**HARCOURT PRIMARY SCHOOL**

**PUPIL PREMIUM STRATEGY STATEMENT 2019-20**

**‘In successful schools, there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a pupil’s development. These schools are highly ambitious, respond to what they know to be good practice and ensure that their vision for improvement is clear. In the best schools, the overall package of support for eligible pupils is comprehensive, well-integrated and responsive to their changing needs.’ Ofsted 2014**

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| **Harcourt Primary School – Context – September 2019** | | | |
| Number of students on roll | Male: 90  Female: 93  Total: 183 | Number of students eligible for Pupil Premium Funding: | 39: |
| Total Pupil Premium Allocation | £66,600 |  |  |
| 2018-19 Attendance Figure – Non-PP | 96% | 2018-19 Attendance Figure – Pupil Premium Pupils | 92.8% |
| Date action plan created | September 2019 | Date of next review | July 2020 |

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| **End of Key Stage Two Attainment 2018/19** | | | | |
|  | **% of PP Pupils who achieved EXS+** | **% of all pupils who achieved EXS+** | **% of PP Pupils who achieved GDS** | **% of all pupils who achieved GDS** |
| Reading | **67%** | **75%** | **100%** | **37.5%** |
| Writing | **100%** | **95%** | **100%** | **33.3%** |
| GPS | **89%** | **88%** | **100%** | **?** |
| Mathematics | **67%** | **83%** | **100%** | **25%** |
| Combined | **67%** | **75%** | **100%** | **16.6%** |

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| **Barriers to attainment for Pupil Premium Pupils** | | | | |
| Previously the standard of teaching has not been strong enough to rapidly close the gap between PP and Non-PP Pupils. | Some of our PP Pupils join the school significantly below the starting points of their Non-PP peers. | Some of our PP Pupils struggle to engage with learning due to poor concentration, poor self-motivation, difficulties with behavior for learning and low levels of aspiration. | Some of our pupils have lacked the opportunities to experience early enriching experiences. This sometimes results in them having a less rounded view of the world. | Many of our PP Pupils start school with significant speech and language difficulties. This impacts greatly on the acquisition of early literacy skills and future attainment and progress |
| School Staff have not always had high enough expectations of PP Pupils resulting a ‘glass ceiling’ being in place. | Some of our PP Pupils have lower attendance rates than their non-PP peers. | Some PP Pupils families struggle to engage fully with school and other professionals. | High levels of family support required across the school community resulting in pupils who are emotionally and socially vulnerable and less likely to thrive academically. | Reduced phonics and reading comprehension skills due to limited vocabulary and language acquisition. |

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| **Desired Outcomes** | **Success Criteria** |
| * **Ensure consistency so that PP Pupils’ attainment will be in line with Kent and National Averages in the Year One Phonics Screening, End of Key Stage One Assessments and End of Key Stage Two Assessments.** | * **PP Pupils attainment will continue the trend so that it is at least in line with Kent and National Averages** * **PP Pupils attainment will continue the trend to ensure that they are fully able to access the curriculum** * **Year 6 PP Pupils will be ‘Secondary Ready’ by the end of KS2.** |
| * **PP Pupils will be able to regulate their own behaviour and emotions to ensure that they are able to fully access the curriculum.** * **Pupils will have developed a greater love of understanding and higher aspirations.** | * **Tracking will evidence that low-level and incidents of serious behaviour have considerably reduced** * **Boxhall and SDQ demonstrate increase levels of emotional well-being** * **Pupils will be able to regulate their own emotions and manage their own behaviour so that it does not impact on learning** * **Pupils will demonstrate greater level of motivation and higher aspirations for their future.** |
| * **Pupils will have a more rounded view of the world. They will have had the opportunity to experience a wider, enriching curriculum.** | * **Pupils will be targeted to attend additional enrichment activities to extend their view of the world** * **Pupils will be able to discuss real life experiences which extend their viewpoints of life and education** |
| * **Speech, Listening and Language intervention will rapidly develop identified pupils starting points allowing them to access the curriculum** * **PP Pupils use of language will be accelerated so that it is at least in line with Non-PP peers** * **PP Pupils will be immersed in language rich environments allowing them to speak and write with greater levels of confidence and competency.** | * **PP Pupils understanding of Speech, Listening and Language will be secure and allow them to access the curriculum** * **Clear and systematic programmes will be implemented in Foundation Stage to eradicate the gap between PP and Non-PP Pupils** * **EYFS, KS1 and KS2 Speaking and Listening attainment gap will reduce and at least be in line with Kent and National Averages** |

