



PUPIL PREMIUM STRATEGY STATEMENT 2019-2020

1. Summary Information					
Academic Year	2019-2020	Total PP Budget	£68,640	Date of last PP Review	Aut 2018
Total Number of Pupils	419	Number of Eligible Pupils	45	Date for next internal review	Spr 2020

2. Objectives
<p>In line with our whole school ethos, we expect pupils to reach their full potential regardless of any perceived or actual disadvantage. The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools can decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.</p> <p>In order to assess the impact of deprivation more closely, we conduct analysis of disadvantaged pupils' progress throughout the year and also monitor those who are looked after or have parents in military service.</p> <p>The pupil premium funding allows us to target resources effectively to ensure that disadvantaged pupils, identified as those entitled to and receiving free school meals (FSM) or who have ever received FSM in the last 6 years, have the same academic, social and cultural opportunities as any other child.</p> <p>As a school we strive to close the gap in attainment between all groups of pupils including those who are disadvantaged. The pupil premium grant allows us to:</p> <ul style="list-style-type: none"> • Ensure pupils who have historically underachieved or who are currently underachieving in the key areas of Reading, Writing and Maths catch up with their peers and go on to make good progress.

- Ensure that disadvantaged pupils with EAL make expected progress in Reading, Writing and Maths.
- Ensure that disadvantaged pupils with SEND make expected progress in Reading, Writing and Maths.
- Ensure that more able disadvantaged pupils are supported to reach the Higher standard.
- Ensure pupils who lack confidence or self-esteem have a variety of support in place to build up resilience, therefore improving their access to learning.
- Enable pupils to have access to a broad offer of academic and enriching opportunities to ensure they develop high aspirations.
- Ensure that pupils who may find it difficult to complete homework independently at home receive support and resources at school, either before, during, or after the school day.
- Ensure pupils have good attendance and punctuality so that gaps in learning are not widened.
- Ensure that parents are supported to engage and confidently support their children to achieve their full potential.

3. Measuring Impact

Impact is measured using progress and attainment data for the disadvantaged and non-disadvantaged groups after interventions have taken place. The school assessment system allows us to effectively track and monitor pupil progress and identify areas for development. Data is evaluated on a termly basis.

Other measures will be used to provide 'soft' data to evaluate impact such as pupil self-confidence or social and emotional well-being. Termly pupil progress meetings allow analysis and discussion of disadvantaged pupils to ensure that any gaps are addressed with timely interventions.

The Governing Body receive a Pupil Premium report once a year detailing specific spending and outcomes. Our dedicated Pupil Premium Governor visits the school to monitor progress of disadvantaged pupils.

4. Attainment 2018-19				
EYFS				
	Non Disadvantaged	Disadvantaged (5)		
Good Level of Development(GLD)	75%	80%		
National 2019	74%	57%		
Year 1 Phonics	Non Disadvantaged	Disadvantaged (4)		
Meeting the Standard	91%	100%		
National 2019	84%	84%		
KS1	Expected Standard		Higher Standard	
	Non Disadvantaged	Disadvantaged (11)	Non Disadvantaged	Disadvantaged (11)
Reading , Writing & Maths (WorkingAt/Above)	80%	55%	16%	9%
National 2019	69%	50%	13%	5%
Reading (WorkingAt/Above)	86%	55%	29%	18%
National 2019	78%	62%	28%	14%
Writing(Working At/Above)	86%	55%	22%	9%
National 2019	73%	55%	17%	7%
Maths(Working At/Above)	84%	64%	27%	18%
National 2019	79%	62%	24%	12%

KS2	Expected Standard		Higher Standard	
	Non Disadvantaged	Disadvantaged (13)	Non Disadvantaged	Disadvantaged (13)
Reading , Writing & Maths (WorkingAt/Above)	81%	54%	26%	15%
National 2019	71%	51%	13%	5%
Reading	83%	62%	49%	31%
National 2019	78%	62%	31%	17%
Writing	94%	62%	47%	31%
National 2019	83%	68%	24%	11%
Maths	91%	54%	45%	23%
National 2019	84%	67%	31%	16%
KS2 Progress Scores	Non Disadvantaged	Disadvantaged (13)		
Reading	+1.02	-0.26		
Writing	+2.19	-0.05		
Maths	+1.68	-1.84		

