

HARWELL PRIMARY SCHOOL

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan			
CURRENT PUPIL INFORMATION [2019/20]			
Total number of pupils:	201	Total pupil premium budget:	£56640
Number of pupils eligible for pupil premium:	46 (42 PPG +4 Service)	Amount of pupil premium received per child:	£1320 £300

COHORT INFORMATION			
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP	
Boys	21 20 PPG & ever 6 + 1 service	19.6%	
Girls	25 22 PPG + 3 service	26.5%	

SEN support	19	48.7%	
EHC plan	2*	33%	
EAL	1	0.5	

Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Three year trend		
				2016-17	2017-18	2018-19
Good level of development (GLD)	16.7	64	72	69	67	64
Average points		35	34.6	34.3	33.9	35
Reading	33%	67.9	76.9	75.9	73.3	67.9
Writing	33%	67.9	73.8	69	70	67.9
Number	33%	82.1	79.8	79.3	80	82.1
Shape	50%	85.7	81.5	86.2	83.3	85.7

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Three year trend		
			2016-17	2017-18	2018-19
83	60%	82	69	70	83

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Three year trend		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths						
% making expected progress in reading	60	74	75	78	83	74
% making expected progress in writing	20	58	69	72	66	58
% making expected progress in maths	60	65	76	83	83	65

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Three year trend		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	70	74	65	85	78	74
% making expected progress in reading	100	97	73	92	96	97
% making expected progress in writing	70	77	78	85	78	77

% making expected progress in maths	90	90	79	89	91	90
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OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	95.7 - This has increased over the previous three years to near parity with non-ppg group.	
Behaviour data	Behaviour incidents are generally in line with non-PP group as a % of incidents. Whilst there are some behaviour challenges within the PP group This is not a universal pattern and is individualised	Boys have (as a %) more incidents of poor choices for a range of different reasons.

LONG-TERM PLAN (3 YEAR TIMESCALE):

1) EARLY READING

While significant improvements have been made in securing success in early reading, this is not yet fully embedded and secured. Additional staff training, specialist support and resources are required to continue the impact of previous progress. Pupils eligible for PP grant have not yet fully secured the required standards to continue their learning journeys.

2) WRITING AT KS1 AND PROGRESS

KS2 Writing outcomes remain at national standards but vulnerable learners still have a gap of attainment. KS1 writing outcomes are not as high as targeted and in particular, PP children's attainment is lower. There is a need for additional staff training and further targeted focus on this area.

3) EMOTIONAL

One of the barriers to achievement is the social and emotional wellbeing of some of the children identified as PP. A little over 40% of the PP children also have identifiable SEMH needs.

PRIORITY 1					
Member of staff responsible:			% of overall spend	25%	
Objectives	Actions to be taken	By whom	Resources needed	Progress indicators	Success criteria
1.	To ensure that consistency of approach in the teaching of early reading is maintained and built upon	Phonics lead	Additional resources for Foundation stage (RWI books) and KS1 Additional training for New class teachers and TAs	Internal monitoring shows progress being made by PP children at FS & KS1 Staff confidence and	100 % of children PP make expected progress in FS reading with 50% making accelerated reading progress).

			friday release time during assembly to prepare and update regular assessment times (release) to check on progress and realine groups		66% of PP children achieve the required standard at end of Yr 1
2.	Additional early specialist support to target FC and Yr1 PP early reading 1:1 and 1:2	Bg & CP	additional time purchased for support staff	Phonics assessment show accelerated progress	ALI PP children make expected or better progress in phonics in Yr 1
3.	A barrier to early reading is early language acquisition - to target speaking and listening activities Karate etc	KM & HC	Additional support hours to target speaking and listening Planning specific language-rich activities to	TT data in S & L	Targeted FC children make rapid progress in speaking and listening as shown by accelerated progress in reading Speaking and listening progress accelerated from baseline

PRIORITY 2

Member of staff responsible:			% of overall spend	40%	
Objectives	Actions to be taken	By whom	Resources needed	Progress indicators	Success criteria
1.	Ppep to be set up for staff meeting	DR & BG	Release time to set up	Systems started Staff meeting completed	Barriers identified

			Staff meeting directed time to identify individual barriers		
2.	Regular pupil progress meetings to update PPEP underachievements	DR & teaching staff	6-8 days release time per year for lead + teaching staff release Barriers will identify new areas to develop which may identify additional costs/resources/training	Identify smart targets to make manageable progress towards overcoming barriers 2/3 targets being met resulting in new targets	Targets being met and new targets being added (reflected in Ppep)
3.	Staff training for new staff to support both the teaching of writing and the application of cross curricular writing	All staff	Staff meeting time Moderation through partnership and quad Additional T4W training for new staff Targeted support to identify cross curricular engagement and link across the curriculum	Staff training needs met Staff confident to make judgements at data capture points Staff ability to identify appropriate next steps Links to other subjects made and engage pupils	Staff training up to date Cross Moderation reflects accurate assessments PPEPS identify appropriate next steps Curriculum planning and delivery reflect a creative and engaging approach (Pupil voice and book monitoring)
4	Additional staffing support to enable closer support for PP children	HT & AH	Additional PP & SEND crossover of 45% additional TA hours required to	precision teaching targets (PPep & ITP) met	Staffing ratios reflect level of need

			support precision teaching		
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PRIORITY 3

Member of staff responsible:			% of overall spend	35%	
Objectives	Actions to be taken	By whom	Resources needed	Progress indicators	Success criteria
1.	Additional ELSA training to be undertaken to support FC children in particular	EP + identified staff	release time +EP days	Successful engagement in Elsa course	Completion of elsa training and sessions ready to start
2.	Identify additional SEMH support strategies	SENCO BG	Wizard theatre Pet therapy Play therapy (clear blue) Art room targeted Art sessions OXCIT support wellbeing club		Range of additional therapies to support SEMH to be deployed Pupil voice ITP reviews indicate improved SEMH wellbeing leading to improved outcomes
3.	Identify additional SEMH support strategies in class	BG SENCO	Additional training needs identified through OXCIT support and EP support to ensure classrooms as SEMH accessible as possible	Pupil voice indicates	ITP reviews indicate improved SEMH wellbeing leading to improved outcomes
4.					