

# Hartshorne CE Primary School Pupil premium strategy statement



1. Summary information					
School	Hartshorne CE Primary School				
Academic Year	2019/2020	Total PP budget	£34320	Date of most recent PP Review	October 2018
Total number of pupils	99	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Finished

2. Current attainment			
Data from Y6 2019	Pupils eligible for PP (25)		Pupils not eligible for PP (national average)
	EXS	GDS	EXS
% achieving in reading, writing and maths	100%	18%	94%
% EXS reading	100%	41%	100%
% EXS writing	100%	35%	94%
% EXS maths	100%	22%	100%

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.	Low levels of entry of PP pupils particularly in communication, literacy, language and social and emotional development
B.	Mobility of pupils with PP into the school with additional needs
C.	Large majority of PP children are on SEN register, have Multi Agency Team involvement and are mobile
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance for PP children
E.	Some home learning environments lack support for pupils to develop their language and social skills
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p><b>A.</b></p>	<p>Improve language skills for pupils eligible for PP</p> <ul style="list-style-type: none"> <li>• Use vocabulary as on each year groups spelling list</li> <li>• All staff trained on enunciation</li> <li>• Phonics training from Derbyshire Project Read</li> <li>• Use of GAPS (rising stars) termly from Y1-Y6 to measure attainment and progress</li> <li>• Dictation weekly for UKS2 and more correct spellings each week</li> <li>• Adults trained to use a range of vocabulary monitored through LW and Los</li> <li>• Use of spelling zapper challenge daily and rewarded</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Vocabulary Ninja as a whole school consistent approach</li> <li>• Use of Verbivore as a whole school consistent approach</li> <li>• Breaking down vocabulary into phonemes and/or syllables</li> <li>• Discuss meanings</li> <li>• Vocabulary embedded in writing as well as speaking</li> <li>• Children will access the spelling words daily from the national curriculum and spell them correctly</li> </ul>
<p><b>B.</b></p>	<p>Improve social and emotional skills for pupils eligible for PP including attendance</p> <ul style="list-style-type: none"> <li>• 3TAs employed to provide nurture and positive play and ensure every vulnerable child engages in school life (Boxhall profile used pre and post to measure as well as the Leuven Involvement Scale pre and post)</li> <li>• Growth Mindset approach developed in school measured via staff questionnaire pre and post for the academic year</li> </ul>	<p>Improved attendance PP children and all children socially and emotionally ready for school Reduced lateness</p>
<p><b>C.</b></p>	<p>Increase the number of PP children achieving the expected standard in RWM at the end of the academic year</p> <ul style="list-style-type: none"> <li>• Use starting points from iTrack and use termly pupil progress meetings to measure the progress. Lesson observations will also form part of the measurement as teaching that is Good or better is only acceptable</li> <li>• Use of Rising Stars tests to measure progress between tests and identify learning gaps for teaching</li> <li>• Pre teaching and better teaching</li> </ul>	<p>Children at the expected standard in reading, writing and maths is in line with or above national floor standards at 65% except for those children with SEN that would not allow this</p>

## 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?	Staff lead	When will you review implementation?												
Improve language skills for all pupils	<ul style="list-style-type: none"> <li>Use of Vocabulary Ninja as a whole school consistent approach to learning new words and spelling them accurately</li> <li>Use of Verbivore as a whole school consistent approach to learning new words and spelling them accurately</li> <li>Model in staff meeting to all staff</li> <li>Breaking down vocabulary into phonemes and/or syllables</li> <li>Discuss meanings</li> <li>Vocabulary embedded in writing as well as speaking</li> </ul>	<p>For the past two years, children have improved on SPaG tests but the spellings sectioned has always caused some challenge. This is a specific way of teaching vocabulary and spellings within the curriculum without purchasing a spelling scheme</p> <table border="1"> <thead> <tr> <th colspan="3">2018 outcomes</th> </tr> <tr> <th>Year group</th> <th>SPaG</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>72% (33%)</td> <td>67% (33%)</td> </tr> <tr> <td>6</td> <td>100% (100%)</td> <td>94% (100%)</td> </tr> </tbody> </table> <p>Disadvantaged in brackets</p>	2018 outcomes			Year group	SPaG	Writing	2	72% (33%)	67% (33%)	6	100% (100%)	94% (100%)	<p>Staff meeting to model expectations and rationale</p> <p>Model teaching a spelling/vocabulary lesson in each class</p> <p>Learning walks to monitor staff vocabulary especially in younger years</p> <p>Staff to observe each other</p> <p>Parent taster lessons</p> <p>Word</p> <p>Phonics</p> <p>Syllables</p> <p>Chunking</p> <p>Definition</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word in a sentence</p> <p>Word in different contexts</p> <p>Words within words</p> <p>TA performance management to include pre and post learning from work carried out in detail</p>	<p>Headteacher</p> <p>English Subject Leader</p>	<p>Nov 18</p> <p>Mar 19</p> <p>May 19</p> <p>July 19</p>
2018 outcomes																	
Year group	SPaG	Writing															
2	72% (33%)	67% (33%)															
6	100% (100%)	94% (100%)															
<b>Total budgeted cost</b>					Not yet known, awaiting review												

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?

