



Pupil premium strategy statement

1. Summary information					
School	Harwell Primary School				
Academic Year	2018/19	Total PP budget	£ 35, 800	Date of most recent PP Review	n/a
Total number of pupils	197(oct 18 census)	Number of pupils eligible for PP	29* (Jan 18 census) more on roll Oct 18	Date for next internal review of this strategy	July 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Inconsistent reading strategy acquisition and application
B.	Stamina for writing and application of skills, including gross and fine motor control
C.	lack of confidence and negative learning behaviours impacting on prior pupil outcomes
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance rates continue to be below target for key children
E.	Children do not always arrive at school ready to learn.

4. Desired outcomes		
	Desired outcomes	Success criteria and evidence
A.	Develop more consistent approaches to acquire and develop early reading skills. To build on early reading skills to develop comprehension skills.	For children to be able to access the reading (and wider curriculum)in an age-appropriate manner.

B.	Attainment and progress of the PP group in writing in line with their peers	% of PP pupils attaining the expected standard at the end of the year continues to increase (from the previous year). 25% of PP pupils who have now accelerated their progress to ensure progress is in line with peers.
C.	Children to develop greater self-esteem and confidence to try new challenges resulting in more engagement with learning. More resilient learning behaviours in evidence.	Pupil conversations to highlight an improved understanding of the need to be a good learner. Children are able to reference examples of resilience in their own learning, leading to improvements in their learning journey.
D.	Increased attendance for the PP pupils with low attendance	Attendance increases individually and as a group towards the target 96% PPG attendance increased for vulnerable pupils. Attendance for the year was 95.7%
E	Children are ready for learning	Parents feel more confident supporting children to regulate their choices to ensure children are learning ready

5. Planned expenditure					
Academic year	2018/19				
Inconsistent reading strategy acquisition and application					
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?
The number of PPg children mastering early reading skills to be in line with non ppg	<p>Redevelop phonics teaching within school - adopt read write inc approach</p> <p>Targeted one to one support</p>	<p>DAP school observation and collaboration.</p> <p>EEF toolkit (Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading) moderate impact for low cost</p>	<p>Two day introduction training & follow up day 1-1 support</p> <p>Additional phonics materials for small group teaching support and individual reading programme</p> <p>Monthly monitoring of pupil performance</p> <p>Weekly peer support from phonics lead</p> <p>twice termly loger support from phonics lead</p>	<p>GC</p> <p>DR</p> <p>BG</p>	<p>Monthly internal reviews post tracking</p> <p>End of year phonics screening check</p>
Total budgeted cost for resources					£15, 500
<p>Review</p> <p>The approach to early reading was structurally and comprehensively overhauled. The impact has been a significant increase in both attainment and application of early phonic skills. Phonics attainment at both year 1 and 2 are either at or above national comparisons. The overall spend was marginally higher but outcomes were positive. There was a significant increase in the % of vulnerable children achieving the required standard compared to previous years and is likely to be inline or better than national. The % of Year 2 vulnerable children achieving the required standard is above national and local rates.</p>					

Stamina for writing and application of skills, including gross and fine motor control					
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?
<p>Accelerated progress for PPG children compared to expected progress. 33% of PPG to make accelerated writing progress</p> <p>Children in Yr 6 to make accelerated progress in GAPS as measured by in year progress measures against end of Yr SATs</p>	<p>Talk for writing approach to be embedded across the school from EYFS to Yr 6</p> <p>Support for early writing acquisition and development of gross and fine motor skills</p> <p>Early years interventions (including gross motor skill intervention)</p>	<p>Observational evidence of learning journeys where T4W is applied consistently show sustained progress</p>	<p>DAP moderation EYFS, YR2 & YR6 Termly</p> <p>Quad moderation of writing</p> <p>Termly writing moderation (staff meeting schedule)</p> <p>SLT monitoring (Lesson Observations, data monitoring, learning journey review & pupil conversations)</p>	<p>DR & BG</p>	<p>Pupil progress meetings (x4 yearly)</p> <p>Data analysis and review (EEC)</p>
Total budgeted cost					£1200
<p>Review 35% of PPG on roll at the start of the year (additional PPG joined through the year) made accelerated progress compares to expected progress. 83 % of PPG group made expected or better progress in writing.</p>					

GAPS progress at KS2 was good. 100% of target group achieved expected or better.

lack of confidence and negative learning behaviours impacting on prior pupil outcomes

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?
Behaviours for learning to impact positively on pupil outcomes	Action research (pupil resilience through PE & Emotional wellbeing) to identify strategies to impact positively on learning behaviour	Metacognition high impact low cost Action research evidence-based outcomes approach	B4L focus in teacher meetings Pupil conversation during the monitoring cycle	LR GC	Action research presented to staff and DAP at the end of project Pupil conversations to highlight an improved understanding of the need to be a good learner. Children are able to reference examples of resilience in their own learning, leading to improvements in their learning journey.

Total budgeted cost **£800**

Review

Action research carried out and presented to partnership.

Pupil conversation continue to highlight the increased understanding of the need to be resilient. Children can give examples of when they have been resilient especially in PE.

Additional activities have led to increased spend but PE grant utilised as PE crossover.

Low attendance rates continue to be below target for key children

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?
Increased attendance rates in the target	Rapid response on first-day absence.	Ref to NfER briefing for school leaders identifies addressing attendance as a key step.	Regular monthly monitoring of attendance	BG SBM & SENCo	Monthly internal monitoring

group to be at target (96%)	Monthly attendance to target below 96%. Review parent contracts for attendance				FGB reporting to governors as part of HT report
			Total budgeted cost		£100

Review

Attendance for the target group has improved to just below the target of 96% (95.7%)

Children do not always arrive at school ready to learn.

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?
Target children are consistently ready to learn and have a varied experience of rich curriculum enrichment Parental engagement with Parent meetings and outcomes is high BPVS scores improve Early bird club attendance is positive and target children regularly attend	Overcome barriers to learning such as low nutrition affecting focus Increase experiential learning and rich curriculum to engage learning focus Early bird club Nutrition club to target good food habits	Target children regularly arrive with low energy Target children BPVS scores are lower than peers parental engagement & outdoor learning Moderate gains for a moderate cost (EEF toolkit)	Staff identify a change in learning focus in the morning and that children are learning ready. This will impact positively on data over time due to increased focus. BPVS scores will increase for EYFS target children	BG	Baseline and end BPVS scores - November and June Monthly discussion with teaching staff to identify target children and monitor impact
			Total budgeted cost		£1200

Review

Mixed results

Nutrition club and karate club was successful in targeting confidence. The supported children

Targeted parents meetings and outcomes attendance was good. Additional meetings were scheduled to ensure full attendance.

Early bird club has not yet started.

Impact on prime areas of learning was positive 5/7 children consistently achieved ELG in the prime areas self confidence, Health, moving and handling

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?
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Increase life experiences for children entering school to develop social interaction and vocabulary	Curriculum enrichment	oral language interventions (EEF toolkit) moderate impact for low cost)	target children EYFS assessment in speaking and making relationships will accelerate	KM	Termly Data review meetings Over 50% of target children achieved ELG standard in these areas
Children to be able to use and apply core skills across the curriculum	Additional staffing support for core subjects	John Dunsford - former PP champion - well trained and deployed TAs are highly effective (High-cost High impact)	Data will show PP children making expected progress or better.	All SLT	Termly Data review meetings
			Total budgeted cost		
					£17,000