5. Barriers to future attainment for pupils eligible for Pupil Premium

In-school barriers

Increasing number of pupils joining the school with English as an Additional Language or with little/no English

Increasing number of pupils joining school with very poor oral language skills in EYFS

Disadvantaged pupils need more focused challenge to extend their learning and go on to reach the Higher standard at the end of Key Stage 2

The nature of Special Educational Needs has become more complex and there has been an increase in the number of pupils presenting with mental health needs

Increasing number of pupils presenting with social and emotional needs and thus have difficulties with organisation, commitment and resilience. They are not 'ready to learn' when they arrive at school and require extra support.

Increasing numbers of pupils joining further up the school and demonstrate gaps in their learning from previous settings

External barriers

Parental knowledge of how to support their child's learning at home impacts a number of disadvantaged pupils

Parental engagement with school

Low aspirations of what can be achieved and how to be successful

Poor attendance and punctuality

6. Desired Outcomes		
1	All children eligible for pupil premium will make expected progress in reading, writing and maths and higher proportions to achieve the Expected Standard at both KS1 and 2.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO.
2	All children eligible for pupil premium with EAL/ SEND will make expected progress in reading, writing and maths.	Children with EAL/ SEND will access additional support in order to remove barriers to learning. The progress of these children will be monitored at pupil progress meetings.
3	More able Disadvantaged pupils to reach Higher standard at KS1 and KS2.	Disadvantaged pupils will meet Greater Depth in each year group based on higher attainment. These will be monitored at pupil progress meetings.
4	Ensure that the capacity of families to support their children will be increased through early intervention, close working with all agencies and additional in school support.	Children's transition into school will be supported through networking with local children's centres and nurseries. Pupils requiring support will be identified and families supported in early intervention by providing parenting advice, workshops and courses.
5	Pupils with Special Educational Needs and/or social and emotional difficulties will be better equipped to deal with school life and become more independent.	Disadvantaged pupils will have raised self-esteem through therapeutic services and enrichment activities including Drama club.
6	Disadvantaged Pupils will be provided with opportunities to take part in a wide range of social, cultural and sporting activities to enable them to develop social skills and give self-confidence and promote high aspirations.	Disadvantaged pupils will have access to a wide range of experiences which enable them to expand their knowledge and views of the world.
7	Disadvantaged pupils' attendance to improve so that their attendance is in line with, or above National Averages, including the reduction of Persistent absenteeism.	Attendance is in line with or above the National Average for all vulnerable groups and there is a reduction in persistent absenteeism.

7. Expenditure Against Outcomes					8.
Outcome	Approach/Action	Rationale	Impact	Review timescale and next steps	Projected Cost /% of total budget
<p>1.All children eligible for pupil premium will make expected progress in reading, writing and maths and higher proportions to achieve the Expected Standard at both KS1 and 2.</p>	<ul style="list-style-type: none"> ➤ Early Morning Intervention for Reading and Maths ➤ Year 6 Maths boosting with Senior Leader ➤ Additional TA support allocated to ensure every year group has additional support ➤ Dedicated TA /HLTA support for Disadvantaged pupils throughout the school through small group interventions ➤ Parent phonic workshop held for Rec and KS1 ➤ Phonics booster groups for KS1/Yr 3 to ensure that Disadvantaged pupils receive targeted support as necessary ➤ Oral and written feedback used to stretch and deepen pupil's understanding of learning and identify key next steps 	<p>Some of our Disadvantaged pupils are working below expected standards and therefore the provision of support for all pupils was reviewed.</p> <p>Evaluation showed that more focused and specific support was needed to address prior gaps in learning. Small group interventions with high quality teaching all have a significant impact on pupil's learning. We want to ensure that a higher proportion of Disadvantaged pupils achieve the expected standard at the end of each year and make accelerated progress to narrow the gaps.</p>			£28,000/ 40.8%

