

# Pupil premium strategy statement (primary)

1. Summary information					
School	Harpfield Primary Academy				
Academic Year	2017-18	Total PP budget	£76,500	Date of most recent PP Review	N/A
Total number of pupils	230	Number of pupils eligible for PP	56	Date for next internal review of this strategy	April 2018

2. Current attainment				
	Pupils eligible for PP		Pupils not eligible for PP	
% achieving in reading, writing and maths	Reading 28/53 (53%)		75/152 (49%)	
	Writing 22/53 (42%)		81/152 (53%)	
	Maths 21/53 (40%)		84/152 (55%)	
	KS1/2	EYFS	KS1/2	EYFS
% making progress in reading	79%	68%	87%	84%
% making progress in writing	75%	68%	85%	78%
% making progress in maths	74%	78%	83%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	SEND issues. A greater proportion of Disadvantaged Pupils are SEND. There is a greater number of SEND disadvantaged in some year groups than others. This means that the targeting of resources in those classes is more problematic.
B.	Our higher than average mobility factor in some year groups means that we have had a large influx of non-English speaking pupils into these groups. The support that such pupils need is given at the expense of other pupils who should have the support (ie disadvantaged pupils).
C.	EAL is in itself not a barrier as many of our EAL pupils perform as well as, if not better, than non-EAL pupils – particularly at the top end of KS2. Poor language skills – particularly in EYFS/KS1 does mean that many of the resources are targeted into the group.
D.	Parents who have poor language skills themselves are often a barrier when we try to support them to work with their children. (KS2 SATS training for instance)
E.	Worsening staff/pupil ratios. Budget restrictions have an impact.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Some of our Disadvantaged Pupils do have issues about attendance. We work closely with the EWS to address individual problems.

4. Desired outcomes	
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Reduce the percentage gap between PP and others in reading, writing and maths (attainment)	Attainment scores indicate a reduction in percentage points between PP and others
<b>B.</b>	Ensure the rate of progress of all pupils is equally good	Rate of progress between PP and others is the same.
<b>C.</b>	All PP children's individual learning profiles are on track to meet targets.	All PP make targets
<b>D.</b>		

5. Planned expenditure					
Academic year		2017-18			
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	When will you review implementation?
<p>Reduce the percentage gap between PP and others in reading, writing and maths (attainment).</p> <p>Ensure the rate of progress of all pupils is equally good</p>	<p>Provide in-class support for PP pupils (mornings only).  <b>EYFS: ratios to be maintained</b>  <b>KS1: Additional 0.5 support in addition to 1.0 support</b>  <b>KS2: 3.0 staff to be shared between 4 classes</b></p>	<p>High quality teaching has been shown to be a main driver in improving the performance of disadvantaged pupils. An ethos of attainment for all is fundamental to the successful levels of achievement for disadvantaged pupils as well as other groups. Disadvantaged pupils are not singled out as a distinct group but are considered and integral part of the whole cohort.</p> <p>Pupils perform well where the teacher is aware of the need to deliver outstanding lessons consistently.</p> <p>Teachers plan for the inclusion of support staff in advance of the lessons and brief staff appropriately. TAs are also expected to contribute to record keeping. (research based on NFER report on supporting the attainment of disadvantaged pupils).</p>	<p>The school's monitoring of the quality of teaching and learning is effective. Included in this approach is a systematic review of teaching via lesson observations, routine drop-ins, regular book scans, pupil voice, planning and data checks and environment checks. Within this system the performance of support staff is considered</p>	SLT	June/July 2018
<b>Total budgeted cost</b>					£60,000
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	When will you review implementation?
All disadvantaged children's individual learning profiles are on track to meet targets.	Small group or 1:1 support provided (both within class and outside of main classroom)	<p><b>Meeting individual learning needs</b></p> <p>Pupils are seen as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in</p>	SLT monitor the progress of all pupils but especially the disadvantaged group. Any issues identified are dealt with promptly. Staff are part of the training and development within school and their performances are reviewed	SLT	June/July 2018