Increase the number of PP children achieving the expected standard in RWM at the end of the academic year

- Use starting points from iTrack and use termly pupil progress meetings to measure the progress. Lesson observations will also form part of the measurement as teaching that is Good or better is only acceptable
- Use of Rising Stars tests to measure progress between tests and identify learning gaps for teaching
- Pre teaching and better teaching

2019 outcomes	
Year group	RWM
2	61%
6	94%

Observe better teaching through formal observations and learning walks  
 Pupil voice of PP children  
 QfT from teacher  
 Pre teaching from teacher where necessary

Follow advice from PP review

TA performance management to include pre and post learning from work carried out in detail

Headteacher  
 ESL  
 MSL

October 2018  
 December 2018  
 February 2019  
 March 2019  
 May 2019  
 July 2019

## 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?	Staff lead	When will you review implementation?
Improve social and emotional skills for pupils eligible for PP including attendance	<ul style="list-style-type: none"> <li>• 3TAs employed to provide nurture and positive play and ensure every vulnerable child engages in school life (Boxhall profile used pre and post to measure as well as the Leuven Involvement Scale pre and post)</li> <li>• Growth Mindset approach developed in school measured via staff questionnaire pre and post for the academic year</li> <li>• Start Breakfast Club with a reduced price for PP children to prepare them for the day. Measure through termly attendances monitoring</li> </ul>	<p>The Positive Play support programme can help children feel special, help them to express and communicate their feelings, feel good about themselves, raise their self-esteem, and improve their social skills in a reliable, safe and supportive environment.</p> <p>Positive Play aims to:</p> <ul style="list-style-type: none"> <li>• allow young people a space to express and communicate feelings and difficulties in their lives, through a variety of media in constructive rather than aggressive ways and in a safe non-threatening environment</li> <li>• help young people feel good about themselves, and raise self-esteem by providing activities that look at their strengths and by valuing what they do and making it special</li> <li>• provide a non-authoritarian, supportive, reliable, safe, unconditional relationship within the school and other settings</li> <li>• provide some of the early experiences that might (may) have been missed but which are necessary for formal education and social interaction</li> <li>• help young people acquire the complex range of life skills needed to achieve their full potential.</li> </ul> <p>The programme has been evaluated by Sheffield Hallam University and found to be an effective early intervention tool in supporting children, raising their self-esteem, enabling them to access the curriculum, and so achieve their potential.</p> <p>Ofsted defined the Positive Play support programme as 'An early intervention tool, reducing disaffection and encouraging inclusive education'.</p> <p>The pioneering programme is so successful it has been shared with schools in Norfolk, Swansea, Melton Mowbray, Rotherham and Doncaster.</p>	<p>Timetables to be created for positive play activities by two TAs that have been trained. Children identified by class teachers and TAs based on their academic achievement as well as their emotional and social well being</p> <p>Monitoring the outcomes from each session by looking at the planning</p>	HLTA TA Headteacher	December 2018 March 2019 May 2019 July 2019

<p>Growth Mindset approach developed in school measured via staff questionnaire pre and post for the academic year</p>	<p>Growth Mindset attitude modelled by all staff. Becomes part of the ethos of the school that it is ok to make mistakes and learn from them</p>	<p>Growth Mindset is the idea Professor Carol Dweck, the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Dweck has conducted a lifetime's research into mindsets and established an opposition between a fixed mindset (the belief that intelligence is fixed) and a growth mindset (the belief that intelligence can grow). The differences Dweck establishes are well illustrated in this helpful infographic by Nigel Holmes. <a href="https://chrishildrew.wordpress.com/2014/03/21/becoming-a-growth-mindset-school/">https://chrishildrew.wordpress.com/2014/03/21/becoming-a-growth-mindset-school/</a> Breakfast clubs (DfE) have shown to improve social skills and readiness to learn. They have also shown to improve punctuality and reduce hunger, therefore allowing children to concentrate better</p>	<p>Signs and symbols of a positive attitude The use of the word "yet" for children and parents Golden assembly, although based on a Christian value theme to include the positivity and effort children have shown in their learning.  Parent consultations, pupil voice and breakfast club staff evaluations</p>	<p>Headteacher</p>	<p>Half termly in books and questionnaires for children</p>
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year		2018 - 2019		
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>Improve language skills for all pupils</p>	<p>HLTA in KS1 for English and maths intense support (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>HLTA in KS2 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>TA to provide Talk Boost interventions in KS1 and LKS2 (Talk Boost has a starting point assessment and an end point assessment that is numerical to show progress)</p>	<p>HLTA in Y1 had an impact on the phonics screening check. 89% met the required standard compared with 82% the year before.</p> <p>HLTA supported 3 children from EYFS exceeding to attain GDS in RWM at the end of Y2, however, these were not PP.</p> <p>PP children in year two, not SEN were not at the expected standard in RWM</p> <p>The HLTA was trained on a Derbyshire reading project for comprehension and inference. 75% attained expected standard in reading. Only one of the children were PP and that child achieved the expected standard. To support maths, the HLTA conducted pre teaching</p> <p>The success criteria was not met as the TA became part time and was required for teaching and learning in reception as a priority and to support the supply teacher in KS1</p>	<p>This class had two supply teachers due to a resignation and unable to appoint. The HLTA has more impact with higher attainers and should in future, be used to support middle attainers that are PP in order for them to make accelerated progress to gain greater depth.</p> <p>A review of Pupil Premium and a review of Teaching and Learning needs to take place with urgency</p> <p>We now know the intervention needs to run more than once, perhaps three times to embed the skills. (The skills are taught in class too.) The reading intervention continued for the new year 6 children before they broke up for summer to give them a good grounding on their return. Pre teaching maths skills has commenced earlier than last academic year.</p> <p>This has already commenced as a matter of urgency and TA has been reassigned in school for this purpose</p> <p>TA now uses pre and post learning intervention sheet to track children's progresses closely that may not show progress on the school's tracking system</p>	<p>£1025 £400.02 £499 £21397 £22849</p>
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ii. Targeted support

