

Pupil Premium Strategy Statement



1. Summary information					
School	Harlow Green Community Primary School				
Academic Year	2017-2018	Total PP budget	£174, 110	Date of most recent PP Review	N/A
Total number of pupils	387 426 (inc. nursery)	Number / Percentage of pupils eligible for PP	113 / 29%	Date for next PP Strategy Review	October 2017

2. Current Y6 attainment			
	All Pupils Harlow Green	Pupils eligible for PP Harlow Green	All Pupils National
%/ numbers achieving the expected standard or above in reading, writing & maths	R, W & M = 61% (R = 67%, W = 82%, M = 80%)	R, W & M = 53% (R = 53%, W = 62%, M = 54%)	R, W & M = 61% (R = 71%, W = 76%, M = 75%)
Progress score in reading	-1.3	-1.6	0.0
Progress score in writing	-0.2	-1.4	0.0
Progress score in maths	+0.4	+0.6	0.0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some children demonstrate gaps in knowledge, skills and understanding. This is for various reasons such as lack of retention, poor working memory, absence etc.
B.	There is a clear focus on writing in English and across the curriculum which has been a focus of the school previously. Consequently, reading has not had as a high a profile.
C.	Pupils' basic reading skills/habits can be poor and this has an impact on a wide range of aspects such as vocabulary acquisition, spelling, writing and general comprehension.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low attendance rates.
E.	Complex family backgrounds where parents are struggling with various issues.
F.	Lack of support at home for completing homework.
G.	Parents/carers not reading with or to their children and reading is not seen as an important aspect of time outside of school.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Children who demonstrate gaps in learning or are falling behind will be supported through effective adult intervention to catch up.	<ul style="list-style-type: none"> • Pupils will be involved in high quality 1-2-1 and small group interventions which will focus upon specific gaps in learning • Teachers and Teaching Assistants will implement interventions with great effectiveness • Children will make rapid progress in basic skills and apply this in their everyday lessons • Progress rates for PP children by the end of KS2 will be above 0 • Attainment in KS1 and KS2 for PP children will be in line with non-PP pupils
B.	The curriculum will strategically support children's enjoyment and skill development in reading.	<ul style="list-style-type: none"> • Children indicate that they enjoy reading • English provision will be strategically structured across the day and provide a range of activity • The school will demonstrate that reading is of high priority through displays, newsletters, website, events etc. • Pupils read, for pleasure, on a daily basis outside of school • Children will access high quality narratives on a regular basis within school both inside and outside English teaching
C.	Children will demonstrate an increasing vocabulary and show a developing interest in learning new words which they can apply.	<ul style="list-style-type: none"> • Pupils understand increasing vocabulary when accessing a range of reading material • Wider curriculum work shows that children are applying their knowledge of vocabulary e.g. writing outcomes • Assessments show that vocabulary understanding is improving • The classroom/learning environment will show that vocabulary is valued
D.	Attendance rates will increase across the school with fewer persistent absentees and an increased number of children attending for 96% or more.	<ul style="list-style-type: none"> • The school attendance will be over 96% • There will be no PP children attending for less than 90% • Where there are attendance issues, the school will have clear systems in place which will support and challenge where appropriate

5. Planned expenditure				
Academic year		2017-2018		
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?	Evaluation
Children will show high levels of engagement and enthusiasm in relation to stories which are being read to them by teachers.	Purchase and introduce high quality stories which will be read at the end of each day.	Many children are struggling to read fluently and with understanding. Although the mechanics of reading can be taught, many children show little interest in reading and think of it as a struggle.	<ul style="list-style-type: none"> • The story time will be timetabled for all classes • Support and guidance for staff to be given regarding expectations of implementation e.g. high quality expression, vocabulary support • A selection of high quality texts will be used on a half termly/termly basis • Monitoring will take place through observation and surveys to pupils 	<p>Children have enjoyed a range of stories over the year, across the school which has increased the amount of literature the children have been exposed to. The class story session is timetabled consistently across school and provides a time in which children can calmly listen to quality stories as well as supporting the development of vocabulary and literacy.</p> <p>Over the year a planned literature journey has been created so that the texts are preselected and purchased for all staff to follow.</p>
Children will develop a positive attitude toward reading which will lead to higher engagement and achievement.	Purchasing quality, challenging reading material and associated resources.	The best way to promote this development is by instilling in children a passion for reading. Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more. All reading makes a difference, but evidence suggests that reading for pleasure makes the most.	<ul style="list-style-type: none"> • Audit of KS2 reading material • Discussion with link Governor • Pupil and parent surveys 	<p>Book purchasing has been successful around the Accelerated Reader programme. Children have shown great enthusiasm for the new books and therefore have wanted to read more. The fact the texts are real rather than 'scheme' texts has also been positive.</p> <p>This is an ongoing process and we need to continue to purchase books to fill gaps in the scheme (higher and lower level books) as well as replace some of older texts.</p>

