



Pupil Premium Strategy Statement - Evaluation

1. Summary information					
School	Harlow Green Community Primary School				
Academic Year	2018-2019	Total PP budget	£185, 000	Date of most recent PP Review	N/A
Total number of pupils	378 Excluding nursery	Number / Percentage of pupils eligible for PP	100 / 26%	Date for next PP Strategy Review	Spring 2019
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 = 65% (R = 71%, W = 87%, M = 75%)	R, W & M = 56% (R = 64%, W = 88%, M = 68%)	R, W & M = 64% (R = 75%, W = 87%, M = 76%)
Progress score in reading			-0.6	-1.3	0.0
Progress score in writing			0.0	+2.4	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 has been 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.				
D.	Reasoning in mathematics at the standard required is challenging especially at the amount required in an assessment with children not used to spending such long periods of time being mentally challenged at that level.				

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance rates.
F.	Complex family backgrounds where parents are struggling with various issues.
G.	Lack of support at home for completing homework or activity supportive of education with a great proportion of children spending time online, especially boys (e.g. games consoles)
H.	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
E.	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	2018-2019							
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 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 Accelerated Reader reading material Purchasing from appropriate companies who package for AR Discussion with link Governor Pupil and parent surveys 	<p>There is a good range of quality texts for children to choose from in KS2. The use of the AR programme means that children have choice in what they are choosing rather than being on a specific level.</p> <p>These books are 'real' books rather than scheme books and represent children accessing books at home, from shops etc.</p> <p>The books will require further updating and replacement on a regular basis in order to keep things fresh and engaging.</p>				
	Purchase guided reading books for Y1-3.		<ul style="list-style-type: none"> Audit of current Guided Reading stock Purchasing from appropriate book companies Monitor the planning of Guided Reading Pupil and staff surveys 	<p>Updated books have been purchased and these are matched to the age of the children (Year Groups) but are also differentiated. This has meant that children and staff have enjoyed the 'real' books more than previous texts used.</p> <p>The books are also longer which means that they can study a text over a longer period of time and enjoy the outcome of completing quality book.</p> <p>Staff are using the books within the Guided Reading procedure of the school with a clear understanding of supporting comprehension.</p> <p>The use of these books supported clear, focused teaching on reading skills in Year 3 which meant that progress for PP children as well as others was strong (see data below).</p>				

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 in Year 6 will have a consistency of teaching in smaller groups all day to support their progress towards end of Key Stage assessments	Create three classes rather than two with additional 0.5 teaching time	Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. It appears to be very hard to achieve improvements from modest reductions in class size to numbers above 20, for example from 30 to 25.	<ul style="list-style-type: none"> • Phase leader has been placed in the year group to support and manage • Pupil progress meetings termly with Head Teacher • Half termly meetings with Head Teacher regarding assessments and data • Regular meetings with Head Teacher in relation to pupils' behaviour and attitudes 	<p>The organisation of the three classes meant that there was a clear focus on learning, particularly for children who were struggling to focus on larger classes.</p> <p>Parents, who were initially apprehensive about the reorganisation, were very positive and the impact it had on their children.</p> <p>With the exception of Reading at the expected standard, outcomes for Pupil Premium pupils across the subjects was very strong with attainment in line or above national standards at both the Expected Standard and at Greater Depth. The ability to focus on individuals meant that the children could progress at an accelerated rate over the two terms leading up to SATs.</p> <p>Reading results for the cohort were not what was expected. The non-PP children achieved above the national average (77%) which was still not as high as would have been expected. However, the achievement of PP children was the lowest outcome with only 6 of the 13 pupils (46%) achieving. Of the 8 that did not, 5 pupils achieved a Scaled Score of 97-98 and therefore had been no more than 4 marks away from meeting the standard. All pupils have missed out on marks which they could achieve outside the pressure of the test. Earlier support for children of this nature is required before they enter Year 6.</p>

