

## New Hartley First School: Pupil Premium Strategy and Impact Statement 2018-2021

### School overview

Metric	Data
Pupils in school	150
Proportion of disadvantaged pupils	16% 24 children    FSM & Ever 6 = 20    Pupil premium plus = 4    Service children=0 Reception= 6    Year 1= 5    Year 2= 2    Year 3= 6    Year 4 = 5
Pupil premium allocation this academic year	£29,544
Academic year or years covered by statement	2018-21
Publish date	October 2019
Review date	Termly progress checks and full annual reviews in September 2020 and September 2021
Statement authorised by	Governing Body
Pupil premium lead	Keri Dowdney (Headteacher)
Governor lead	Kerry Anderson

**Disadvantaged pupil progress scores for last academic year**    External data not available as no Year 6 pupils.

**Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding.**

PP=Pupils eligible for pupil premium funding    NAO=National average for pupils not eligible for PP funding    **Green**= Above NAO

Measure	PP	Not PP	In school gap	NAO	Attainment gap when compared to NAO
Reception class % achieving a Good Level of Development	66.7% (3)	66.7% (18)	<b>No gap</b>	74.8%	<b>-8.1% Gap closed by 67%; in 2018 the PP child did not achieve GLD.</b>
Achieving expected standard in the 2019 Year 1 Phonics Check	0% (2)	83.3%(24)	<b>-83.3%</b>	84.4%	<b>-84.4%; not statistically significant as only 2 PP.</b>
<b>End of Key Stage 1 (Year 2) attainment - unvalidated</b>	<b>PP (5)</b>	<b>Not PP (23)</b>	<b>In school gap</b>	<b>NAO</b>	<b>Attainment gap when compared to NAO</b>
Meeting expected standard in reading	40%	83%	<b>-43%</b>	74.8%	<b>-34.8%</b>

Achieving high standard in reading	40%	35%	<b>+5%</b>	28%	<b>+12%</b>
Meeting expected standard in writing	40%	83%	<b>-43%</b>	73.1%	<b>-33.1%</b>
Achieving high standard in writing	20%	9%	<b>+11%</b>	16.8%	<b>+3.2%</b>
Meeting expected standard in maths	60%	78%	<b>-18%</b>	79.1%	<b>-19.1%</b>
Achieving high standard in maths	20%	22%	<b>-2%</b>	24.3%	<b>-4.3%</b>
Meeting expected standard in science	60%	87%	<b>-27%</b>	83%	<b>-23%</b>
Absence % Reception to Year 4	8.06%	4.25%	<b>3.81% higher</b>	3.8%	<b>4.26% higher</b> NOA is the 2017/18 % for non-PP children.
Persistently absent 5 Reception to Year 4 – pupils with an attendance rate of 90% or below.	30%	13.74%	<b>16.26% higher</b>	7.6%	<b>22.4% higher</b> NOA is the 2017/18 % for non-PP children.

### Strategy aims for disadvantaged pupils

Measure	Activities
Priority 1	Ensure all relevant staff, including new staff, have received training to deliver RWInc scheme effectively, so they provide high quality support for their pupil premium learners.
Priority 2	Reduce the absence rate of our pupil premium learners by 3% and reduce the persistent absence rate of our PP learners by at least 10%.
Priority 3	To increase parental engagement in order to improve their knowledge and understanding and subsequently support their child's learning.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Ensuring all staff are consistent in their use of RWI strategies</li> <li>Poor attendance and punctuality of some PP learners and the impact that has on their confidence and learning.</li> <li>Some parents find the education system intimidating and need greater guidance and support.</li> </ul>

### Teaching priorities for current academic year (2021 targets to be added in 2020)

Aims	Targets	Target date
Early Years	73% of cohort to achieve GLD 4 out of the 6 pupil premium children (66%) to achieve	July 2020

	GLD.	
Year 1 Phonics Check	Cohort pass rate of 85%. 4 out of 5 pupil premium children (80%) to pass the test.	July 2020
Attainment – Year 2	Cohort EXS+ of 75% in reading, 73% in writing and 79% in maths. Pupil premium target—both children to make good progress in reading, writing and maths from low starting points.	July 2020
Attainment – Year 4	Cohort EXS+ 81% in reading. 80% in writing and 81% in maths. 4 out of 5 pupil premium children to achieve EXS in reading and writing and 5 out of 5 children to achieve EXS in maths.	July 2020
Absence	Absence rate of persistent absentees within vulnerable groups to be in line with rest of school 8.5%. 9 out of 23 pupil premium children were PA last year; their attendance will be closely monitored this year.	July 2020

**Remember to focus on disadvantaged pupils reaching the expected standard in early years, phonics at end of Year 1, end of KS1 (Year 2) and KS2.**