Children will develop a positive attitude toward reading which will lead to higher engagement and achievement.	Purchasing of Accelerated Reader programme	The best way to promote this development is by instilling in children a passion for reading. Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more. All reading makes a difference, but evidence suggests that reading for pleasure makes the most.	<ul style="list-style-type: none"> • Training for Key staff • Clear information to pupils, parents and staff • Organise for parent volunteers to add books to the system • Organise for systems in place to access iPads for quizzing • Identify positive reward system to encourage use by pupils 	<p>The implementation of Accelerated Reader has been extremely positive. In relation to data, there is a clear progression in pupil's reading ages for the Y3 and Y4 children who accessed it for the first time. In particular, boys are greatly enthusiastic and are developing a positive competitive aspect which we need to take advantage of.</p> <p>The development of identification and reward for achievement within the programme needs to be developed further and with a dedicated member of staff to run lead this.</p>
The curriculum will strategically support children's enjoyment and skill development in reading.	Implement reading opportunities across the curriculum within context e.g. comprehension matched with subject content, Reading within outdoor provision	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	<ul style="list-style-type: none"> • Provide guidance and structure to teachers so that implementation is consistent and effective • Provide staff access to comprehension resources which allows efficiency in time spent planning and preparing 	This aspect was not developed as planned due to developments within the approach to curriculum development.

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?	Evaluation
Pupils, who are falling behind, make significant progress and catch up to their peers.	Deployment of a teacher to support Year 2 children whose reading is below the year group expectations	<p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Some evidence suggests slightly larger effects [of smaller class sizes] are documented for lower achievers and, for very young pupils, those with lower socio-economic status.</p>	<ul style="list-style-type: none"> • The teacher will be supported by a phase leader and the DHT • Regular monitoring to take place • Resources to be purchased where appropriate to support delivery • Data analysis to take place to support pupil identification and progress 	<p>Mrs Hamilton was able to work as an additional teacher in support of the Year 2 cohort which has some high-level needs.</p> <p>In reading, the support from an additional member of staff along with the quality first teaching meant that there was an increase of 25% of children working at the expected standard from end of autumn to the end of summer.</p> <p>The impact was not significant in writing and maths but this was due to the needs not being able to be addressed across all the subjects.</p> <p>This support had a significant impact and will need to be replicated for at least the following year.</p>

<p>Pupils, who are falling behind, make significant progress and catch up to their peers.</p>	<p>The Assistant Head Teacher will be non-classed based for up to 0.5 which will allow clear management of interventions for SEN and PP children</p>	<p>There is a significant number of children who require support and the intervention team to this is large. It is essential that this is led effectively to ensure that impact is strong. A dedicated person to lead and manage this aspect will be explored to identify whether it increases positive outcomes.</p>	<ul style="list-style-type: none"> • Identification of role and responsibilities • Structured time to allow monitoring and evaluation as well as timetabling/scheduling • Time provided to support additional adults and their interventions 	<p>The development of TAs being used to support PP children and not focused solely on SEN has been an important shift and one that has required clear leadership and management. The Assistant Head Teacher has been able to have clear time to support and monitor in order to ensure that interventions are appropriate and have the necessary impact. Evidence is being able to be built up about which interventions work most effectively and this practice is being shared.</p> <p>Development in coaching will be the next step so that TAs can see quality practice on a regular basis.</p>
<p>Pupils, who are falling behind, make significant progress and catch up to their peers.</p>	<p>Deployment of Teaching Assistants who will be able to support children within class and through a range of interventions</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<ul style="list-style-type: none"> • Senior Leaders to timetable TAs appropriately • Auditing what interventions currently work well and which do not • Training sessions for TAs to support their understanding and ability to apply interventions e.g. phonics • Analysing data to identify impact 	<p>The Teaching Assistants are now providing greater support for Pupil Premium children. This is ensuring that these children, amongst others, who are not yet meeting the standard required are being given additional support outside of the normal teaching.</p> <p>Monitoring shows that sessions are supportive closing gaps in children's learning and these have become more measurable with baseline and end of programme assessments.</p> <p>However, the input will clearly need to happen over a long period of time for children with partial and significant gaps so that they are prepared for the end of Key Stage assessments.</p> <p>Support/training sessions for TAs from senior leaders focusing on PP, vocabulary, maths and reading have enabled a consistent approach to be shared amongst the team. This model will continue as good practice.</p>

