

Harold Court Primary School Pupil Premium Strategy

Moving forward together; striving for excellence!

The Pupil Premium Grant (PPG) is used to fund and support the goal of

- Raising the attainment of disadvantaged pupils
- Closing the gap with their peers;
- Removing identified barriers identified both at home and school
- Giving all children a range of opportunities which may not happen due to financial difficulties

The Pupil Premium Grant is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and those peers that are not by ensuring that funding to tackle disadvantage reaches pupils that need it the most. It is for schools to decide how the additional funding is spent but they are held accountable for this and must publish spending and its impact on their school website.

Number of Pupils and Pupil Premium Grant Received	
Total number of Pupils on roll Summer term (budget)	411
Eligible for Pupil Premium	(81 children)25%
Amount of PPG received per pupil	£1320
Total amount of PPG received 81 This includes LAC and LAC Plus for 5 children @£1,900	£117,100

Identified barriers	
Both school and home	
Parental priorities - homework and work	Late arrival
Parental schooling experiences	Poor attendance
Aspirations	Children joining with SEND/EHCPs
Achievement	Increase of EAL learners with no language
Access to support and technology	Many children arriving with complex and sustained emotional and social issues

Securing Success

When children join Harold Court Primary School we ensure we know and understand the starting points for their academic progress. Our key driver is, getting to know our children. How do they learn, what makes them 'tick'. Our transition process is thorough and we gain valuable information from our feeder settings or children's previous schools. Additionally we carry out a range of Literacy assessments (Essential reading skills, Hertfordshire reading test) to help inform our understanding of our pupils' needs, as well as meeting with parents to identify any potential barriers to learning.

The pupil premium will be spent on ensuring that all pupils are making progress in the key skills needed to succeed at primary school and ensure they are properly prepared for the next stage of their education.

As a school we have defined the most important skills for our children to acquire are:

- Attitude towards learning
- Reading
- Writing (including spelling)
- Use of Number
- Social/emotional maturing skills

Without these skills pupils will not reach their potential and therefore we have to ensure our learners are exposed to a daily 'diet' of high quality teaching.

For pupils who enter the school with reading ages well below their chronological age, we will deliver a personalised programme of "interventions" to help them improve on these vital skills. The catch up reading programme will be based on daily guided reading session with the opportunity of daily 1:1 reading time with a member of school staff and/or parent helper, taking place during the school day. Alongside this we want to encourage pupils to read for pleasure. Ensuring that both children and their parents have access to high quality stimulating reading materials is a priority this is through books stored in school alongside those available to them through our learning platform of bug club. Our children will have regular opportunities to use the school book corners, and will be encouraged to take part in reading competitions; they will also have the opportunity to work alongside an author, will have opportunities to extend their personal libraries via book fairs and will take part in events such as World Book Day.

Within the curriculum we pay for additional staffing which can help us design learning which is personalised to the needs of individuals and to groups of learners. This support may be in the form of 1:1 or small group tuition, school intervention or in-class support. Throughout their time at school, we will intervene to support pupils who fall behind in these core skills.

Attendance at school is vital in ensuring success and in making progress and we also support pupils with their attendance with home visits and family meetings in school with our EWO, School nurse and Head Teacher who is our pupil premium champion.

We have found all of these particularly effective in helping pupils gain the skills and confidence to succeed.

Supporting our children

Many children have had a difficult start to life. This can lead to emotional difficulties both at home and at school. We believe that employing high quality staff to help pupils overcome their particular barriers to learning is essential. At Harold Court we have employed our own pastoral team including a Pastoral Leader who is trained in a range of topics/issues such as 'loss'. We also have two positive behavior for positive learning assistants who have had bespoke training to support our most vulnerable engaging them in their learning. Other assistants across the school have also had training in 5P approach, precision teaching, art

therapy and thera-play including lego and You and Me. For a full and comprehensive list of training that staff have had in order to support the needs of our learners please contact our Deputy Head Teacher and pupil premium champion – Mrs. Hogan-O’Neill. We also work closely with outside agencies where appropriate in carrying out continuous development and training opportunities for all our staff agencies include – the local authority behavior support team will advise and support child parent and school with PSPs (Pastoral Support Plans). Alongside ABC behavior where we will fund bespoke packages through Mandy Anderson (lead practitioner) in supporting learners who display social and emotional skill needs.

There are many children who do rely on the intervention of those adults and programs listed above to succeed at school and without this personal approach will become disengaged from school.

Wider Opportunities

Supporting children regardless of what their background is to experience all of the opportunities that school can offer.

Proposed Spend of Pupil Premium 2019/20

There are 5 main objectives;

1. **Curriculum:** To raise attainment of disadvantaged children so that they achieve in line with their peers in English and Maths
2. **Wider Opportunities:** To provide a range of activities for PP children to access opportunities outside the classroom.
3. **Behavior and emotional well-being:** To implement strategies to reduce barriers to learning for disadvantaged children
4. **Attendance:** To further improve % to ensure that PP children attend school for at least 95% of the time