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
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<p>Improve language skills for pupils eligible for PP</p>	<p>Reading inference training from Derbyshire County Council – accredited trainer</p> <p>Continue with T4W training when needed from St Joseph's Catholic Primary School in Derby</p>	<p>Reading at the end of KS2 2018, 57% compared to national 75% achieved expected standard. Only one child not attaining Reading gave the school an overall just below national standards. This child had a scaled score of 99 and ticked boxes incorrectly.</p> <p>PP reading 29% Not PP reading 88% Not PP or SEN reading 40%</p> <p>We used PAGs and PIRA test scores to see which children met the criteria for intervention.</p> <table border="1" data-bbox="689 453 1223 571"> <thead> <tr> <th>PP Writing</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Y2 – 33%</td> <td>67%</td> </tr> <tr> <td>Y6 – 100%</td> <td>94%</td> </tr> </tbody> </table>	PP Writing	All	Y2 – 33%	67%	Y6 – 100%	94%	<p>This has and will continue. As explained above, more than one time and already commenced prior to the summer holidays.</p> <p>The T4W process will continue as we are now focusing deeper on vocabulary that we have discovered our disadvantaged children do not possess as much as their less disadvantaged peers.</p>	<p>£1850</p> <p>£5997</p>
PP Writing	All									
Y2 – 33%	67%									
Y6 – 100%	94%									
<p>iii. Other approaches</p>										

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
Improve social and emotional skills for pupils eligible for PP	TA employed to provide nurture and positive play and ensure every vulnerable child engages in school life (Boxall profile used pre and post to measure as well as the Leuven Involvement Scale pre and post)	Children developed an extremely positive approach to learning and towards one another. Their self-esteem was raised and this is difficult to measure numerically. Attendance improved for some children due to close working family relationships. Looking at the data above Y2 and Y6 PP children did well based on the previous year and based on the children's starting points	Positive play and nurture has been proven to support children's mental health and encourage them to talk about their feelings rather than feeling stressed and taking time off. It also allows for other children on the class to receive respite. This will continue as we are proud of our impact with positive play for our vulnerable children	£5276 £354
Growth Mindset approach developed in school measured via staff questionnaire pre and post for the academic year	Growth Mindset attitude modelled by all staff. Becomes part of the ethos of the school that it is ok to make mistakes and learn from them	It has continued to be noted by parents, governors and visitors the positive ethos in school due to the growth mindset work we do in school. Children are more willing to try and are happier in school.  Quiet, reserved children took the lead in school council and made a difference. Some of these children had main speaking and singing parts in the end of year school production, which would never have been predicted a few years ago. The children's confidence developed which allowed them to participate. All parents attended and there wasn't a dry eye in the house!	This will continue into the next academic year and a key focus will be on children in Y2 and Y3 who had a change in teacher each term last academic year.  Track the Boxall profiles as a staff to make joint decisions in children's future needs	£295 £300 £205.95

## 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)

For 2019 – 2020 costings for 25% of school being pupil premium:

ESL 25% £10779

MSL 25% £14164

Positive Play 1.5 hrs per week ever6 children £707

Potential wrap around care wages £1295

Rising Stars tests for PP children 25% £68

iTrack 25% £443

Estimated Pupil Premium review £1500 plus expenses

From the PP review, so far, these recommendations are being followed

- Wider experiences for aspiration
- Develop forest school as an intervention
- Identify children's barriers to learning
- Ensure assessment is accurate to identify gaps
- Intervention becomes even more specific
- All staff are made accountable
- Include all children on provision map so SEN & PP are together
- SEND & PP policy are aligned
- PP pupils, who are more able to, to conduct lesson plenaries
- Audit TA timetables at least half termly