cost. Partnership subject leader visits and peer monitoring supported peer to peer reviews. This had a positive impact on the subject knowledge and development, which increased leadership effectiveness.</p>

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	End of year review
Improved attainment of the PP/SEN groups in years 1, 2,3,4,5 and 6 in reading, writing and maths	<p>Targeted teaching and interventions that are tailored to meet the needs of the pupils include FFT</p> <p>Training TAs who work with the PP/SEN pupils on targeted teaching/questioning to reinforce; extend and challenge</p> <p>Identify pupils for art therapy to work with the art therapist</p> <p>Identify pupils to work with theatre company</p> <p>Increase the range of Reading materials to target PPg – Roving books, bookfeast club</p> <p>Identify technology resources and applications to target PP/SEN pupils</p>	<p>Targeting the support and interventions (Ref to the EEF toolkit) to meet the needs of the pupils has proven successful as evidenced by the progress the pupils made last year. This year the focus is on improving the attainment and to target those pupils who with the additional support can achieve the expected standard. For the PP/SEN pupils, the focus is on accelerated progress</p> <p>Identifying the pupils for specific sessions with the art therapist will ensure their specific needs are being met</p> <p>Identifying the pupils for specific sessions with the senco will ensure their specific needs are being met</p>	<p>Regular monitoring of group sessions; pupil's work; learning conversations by the HT subject leaders and SLT</p> <p>Ensure there is sufficient time for teachers and TAs to plan the targeted work</p> <p>Evaluations from the art therapist</p> <p>Evaluations from Wizard theatre and tracked for impact in attainment/progress</p> <p>Membership and participation of bookfeast will be monitored</p> <p>Liaising with SENCO peer support and peer evaluations within the partnership to ensure best practice is being employed.</p>	SENCo/HT/OS	<p>In reading, all children made expected progress or better. Nurturing therapies were effective in supporting children with low emotional resilience to self-regulate with more regularity. This led to fewer incidences of poor choices (referenced in behaviour logs), thus improving learning opportunities.</p> <p>KS2 results of PPg eligible children show an increasing three upward trend.</p> <p>Some challenges moving forward still exist, especially writing continues to be slower progress than targeted within this group. Also, phonics attainment is lower than targeted.</p>

Improved attainment of the PP/SEN groups in years 1, 2,3,4,5 and 6 in reading, writing and maths	Phonics booster support Additional teacher support 1-1 booster support	Regular assessment identify pupils at risk of underachievement	Targeted individuals make accelerated progress measured by scores in regular phonics assessment Targeted individuals make accelerated progress in core areas	BG OS HC	Targeted phonics support was effective, as measured by regular tracking, despite not achieving phonics check score.
Increased attendance rates	Rapid response on first-day absence. Monthly attendance to target below 96%. Review parent contracts for attendance	Ref to NfER briefing for school leaders identifies addressing attendance as a key step.	Regular monthly monitoring of attendance	BG SBM & SENCo	Attendance for the school at target 96.1% - PPG did not achieve that target (93.65%) . Some improvements within year but still a target for the coming year.

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?
Improved social and emotional well-being	Elsa training for targeted TA Targeted extra-curricular activities Golden time reward system Targeted Educational Psychologist support	EEF toolkit Social and emotional learning Moderate cost and moderate impact +4months Ref to the DfE research into the physical and mental well-being of disadvantaged pupils	Senco monitoring of Elsa groups Termly reports on attendance at clubs Feedback from staff and children Regular meetings with the Ed psych	BG NR	Elsa training cancelled for the year, postponed until 2018/19 EP support was effective at supporting targeted children, providing support for both school and home.
Developing metacognition to support learning behaviours	Assembly focus on 4 Rs resilience, respect, resourcefulness and responsibility from the work done by Dweck	Evidence from observations; learning conversations and feedback from teachers and TAs of the lack of resilience from the majority of pupils EEF High impact for very low cost based on extensive research +8 months	Children will show more resilience Use metacognition language and apply an understanding of learning skills (evidenced by pupil conversations, observations book and monitoring).	All staff	Assembly focus continues – the language of good learning is increasingly embedded (as evidenced by pupil conversations and monitoring). The understanding is not yet impacting on learning

	<p>Supporting children to monitor and evaluate their own learning and learning strategies</p> <p>Assembly themes build on learner focus</p> <p>Staff language to model good learner focus</p> <p>Marking & Feedback to include developmental comments</p> <p>PM targets to support development of whole school culture of behaviour for learning</p>		<p>monitoring by middle and senior leaders and governors</p> <p>Successful PM outcomes</p>		<p>outcomes fully, although at KS2 PPg outcomes are showing an increased upward trend.</p>
<p>Involvement in school visits including residential for year 6 gaining access to the wider curriculum</p>	<p>Attending school residential and other visits</p>	<p>To ensure all PP pupils are able to access the school visits</p>	<p>The school office will keep a record of pupils attending the school visits</p>	<p>BG OS</p>	<p>All children were able to access the wider curriculum and the experiences that these gave.</p>
<p>Curriculum enrichment and arts participation</p>	<p>Violin teaching</p> <p>Author visits</p> <p>Support for curriculum enrichment activities</p>	<p>EEF toolkit moderate impact for moderate cost</p> <p>To ensure all PP pupils are able to access the school visits and opportunities</p>			