Pupil Premium Funding allocation 2019/20
Curriculum
WHOLE SCHOOL KS1 Continued support of daily phonics to provide individual tailored opportunities for PP children to catch up and attain alongside their peers with additional sessions for those who not likely to pass screening test and for those in Y2 who did not pass Year 1 screening test. Interventions to support Behavioral Emotional Social Needs- Time to Talk You and Me Lego Therapy One to one precision teaching intervention for identified children KS2 Breakfast club for invited children to narrow gap of core skills Year 6 divided into 3 classes of less than 25 to address barriers to learning, BESD and raise attainment. The Brilliant Club undertaken bi-annually for Year 5 and 6 to provide tailored opportunities to aspire learners and develop further making outstanding progress and narrow the gap with their peers
Whole school ■ Positive behaviour for positive learning assistants supporting identified children accessing the curriculum due to BSED needs. ■ Pastoral Lead to support children and families in challenging situations. EYFS/KS1/KS2 ■ dedicated intervention to support Language needs in Reception ■ Increased TA support in Years 6 due to % of children in year groups and % working at ARE. ■ TA to run lunchtime clubs to engage boys and further develop social skills supporting BESD needs.
Wider Opportunities
■ Sports coach: increases sports tuition and access to specialist coaches, clubs, tournaments ■ Specialist Art opportunities to foster creativity and widen experiences ■ Provision for supporting with some of the funding towards school trips and extra-curricular tuition e.g. music lessons, residential, so that all children have access to a range of experiences ■ Enrichment activities e.g. theatre trips, poetry festivals, author visits, circus, music lessons in Y3. ■ Uniform - to ensure all children have access to the uniform which will raise their self-esteem

and confidence

- Breakfast and After School Club to provide a positive start to the day

Behaviour

- Positive behavior for positive learning assistants to remove specific barriers and enable children to be ready to learn
- Pastoral lead providing nurture and bespoke packages for those children and families in need
- Parenting support for targeted families
- Support from outside agencies - ADD + and behavior support services both LA and privately sourced Outcome Star Workers to support staff within school
- TLC - Teaching and learning coffee sessions allows directed staff release time to work with parents and carers.

Attendance

- Appointment of Administrative assistant supporting children and families with medical needs
28% of whole school are supported with medication administration.
- Attendance escalation process embedded with half termly EWO meetings and EWO drop ins.
- Pupil Premium Champion (HT) to support families to improve their children's attendance.
- No holidays authorized in term time

Pupil Premium - Planned Use 2019/20

Pupil Premium Funding

£

Brought forward from 2018/19

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Balance remaining	
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2019/20 allocation - FSM Ever6, Service Child, Post LAC

117,100

2019/20 allocation - Looked after children (LBH)

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2019/20 allocation - Looked after children (OoB)

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Total Pupil Premium available

117,100

Pupil Premium - Planned Use 2019/20

Planned use - details of intervention / action	New or continuing	Budget Heading	£
Current year 5 split x3 classes for summer, autumn and spring	Continuing	Teaching Staff & Instructors	30,000
Attendance - time taken for HT to analyse absence for reports for PP children, to meet with and discuss issues with parents and how school can support	New	Teaching Staff & Instructors	3,800
Pastoral offering 1:1 work, wishes and feelings and direct work. Support for families given, attending meetings, arranging workshops appropriate to family's needs	Continuing	Curriculum Support Staff	25,000
Breakfast club focus on writing/maths to target specific gaps in children's learning	Continuing	Curriculum Support Staff	2,200
Positive learning for positive behaviour support assistants	Continuing	Curriculum Support Staff	26,000
Adapting pastoral and behaviour/nurture group areas to support children's learning - new furniture, lighting, paint, new radiator, cushions, posters, resources [games, Lego, talk therapy, books]	New	Furniture & Equipment	3,500
as above	New	Alterations & Improvements	2,500
as above	New	Curriculum Supplies	2,500
Training for therapy for support staff for the positive learning groups	New	Staff Development (sfs p48)	3,000

Sports coaches additional clubs and competitions targeted PP children	Continuing	Curriculum Support Staff	5,000
Brilliant club	Continuing	Curriculum Supplies	2,000
as above	Continuing	Teaching Staff & Instructors	2,500
Intervention groups	Continuing	Curriculum Support Staff	5,100
educational visits and hardship	Continuing	Educational Visits	4,000

Impact

Pupil Outcomes

2018 Autumn Term Summative Data - in line to meet - Pupil premium

	Year 1[9]	Year 2[7]	Year 3[12]	Year 4[16]	Year 5[12]	Year 6[22]
Reading	44%	57%	100% [8%]	63%	75%	77% [14%]
Writing	44%	43%	83%	63%	75%	72%
Maths	89%	43%	92% [8%]	69%	66%	77% [5%]

Red = GDS

2018 Autumn Term Summative Data - in line to meet [.1/.2]

	Year 1[58]	Year 2[56]	Year 3[60]	Year 4[60]	Year 5[58]	Year 6[55]
Reading	76%	57%	92%	75%	75%	76%
Writing	67%	55%	92%	75%	69%	75%
Maths	86%	50%	92%	82%	67%	75%

In analysing this group's pupil outcomes we can see;

- ✓ More English focused intervention required for children in year 1 to ensure children are given all the opportunities to achieve their end of year expectations in this core subject area
- ✓ Year 2 teachers have been cautious in their assessment of % of children in line to meet as teacher's will be making end of key stage 1 outcomes
- ✓ Children in year 3 are achieving well and this group should be monitored closely to ensure children are targeted and given opportunity to achieve GDS where appropriate
- ✓ Children in Year 4 progressing well and pupil progress meetings focus on children who should be targeted to achieve end of year expectations
- ✓ Children in Year 5 and 6 are progressing well and are working well and gap closing between pupil premium and non -pupil premium group