<p>2. All children eligible for pupil premium with EAL/ SEND will make expected progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> ➤ HLTA to support EAL/SEND pupils through small group interventions ➤ Catch Up Intervention 	<p>Additional teaching and learning opportunities from HLTA teaching assistants.</p>			<p>£5000/7.2%</p>
<p>3. More able Disadvantaged pupils reach the Higher standard at KS1 and KS2.</p>	<ul style="list-style-type: none"> ➤ More able booster teaching 	<p>When TAs are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning. TAs will be used to ensure that more able pupils achieve Greater Depth in reading, writing and maths. Evaluation showed that more focused and specific support was needed to address prior gaps in learning. Small group interventions with high quality teaching all have a significant impact on pupil's learning. We want to ensure that a higher proportion of Disadvantaged pupils achieve the Higher standard at the end of KS1 and KS2.</p>			<p>£3000/ 4.3%</p>

<p>4. To ensure that the capacity of families to support their children will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<ul style="list-style-type: none"> ➤ Early support work with Children's Centre to support transition to EYFS ➤ Nurturing parenting Course ➤ Facilitating Harrow Early Bird Plus Programme ➤ Curriculum workshops for parents ➤ Early Support Services 	<p>Through effective partnership with parents and other agencies, families will be well supported.</p> <p>Pupils arriving at school are ready to learn and that parents know what to expect for their children.</p> <p>Pupils who are not safe and settled in a nurturing environment are known to attain less well in school than their peers.</p>			<p>£3,000 / 4.3%</p>
<p>5. To ensure that pupils with SEN and/or social and emotional difficulties will be better equipped to deal with school life and become more independent.</p>	<ul style="list-style-type: none"> ➤ Personalised Interventions for Disadvantaged SEND pupils without ECHP ➤ Complimentary services provided to targeted pupils and provide specialist support including Play Therapy and Harrow Horizons. ➤ Wizard Theatre Project 	<p>Therapeutic interventions support the social, emotional and mental health needs of pupils. It has been shown that disruptive classroom behaviour, caused by anxiety and stress, can significantly reduce the capacity to promote a calm environment for all children. Raising self-confidence and self-belief can increase confidence to resolve disputes so that learning is not disrupted.</p>			<p>15,000/ 21.8%</p>

<p>6.To ensure that Disadvantaged Pupils will be provided with opportunities to take part in a wide range of social, cultural and sporting activities to enable them to develop social skills and give them self- confidence and promote high aspirations.</p>	<ul style="list-style-type: none"> ➤ The Sports Leader / PE co ordinator ensures that Disadvantaged pupils are given equal access to sports eventsand intra-school competition ➤ Contribution towards the cost of Year 6 residential trip for Disadvantaged pupils ➤ Contribution towards cost of school uniform and resources ➤ Provide spacesfor Looked after and Disadvantaged children at Breakfast and After School Club ➤ Contribution towards cost of theatre trips ➤ Contribution towards before/ after school clubs including the computing club ➤ TfLWorkshop on Safety and Travel ➤ Provision of after school clubs has been extended to accommodate a wider range of interests ➤ Wizard Theatre Project 	<p>Those with financial difficulties will be supported to experience opportunities and engage in enrichment activities such as PE clubs, music tuition and trips. Funding allows all pupils who wish to participate to do so.</p>			<p>£12,000/ 17.5%</p>
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<p>7. To ensure that Disadvantaged pupils' attendance improves so that their attendance is in line with, or above National Averages, including the reduction of Persistent absenteeism.</p>	<ul style="list-style-type: none"> ➤ Priority provision of places in Breakfast and After School clubs when needed ➤ Deputy Head half termly monitoring of attendance and punctuality. 	<p>Pupils who do not regularly attend school are disadvantaged as they will continue to have gaps in their learning.</p>			<p>£2,500/3.6%</p>
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