### **Targeted academic support for current academic year for disadvantaged learners**

Measures	Actions
Priority 1: Reading	<ul style="list-style-type: none"> <li>• Staff have received RWI training</li> <li>• Coaching in relation to delivery of RWI and use of strategies across school</li> <li>• Continue to use RWI resources and assessment materials</li> <li>• Dedicated reading areas in every classroom to help promote a love of reading</li> <li>• Volunteers in school to target reading</li> <li>• Workshop for parents to learn the principles of RWI in order to support their child and minimise misconceptions</li> </ul>
Priority 2: Writing	<ul style="list-style-type: none"> <li>• Futsal Sports Leaders to develop gross and fine motor skills leading into the development of writing skills</li> <li>• Staff have received RWI training</li> <li>• Coaching in relation to delivery of RWI and use of strategies across school</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to use RWI resources and assessment materials</li> <li>• Workshop for parents to learn the principles of RWI in order to support their child and minimise misconceptions</li> </ul>
Priority 3: Maths	<ul style="list-style-type: none"> <li>• Introduce Times Tables Rockstars for Years 2 to 4</li> <li>• Coaching for new staff in mastery approach in maths to raise standards of teaching and learning in maths</li> <li>• Timetabled interventions to pre teach and consolidate in order to address gaps in learning</li> <li>• Workshop for parents to learn the principles of maths mastery in order to support their child and minimise misconceptions</li> </ul>
Barriers to learning these priorities address	<p>Some children do not read regularly. 4 new members of staff that need to complete training for RWI and maths mastery so they can effectively use the above teaching resources, assessments and interventions.</p> <p>Misconceptions in the delivery and teaching of letter sounds and maths skills.</p>
Projected spending	<p>RWI training for 4 new members of staff - £1040</p> <p>Additional RWI resources - £3000</p> <p>Staffing to cover for coaching and training - £2100</p> <p>Intervention staffing for RWI - £4200</p> <p>Times Table Rock Stars - £200</p>

### Wider strategies for current academic year

Measures	Actions
Priority 1	Diminish the financial barriers that prevent learning by paying for school trips, residential and book bags/water bottles when starting school. Audit extra-curricular clubs and visits to make sure Pupil premium children are attending.
Priority 2	Part fund SENCO to work with parents in targeted workshops to develop awareness of child development and strategies to support home learning.
Barriers to learning these priorities address	<p>Parental engagement. Parental skills and knowledge.</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils.</p>

Projected spending	<p>Subsidising trips and residential (Y4) - £2500</p> <p>Provide water bottles and book bags for PP - £138</p> <p>Part fund SENDCo salary - £6510</p> <p>SENDCo qualification – £2575</p> <p>HT intervention – £1600</p> <p>Part fund SBM salary as attendance lead, meetings with EWO etc. – £3025</p> <p>Cover for workshops – £990</p> <p>Resources for workshops and interventions - £1666</p>
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### Monitoring and Implementation

Area	Challenges	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Additional cover by supply teacher/senior leader to release staff to attend training and observe other staff
	Use of RWI strategies and resources	Ensure we have sufficient RWI resources to be used throughout school
Targeted support	<p>Increase funding allocated to staffing cost centre so able to carry out interventions.</p> <p>Ensure interventions, as far as possible, do not mean targeted children are missing their wider curriculum entitlement.</p>	<p>Targeted pupil premium children to receive additional support in class where possible.</p> <p>Targeted interventions carried out by subject leads for maths and English and by HT with phonics and reading emphasis. TA RWI intervention focus across school</p> <p>Interventions for maths in assembly time to consolidate and/or pre teach carried out by CT and TA where appropriate.</p>
Wider strategies	Release of SENCO and teaching assistants/teachers to run workshops for parents.	Additional cover by supply teacher/senior leaders to enable teaching assistants/teachers to work alongside SENCO to deliver effective workshops for parents.

**Review: last year's aims and outcomes**

PP = Pupil premium

<b>Aims</b>	<b>Outcomes</b>
<u>Attendance</u> Improve attendance of PP children.	Increased by 0.9% due to mobility issues and the additional needs of some PP children.
<u>Early Years</u> Increase the number of PP children achieving a good level of development (GLD).	The percentage of PP children achieving GLD increased to 66.7%
<u>KS1 Focus</u> To improve the behaviour for learning of our PP children to help them make better progress from their varied starting points.	The vast majority made good or better progress from their varied starting points.
<u>KS2 Focus</u> To increase the percentage of PP children reaching the higher threshold (greater depth) in reading, writing and maths.	2 of the 5 PP children (40%) achieved greater depth in reading and one child (20%) achieved greater depth in writing and maths. The national others benchmarks for reading and writing were exceeded by our PP children.
To provide good support the parents of PP children.	Feedback from our parents of PP children was very positive; they said they appreciated the support and had a better understanding of how to support their children's learning both in and out of school.