<b>Total budgeted cost</b>					Included in 5i above
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils experience a full range of in-school and out of school stimuli.	Music and drama are at the core of much of our out of school work and disadvantaged pupils are actively encouraged to be part of this group. Additionally all disadvantaged pupils have small group music lessons provided free of charge on instruments provided by the school	<p><b>Research based on NFER report on supporting the attainment of disadvantaged pupils indicates that:</b></p> <p><b>Good practice includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Improving pupils' engagement in learning</b></li> <li>• <b>Providing additional transferrable skills</b></li> <li>• <b>Improving the engagement of parents or carers in the educational well-being of their children.</b></li> </ul> <p><b>Using our disadvantaged funds to support the provision of a specialist music teacher provides the nucleus of our arts work.</b></p>	We record which disadvantaged pupils access the music and drama activities both within school and out of school (clubs and performances). The quality of the work that is done is notable and high commended by those in the Trust and local community who view the work	JB/JW	June/July 2018
<b>Total budgeted cost</b>					£16,500

6. Review of expenditure																									
Previous Academic Year																									
i. Quality of teaching for all																									
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																					
<p>Close the attainment gap between PP and others.</p> <p>Ensure that all pupils make progress irrespective of groupings.</p>	<p>Quality First Teaching – supported by TAs.</p> <p>Maintain adult/pupil ratios in EYFS.</p>	<table border="0"> <tr> <td></td> <td>reading</td> <td>writing</td> <td>maths</td> </tr> <tr> <td>Disadv</td> <td>65.5%</td> <td>58.6%</td> <td>48.2%</td> </tr> <tr> <td>Non-dis</td> <td>67.6%</td> <td>68%</td> <td>66.2%</td> </tr> <tr> <td>EAL</td> <td>60%</td> <td>67%</td> <td>61%</td> </tr> <tr> <td>Non EAL</td> <td>76%</td> <td>65.6%</td> <td>63.2%</td> </tr> </table> <p>The main focus over the past 12 months has been on reading. The figures here are encouraging. New maths approaches and assessment systems have also been introduced. We feel these have been more difficult to achieve at the higher levels (problem solving and reasoning) and this is why there is an apparent drop in attainment</p>		reading	writing	maths	Disadv	65.5%	58.6%	48.2%	Non-dis	67.6%	68%	66.2%	EAL	60%	67%	61%	Non EAL	76%	65.6%	63.2%	<p>We know we need to switch our focus to maths and ensure we push forward with the CET agreed process. There is an issue around the level of expertise in TAs in maths and how they are developing maths competences in 1:1 and small group sessions</p>	<p>Included in 5i above</p>	
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<p>Disadvantaged/SEND pupils to make better than expected progress</p>	<p>Small group or 1:1 support</p>	<p>Statistically the numbers of children included are very small</p> <p>KS1 SATs. EXS+</p> <table border="0"> <tr> <td></td> <td>Dis</td> <td>other</td> </tr> <tr> <td>Reading</td> <td>71%</td> <td>57%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>43%</td> </tr> <tr> <td>Maths</td> <td>71%</td> <td>62%</td> </tr> </table> <p>KS2 SATS</p> <table border="0"> <tr> <td>Reading</td> <td>33%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>85%</td> <td>66%</td> </tr> <tr> <td>Maths</td> <td>74%</td> <td>50%</td> </tr> </table>		Dis	other	Reading	71%	57%	Writing	71%	43%	Maths	71%	62%	Reading	33%	63%	Writing	85%	66%	Maths	74%	50%	<p>The small numbers of children in the two cohorts make it difficult to extrapolate significant data. KS1 disadvantaged children appear to have done better than non-disadvantaged. This hides a different perspective however in that many of the “other” children were new to the country.</p>	<p>Included in 5i above</p>
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Pupils experience a full range of in-school and out of school stimuli.	Employed music teacher. Supported many children on visits with grants.	Difficult to define but most disadvantaged children are involved in Take the Stage and music groups.	We consider the work that we do here vitally important	Included in 5iii above
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)