

# Pupil Premium Strategy Review 2017-18

1. Summary information					
School	Harbinger Primary School				
Total PP budget	£207,240	Total number of pupils on roll	352	Number of pupils eligible for PP	157
2. Review of expenditure					
i. Quality of teaching for all					
Desired outcome	Action/approach	Estimated impact: <i>success criteria met?</i>	Lessons learned: <i>Will you continue?</i>	Cost	
<b>All staff training Especially - core subject knowledge L&amp;</b>	<p>Training days/cover:</p> <ul style="list-style-type: none"> <li>English (including LBTH days and Destination Reader)</li> <li>Maths (LBTH days and NRICH)</li> <li>Moderation (all teachers every term)</li> <li>Early years (LBTH days/ becoming Outstanding)</li> <li>Middle leadership course + coaching</li> <li>Foundation subjects</li> </ul> <p>Conference (whole staff) - ART + DR + staff meeting and twilights</p> <p>Coaching 10 teachers</p>	<p>Teachers feel confident and invested in</p> <p>Teachers have high subject knowledge</p> <p>All teaching staff know and understand curriculum policy and engage in discussion around teaching and learning pedagogy</p> <p>MLT/ SLT confident to tackle role, responsibilities and workload.</p> <p>Developing middle and senior leaders</p>	<p>Continue</p> <ul style="list-style-type: none"> <li>✓ teacher knowledge key to quality first teaching</li> <li>✓ Developing Middle and Senior leaders</li> <li>✓ Succession planning</li> </ul>	£17,210	
<b>Wider Experience: Access to broader experiences/ participation affordable</b>	<p>Ensuring all pupils can participate in wider cultural experiences</p> <p>Music</p> <p>violins and continuers (Y6/Y5 - small group tuition + exams)</p> <p>Orchestra and Opera visits/ workshops</p> <p>Arts and cultural events including:</p> <ul style="list-style-type: none"> <li>work-shops</li> <li>author visits</li> <li>theatre and performances, (dance/ Shakespeare/ CNY etc)</li> <li>visits to theatres, museums,</li> <li>visits to contrasting locations to (farms/gardens/ seaside etc)</li> </ul> <p>KS1 swimming Y2 tuition in small, warm pool</p> <p>Yoga sessions for all classes</p>	<p>All year 4 children learned violin</p> <p>20 Y5/ 6 pupils continued with small group tuition.</p> <p>All violinists performed publically.</p> <p>High level of positive pupil feedback from cultural events</p> <p>Children consistently report they do not do this outside of school hours and often refer to visits in conversation/ written work etc.</p> <p>KS1 pupils make excellent swimming progress and are much more confident for lessons in KS2</p> <p>Yoga and mindfulness support pupils behaviour and well-being -able to reflect and stay calm in stressful situations (e.g. tests)</p> <p>Author visits to inspire confidence in writing - especially editing/ redrafting</p>	<p>Continue</p> <ul style="list-style-type: none"> <li>✓ Range of skills developed to support wider social development and experience</li> <li>✓ Confidence to perform</li> <li>✓ Range of experiences not able to access from home</li> <li>✓ Swimming key to safety as school near water</li> <li>✓ Skills and behaviour development</li> </ul>	£23,500	