<p>Pupils, who are falling behind, make significant progress and catch up to their peers.</p>	<p>Deployment of a teacher to support Year 3 children whose reading is below the year group expectations</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> <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>There has been a clear progress across Year 3 with outcomes at the end of summer showing stronger attainment for all pupils and for Pupil Premium children across nearly all aspects.</p> <table border="1" data-bbox="1641 308 2174 508"> <thead> <tr> <th></th><th>Y2</th><th>Y3</th><th>diff</th></tr> </thead> <tbody> <tr> <td>Reading All</td><td>68%</td><td>73%</td><td>+5%</td></tr> <tr> <td>Reading PP</td><td>67%</td><td>80%</td><td>+13%</td></tr> <tr> <td>Writing All</td><td>50%</td><td>69%</td><td>+19%</td></tr> <tr> <td>Writing PP</td><td>56%</td><td>75%</td><td>+9%</td></tr> <tr> <td>Maths All</td><td>68%</td><td>76%</td><td>+8%</td></tr> <tr> <td>Maths PP</td><td>78%</td><td>75%</td><td>-3%</td></tr> </tbody> </table> <p>The assessments were based on end of year tests in an attempt to mirror Y2 assessments. The improvement has been excellent with the deployment of an additional experienced teacher being key. This year group will now move to Year 4 with experienced teachers and we will monitor outcomes at the end of autumn.</p>		Y2	Y3	diff	Reading All	68%	73%	+5%	Reading PP	67%	80%	+13%	Writing All	50%	69%	+19%	Writing PP	56%	75%	+9%	Maths All	68%	76%	+8%	Maths PP	78%	75%	-3%
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	<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> <p>Coaching staff to support their professional development is a highly effective strategy for ensuring that their provision is swiftly at a high standard.</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 • Monitoring of coaching for TAs 	<p>Mrs Hamilton's leadership and management of the interventions for SEN and PP across school has ensured that there is an increasing consistency of approach. Precision interventions have been developed with TAs confident in their implementation. Baseline and end of programme assessments are implemented with specific evaluation leading to identification of success and areas of need.</p> <p>The release of Mrs Hamilton has allowed her to work with TAs and monitor on a regular basis. Consequently, monitoring has shown that TAs are confident and skilled in delivery.</p>																												

	Deployment of Teaching Assistants who will be able to support children within class and through a range of interventions	<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"> • 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>Monitoring evidence shows that children enjoy their interventions with TAs and understand how it helps them to improve. Data shows that the vast majority of children are demonstrating progress on the specific skill/area of focus. The small steps being tackled are identified carefully and the importance is shared with TAs so that there is a clear understanding of why the intervention is necessary. Between the TA and the pupil there is a purposefulness and aim to achieve.</p> <p>There are mixed outcomes in relation to termly/end of year tests with some strong progress for individuals and others showing little progress. However, the issue is that the interventions can only impact upon a specified area which may not have a significant impact upon a test outcome which is assessing wider aspects of the curriculum.</p> <p>Nevertheless, the approach is having a positive impact and will support the closing of gaps over time.</p>
Specific pupils whose behaviour is impacting upon their academic progress will be more settled in afternoons and will be able to focus on their work.	Deployment of a part time Teaching Assistant who will work between two classes in order to support	<p>Evidence suggests that TAs can have a positive impact on academic achievement. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.</p>	<ul style="list-style-type: none"> • Working with senior leaders to timetable support • Liaising with parents to share the processes in place • Working with additional agencies to share information 	<p>There is a full-time TA in each year group which has supported pupils across the day. There are some pupils who require additional adult support and having the access to a TA is beneficial in keeping children focused. However, there has been a focus on supporting TAs to provide guidance rather than 'helping' in order that children do not develop learned helplessness. This is a key aspect as there are some children who believe they cannot achieve without an adult supporting them. This will be an area of development for all staff especially in support of PP children to ensure that they can present their knowledge, understanding and skills independently, particularly with the need to do so in tests.</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?	
Pupils whose behaviour has been disruptive to their learning and the learning of their peers will develop more positive attitudes to their education by developing a greater understanding of their emotions	Employ the services of a counsellor for targeted children	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues.	<ul style="list-style-type: none"> • Discussions with the counsellor • Regular reviews with children and parents 	<p>Counselling has been used to support some very challenging children. When this has worked well, it has allowed children to talk about their issues and released them from the class to be in an environment which is different from working with school staff.</p> <p>However, children have been identified due to their high behavioural needs who are not accessing other services. These children have still struggled but also have eventually disengaged with the service. They have not been able to cope emotionally to come out of class and talk about aspects which are impacting on their behaviour. These children have been selected to try and provide support to reduce their impact upon school.</p> <p>The focus will now be on children with higher emotional need which does not display in such overt negative behaviour to that level.</p>

<p>The knowledge and understanding of how best to support Pupil Premium children will be strong and lead to effective approaches being used</p>	<p>Pupil Premium Lead to attend 'Closing The Gap: Raising Attainment For Disadvantaged Pupils' Training</p>	<p>Leadership having a strong knowledge and understanding of educational development is key to strategic development of provision</p>	<ul style="list-style-type: none"> • Head Teacher to meet with Pupil Premium Lead to create a clear action plan from the training session 	<p>The course was very informative and encouraged leaders from a variety of authorities to share good practice.</p> <p>A model of 'The Path to Success' was shared and explained. This looked at ensuring all children but particularly PP children are involved in their learning and making it an active experience which is relevant.</p> <p>Positive strategies to use with PP funding were discussed and provision maps to demonstrate impact were shared. The example given has now been shared with staff and implemented.</p> <p>The importance of developing a culture of oracy, vocabulary and language across all year groups was highlighted and strategies/activities were modelled. Ideas presented on the course were shared with the English lead in school.</p>
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