Pupils, who are falling behind, make significant progress and catch up to their peers.	Deployment of a teacher 0.6 teacher to support Year 6 children by creating a small class size for English and maths teaching	<p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Some evidence suggests slightly larger effects [of smaller class sizes] are documented for lower achievers and, for very young pupils, those with lower socio-economic status.</p> <p>However, overall the evidence does not show particularly large or clear effects, until class size is reduced substantially, such as to fewer than 20 or even 15 pupils.</p>	<ul style="list-style-type: none"> • The teacher will be supported by a phase leader and the DHT • Regular monitoring to take place • Resources to be purchased where appropriate to support delivery • Data analysis to take place to support pupil identification and progress 	<p>Being able to create smaller classes for year English and maths in Year 6, along with some additional support in afternoons, proved supportive of academic and personal development.</p> <p>With this organisation, the pupils' outcomes were positive with Reading being the highest since SATs changes and moving past 70% for the first time.</p> <p>Progress measures were positive across all three subjects for the first time also.</p>
Pupils, who are falling behind, make significant progress and catch up to their peers.	Deployment of an additional teacher for 5 hours a week to support key Year 6 children in preparation for SATs	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<ul style="list-style-type: none"> • The teacher will be supported by a phase leader and the DHT • Regular monitoring to take place • Resources to be purchased where appropriate to support delivery • Data analysis to take place to support pupil identification and progress 	<p>The nature of the cohort meant that the organisation also supported engagement for pupils who can disengage from school. Particular, pupils were more focused than they would have been without this structure and as a result achieved more.</p>
iii. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Evaluation
Children practice basic skills on a regular basis developing confidence in their application.	Year 6 pupils to be provided with CGP workbooks from January 2018.	There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment. Overall the general benefits are likely to be modest if homework is more routinely set.	<ul style="list-style-type: none"> • Teachers to inform parents/carers of expectations through meeting and letter • Staff to monitor homework 	Focused revision books were motivating for all pupils and allowed staff to be able to identify key learning points to be practised at home.

<p>Attendance rates will increase across the school with fewer persistent absentees and an increased number of children attending for 96% or more.</p>	<p>Swiftly identify children who are Persistent Absentees of in danger of being so and ensure that a staged approach supports engagement and increased attendance.</p>	<p>The association between parental involvement and a child's academic success is well established. There are children in school who are not attending regularly and parents do not fully appreciate the impact that days off has on their child.</p>	<ul style="list-style-type: none"> • Monitoring attendance rates of specific groups of children • Provide increased guidance and support for appropriate staff regarding family intervention so that it is timely effective but time limited to support independence 	<p>The attendance rate for the school increased to over 96%.</p> <p>Monitoring and implementing procedures had an impact on a number of persistent absentees with ...</p> <p>However, this needs to be developed further on a monthly basis so that the impact is even more effective. The attendance rates of some year groups show that PP children are attending less than non PP children (Y3, Y5, Y6).</p> <p>There were individual cases which were challenged alongside other agencies. Some of this had a positive outcome with clear increases being made.</p>
<p>Attendance rates will increase across the school with fewer persistent absentees and an increased number of children attending for 96% or more.</p>	<p>Deployment of a Family Support Worker who can engage with families, supporting them to raise expectations of children's attendance and education</p>	<p>The association between parental involvement and a child's academic success is well established. There are children in school who are not attending regularly and parents do not fully appreciate the impact that days off has on their child. Due to the chaos around the family dynamic, some children do not have well-established habit of study at home which impacts on quality of homework, reading etc.</p>	<ul style="list-style-type: none"> • Monitoring attendance rates of specific groups of children • Provide increased guidance and support for appropriate staff regarding family intervention so that it is timely effective but time limited to support independence 	<p>The family support worker left post within the autumn term.</p>
<p>Children who are valued members of the school community should be supported to access all that is offered regardless of financial position.</p>	<p>Provide a 'Hardship' fund to subsidise the Year 6 Residential visit in the summer term</p>	<p>It is essential that all children have a chance to challenge themselves throughout the curriculum and beyond which develops self-esteem and confidence.</p>	<ul style="list-style-type: none"> • Letter to parents/carers providing information about 	<p>All PP children had the option of a subsidy which was taken up by some and not others. It is important that all children have the opportunity to experience the residential and the subsidy will remain in place for the following year.</p>

<p>Pupils who have been disrupting learning due to their challenging behaviour will develop the ability to control their emotions and refrain from actions that stop them and other from learning.</p>	<p>Provide counselling sessions for targeted pupils who are displaying anger and emotional problems which leads to defiance and lack of learning for them and others within the class</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression, violence, bullying, and substance abuse.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<ul style="list-style-type: none"> • Identify the correct pupils • Schedule the counselling session appropriately in the day • Review with children the impact the sessions are having • Monitor behaviour incidents and pupils reactions 	<p>Counselling for targeted pupils has been essential in providing support for a small number of key children who impact upon their own learning and the learning of others, including PP children.</p> <p>The counselling provides additional emotional support and has helped the school begin to break down barriers with these pupils. The information from school and the counsellor can be shared to create strategies for support.</p> <p>The children have enjoyed and appreciated the support they have received and understand the importance of it. We will continue to use the service for these children and look to identify others that may require the support.</p>
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