## ii. Targeted support

Desired outcome	Action/approach	Estimated impact: <i>success criteria met?</i>	Lessons learned: <i>Will you continue?</i>	Cost
<b>Well-being: Attendance and punctuality</b>	Breakfast Club/ subsidised for PP pupils AWA days	Breakfast club - safe and popular - ensures attendance. The annual attendance figure for the academic year 2016/17 is still below expected. Some outbreaks of contagious diseases have impacted - and specific non-attenders.	Continue <ul style="list-style-type: none"> <li>✓ Consistently need to work on attendance</li> <li>✓ July 2018 have an Admissions and Attendance officer employed 5x mornings every week in school office to support AWA.</li> </ul>	£13,000
<b>Catch-up for mobile and pupils with gaps</b>	Additional TAs Focus in Y4 and Y5 where attainment is lower Additional teachers for intervention 1 day additional teacher added	In Y4 although attainment at WRE is a challenge, over year: Y4 (28 eligible)- R up +11% W up +29% and Maths up +14% In Y5 (26 eligible) but 54% of disadvantaged pupils also SEN Y5 - R up +8% W up +15% The % of those PP where progress is accelerated - PP pupils making <b>better</b> than expected progress Y4 - R 32% W 52% M 50% Y5 - R 50% W 38% M 27%	Continue <ul style="list-style-type: none"> <li>✓ Need to continue to make accelerated progress in order for attainment gaps to further reduce - focus in on where there is significant impact.</li> </ul>	£75,500
<b>Participation in extended school - arts/ sports/ homework support</b>	After school clubs and Boosters	See above (catch-up / wider experience) Children who do not complete homework because of lack of space, support and resources are able to complete homework to support learning at home.	Continue <ul style="list-style-type: none"> <li>✓ Catch-up , experience and wider opportunities essential for some pupils to engage with curriculum</li> </ul>	
<b>Participation in extended school (cost may prevent)</b>	Residential visits + grants	All children have been able to attend school journey as costs are low additional grants are available for top up	Continue <ul style="list-style-type: none"> <li>✓ More independence, resilience and working as a team observed following school journey</li> </ul>	
<b>Well-being: Removing barriers to learning</b>	Learning Mentors	Have supported 20 pupils across the year - working on removing barriers to learning. Majority of pupils have made progress in area identified - those who have not have been referred to other services Have supported 4 families	Continue <ul style="list-style-type: none"> <li>✓ All round support for children and families</li> </ul>	£18,500
<b>Better oral language/ speech and language developed</b>	Speech and Language support	Therapists train TAs as well as assessing pupils -making the investment sustainable. Pupils having either group or individual sessions have more confidence and the skills they improve impacts on achievement in class	Continue <ul style="list-style-type: none"> <li>✓ Pupils access to therapy in school so no school missed for appointments</li> <li>✓ Building confidence/ attainment</li> </ul>	£13,000

### iii. Other approaches

Desired outcome	Action/approach	Estimated impact: <i>success criteria met?</i>	Lessons learned: <i>Will you continue?</i>	Cost
<b>Well-being: pupils to have space and time when anxious or experiencing trauma</b>	Counselling Trained therapists to support referred pupils with emotional well-being	5 (PP) seen on a 1:1 basis weekly Sessions are based on 1:1 need Sessions will sometimes need to be prolonged over one year as these are the pupils with highest need for support with their emotional wellbeing	Continue ✓ Key area of focus on child mental health - many pupils refuse CAMHs or families unable to attend. Some are unable to access support from other agencies	£11,900
<b>Well-being: Family - Early intervention</b>	School Social worker to support families through early intervention.	Fewer families having to engage with Children's social care Keeping children safe	Continue ✓ Early identification and support for families/ pupils	£13,800
<b>Well-being: Family support and learning. Parent Engagement</b>	School-Home Support Supporting families to access learning, agencies and support - early intervention Family safety awareness, behaviour support, ESoL etc classes / talks organised	Families access early support or signposting so children can engage with school confidently. Families access information that supports them in keeping their children safe Families engage with family learning - families understanding the importance of education Crisis support - keeping children safe	Continue ✓ Supporting families means children feel safe and when they feel happier they are more likely to learn	£21,000

### iv. Further Information

This review is for the Pupil Premium strategy for Harbinger School 2017/ 18

The Pupil Premium Strategy for 2018-19 can be found at <https://www.harbingerschool.co.uk/our-school/pupil-premium>

### Key Stage 2 2017 - Disadvantaged / All

	Test		Teacher Assessment		Test		Test		Teacher Assessment
	Reading ARE	Reading Above	Writing ARE	Writing Above	Maths ARE	Maths Above	GPS ARE	GPS Above	Science
<b>All Pupils</b>	58%	14%	67%	2%	60%	14%	65%	16%	70%
<b>Disadvantaged</b>	54%	17%	58%	0	46%	13%	54%	17%	
<b>GAP</b>	-4%	+3%	-9%	-2%	-14%	-1%	-9%	+1%	

### Key Stage 1 2017 - Disadvantaged / All

#### Teacher Assessments

	Reading ARE	Reading Above	Writing ARE	Writing Above	Maths ARE	Maths Above
<b>All Pupils (27)</b>	79%	28%	72%	17%	76%	41%
<b>Disadvantaged (15)</b>	73%	33%	67%	13%	73%	47%
<b>GAP</b>	-6%	+5%	-5%	-5%	-3%	+6%
<b>School Value Added (*From FFT)</b>	+2.6				+4.2	