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| **Planned expenditure** | | | | | |
| **Academic year** | **2019/20** | | | | |
| 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. | | | | | |
| 1. **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** | **When will you review implementation?** |
| EYFS pupils will be fully supported on entry to school | TAs to work alongside individual children with significant needs which will impact on learning. | Range of different types of data identifies that children join our school working below the local and national average.  Research clearly shows that rapid intervention in the early stages of primary school provides pupils with the best opportunities to succeed. | Quality of intervention and support by Early Years Team will be regularly monitored  Significant investment will be made in ensuring additional staff have the skills and knowledge to support rapid improvement  EYs Learning Environment will be constantly monitored to ensure that it is fit for purpose.  External monitoring of provision to be provided by FESI Headteachers. | **Early Years Teacher**  **Key Stage One Leader** | **Jan 2020** |
| Accelerate progress in KS2 Reading | Review and emded high quality reading training delivered by IA for Kent  Invests in KS2 Reading Scheme for pupils | Many KS2 pupils continue to struggle with their reading skills. Triangulation has identified that the strong teaching of reading is essential in ensuring all pupils will be secondary ready at the end of Year 6. | Seasonal Monitoring of reading across the school  3 x yearly NFER reading assessments enabling us to track progress. | Reading Leader  HT | On-going |
| To provide high quality CPD for all teachers in relation to developing mathematics | Additional training around development of reasoning across the school  Delegation of Maths Leadership to experienced teacher. | Development of early number and reasoning is a fundamental skill in ensuring pupils are able to access an age appropriate curriculum. | Mathematics will be monitored 3 x each year.  Mathematics milestones in the SDP will be achieved. | HT  SLT  Maths Lead | Termly |
| PP Lead to provide INSET to staff on PP gaps and how to close them. | Whole staff gap analysis of barriers to learning to increase staff awareness.  Target attendance and punctuality with child-friendly incentives. | If staff involved in gap analysis they will have more ownership of decisions made and more likely to engage with strategies. | Provision monitored through Pupil Voice and book scrutinies. | PP Lead | Termly |
| PP Lead to involve children in decision making about how to improve their learning. | Pupil Voice representatives (PP)from all year groups to participate in discussion about adults could facilitate learning | If children explain their barriers to adults, adults are in a better position to support. | Regular Pupil Voice check-ins to ensure children feel heard. | PP Lead | Termly |
| PP Lead to ensure QfT strategies such as verbal feedback and effective written feedback are prioritised for PP children. | Staff agree to mark PP children first using either VF or written feedback. | Effective verbal and written feedback is key to children making progress. | Regular book scrutinies and drop-ins/observations to ensure feedback is supporting learning and enabling progress for all and closing gap for PP/non PP children. | PP Lead | Termly. |
| PP Lead to analyse end of year data and prioritise areas of need, e.g. KS1 Writing and KS2 Reading. | Data analysis to establish gaps to close between PP and non PP children. | Formal assessment data has informed us of needs re gaps to close therefore these needs to be acted upon. | KS1 Writing and KS2 Reading a focus for this academic year. | PP Lead | Termly |
| **Total budgeted cost** | | | | | £34,352 |

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| 1. **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** | **When will you review implementation?** |
| Increase in percentage of pupils that are working at the expected standard in R/W/M  % of pupils that are meeting the expected standard at the end of Yr6. | 1:1 tuition of targeted pupils to ensure they are working at the appropriate level.  Targeted intervention from returning (maternity) teacher to raise standards of PP children. | Some of our pupils need targeted support to catch up and achieve the expected standard in R/W/M. | Monitoring of 1:1 intervention  On-going assessment of pupils in R/W/M  Ensure members of staff have access to appropriate resources. | Class Teachers  1:1 Tutors | Termly PPM |
| Rapidly develop pupils Speech and Language skills so that they are in line with National Expectations | Employment of Specialist S&L TA to work with targeted pupil premium pupils | Research from EEF Tool Kit identifies early support with S&L as being crucial in ensuring pupils are able to make appropriate progress.  The program identified has been externally evaluated to have significant impact on the progress of pupils. | Regular monitoring of the provision by the SENCO  Specialist TAs to attend regular and up to date training | SENCO  Specialist TA | On-going |
| Increase emotional well-being of pupils resulting in them being more able to access the curriculum | Employment of trained Counsellor 2 x each week  Employment of LM for 2 afternoons per week.  Access to additional expert support as appropriate | It is clear that children’s emotional well being is a national problem. At Harcourt we have a number of pupils that require extensive and additional support for their well-being | Clear system for identification  Strong leadership of the two roles by SLT  Introduction of Boxall profile to assess impact of intervention | SENCO  Emotional Well-Being TA  Learning Mentor | On-going |
| Accelerate progress and attainment of pupils that are PP through effective leadership of provision. | PP Lead to be designated. | Effective leadership and development of teaching approaches when working with PP pupils is essential to improve outcomes. EEF Toolkit identifies this as a crucial element in improving outcomes for pupils | Line Management of PP Lead by HT  On-going review of appropriate provision | PP Lead  HT | On-going |
| Secure higher levels of attendance for disadvantaged pupils. | Weekly attendance rewards  Termly attendance rewards | Analysis from end of year data and in-year assessments show that some PP attendance is significantly below that of NonPP. | Weekly monitoring of attendance figures  Pupil voice | PP Lead  Attendance officer | Weekly |
| All High Prior Attaining Pupil Premium children achieve GDS in reading, writing and/or maths | All teachers and TAs are aware of their pupil premium children and their different levels of prior attainment.  Ensure pitch and challenge of whole school curriculum is sufficient to fully extend and deepen the learning of high prior- ability pupil premium children | Internal and external data shows limited conversion of high prior-attaining pupil premium children into GDS | Regular monitoring of progress by team leaders and SLT |  | 3 x per year during pupil progress meetings |
| Curriculum enrichment activities provided for all children – with subsidised financial support given as appropriate to PP families | Support for trips  Target extra-curricular activities for PP pupils | Due to the school being placed in a area of relatively high deprivation, many children do not regularly experience a range of enrichment opportunities in order to broaden their experiences both inside and outside of the national curriculum. | Regular Pupil Premium strategy team meetings will review the impact of each provision and question value for money against measured impact. | SLT  CT | 3 x per year |
| Children will attend school regularly, on time and be ready to learn. | Free Breakfast Club Provision  Priority places at after school Homework Club | If children attend school regularly, arrive on time the children succeed better. | Regular tracking of pupils attendance breakfast club  Children settled and learning in class. | PP Leader  Breakfast Club Staff | Termly |
| **Total budgeted cost** | | | | | £32,248 |