



Pupil premium strategy statement: Hartsfield JMI

1. Summary information					
School					
Academic Year	2019/20	Total PP budget	£33 640	Date of most recent PP Review	June 18 (local authority) July 2019 (school review)
Total number of pupils	446	Number of pupils eligible for PP	24	Date for next internal review of this strategy	End July 2020

2. Current attainment /progress				
Based on July 2019 data (school year 2018-19)	Pupils eligible for PP		Pupils not eligible for PP	
% achieving in ARE reading, writing and maths in Y6	73% all 3 (R,W,M) 11/15 pupils National 51% Herts tbc		82% all 3 (R,W,M) National 65%, Herts. 67%	
Attainment/progress -WHOLE SCHOOL	% ARE and above	% making at least good progress	% ARE and above	% making at least good progress
% making ARE/good progress in reading –whole school	70.3%	89.2%	83.2%	86.4%
% making ARE/good progress in writing –whole school	64.9%	75.7%	74.6%	70.7%
% making ARE/ good progress in maths- whole school	70.3%	75.7%	79.5%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school</i>)		
A.	Poor aspirations, resilience and confidence seen in pupils eligible for PPG compared with peers. Still developing an understanding of the needs of our PPG pupils, who may not be stereotypical PPG pupils in terms of being poorly fed, culturally neglected etc. individuals.	
B.	Some PPG pupils also have multiple needs such as SEN/ medical needs/ poor attendance or lateness/ attachment/ family issues and this adds to complexity-	
C.	Some higher ability pupils who are eligible for PPG are making less sustained progress than other higher ability pupils across key stage. Particular focus group in current Y2	
D.	General Vocabulary and "knowledge of the world" not as well developed as peers sometimes This has links to reading /comprehension	
E.	Teachers need to continue to be pro-active in provision and understanding of the unique barriers these pupils have. This especially including subject leaders (OFSTED target) who need to account for provision and achievement of PPG pupils in their subject. Bespoke approach is needed. Continued focused approach needed from leadership/governors.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Parental capacity: reduced parental engagement, aspirations for their children and resilience themselves. "Good enough" parenting often for this group- where parents are working hard to meet their family's needs and so have little time/ energy available to commit to anything more.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across Key stages for high attaining pupils eligible for PPG so that progress gap is diminished -below 10% all areas	There will continue to be a diminished difference between PPG and non-PPG pupils in terms of progress in R,W,M, individually and collectively, this school year compared to base-line of progress data 2018-19
B.	Higher achievers, particularly in Y2 will maintain high level of progress in all areas	Pupils eligible for PPG identified as high ability in EYFS make at least as much progress as non-PPG' pupils identified as high ability in Y2 and across Key Stage1 in maths, reading and writing for the current Y2 pupils, thus all pupils continue to achieve greater depth.
C.	Better aspiration and motivation for pupils receiving PPG. Emotional needs met.	Pupils voice
D.	Better parental engagement with, and trust in, the school.	Evidence of enhanced engagement. Parent voice.
E.	Improved oral language skills in Reception. Development of vocabulary and "knowledge of the world" throughout school to support reading / comprehension.	Pupils will expand on vocabulary and interact readily, verbally with peers. Enrichment of language through reading/ comprehension (ref: EEF research) Gap diminished in reading PPG/non-PPG EYFS pupils will show good progress and achieve GLD

5. Planned expenditure					
Academic year	2019/20				
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?
<p>Better progress for PPG pupils- so that it is more in line with none- PPG than at present. (This is whole school but with particular focus on significantly large Y6/5 groups)</p> <p>Gap between PPG and non-PPG pupils in terms of age related expectations will be below 10% in all areas, while maintaining current excellent standard of PPG pupils achieving age related expectations in all 3 curriculum areas at Y6</p>	<p>Quality verbal feedback Meta-cognition and self-regulation Mastery learning 1-to-1 learning to tackle specific issues (pre-teaching or pick-up). Emotional support for pupils so they feel secure and engaged. Enhanced vocabulary to support reading. Exciting reading materials provided for PPG pupils. Whole school focus on reading.</p>	<p>Evidenced based- EEF Seen to add high or at least moderate impact for low cost (other than 1-to-1 which is higher cost but time limited) Recognised significant cohort in Y6 and Y5</p>	<p>Compared with baseline data about progress seen for PPG pupils during last academic year. Fewer PPG pupils will have a growing gap and more will diminish difference with progress for non-PPG pupils. Continued high expectations/ bespoke support for the needs of this group. Involvement of subject co-coordinators to look at ways of meeting PPG pupil's needs in their areas.</p>	<p>Inclusion lead, subject co-ordinators and class teachers, particularly where significant groups.</p>	<p>Termly and July 2020</p>
Estimated spend					£ 18 000
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?

At least good progress for previously high attaining PPG pupils across KS1.	Providing stretch for high attaining pupils. Meta- cognition and self-regulation (EEF) Explicit next steps and “learning to learn” approaches Quality feedback (EEF) from teachers and peers, chance to work with other able pupils on stretching tasks. Build self-regulation	High ability pupils eligible for PP are making less progress than other higher attaining pupils across school. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. Teachers will be aware of this group and plan for stretching their learning. They will relay their high expectations to the pupils. Meeting individual learning need- key” block for success” (DEF Nov 15) Self- regulation top strategy to increase progress (EET) high impact /low cost. “Learn to be a learner”	Monitoring of planning to show opportunity. Collaboration of subject leads to enhance opportunity and provision Enhanced/ continued progress in R,W,M so that pupils are working at greater depth. High level of TA support in Y2 for 1-to-1 bespoke learning (2 targeted pupils)	Inclusion Lead. English/ Maths co-ordinators/phase leaders /class teachers Y2	Jan 2020- interim July 2020
Reduced attainment gap for PPG pupils in reading (literacy related strands in EYFS) July 2019 – the gap was 13.1% and while this was better than 2 years before (26%)- we need this to be diminished to 10% or less - so it is in line with writing/maths	Staff training on high quality feedback. Development of metacognitive approaches to develop learning capacity (EEF toolkit) Use of latest pedagogy on teaching of reading (Literacy co-ordinators) Staff training on enhancing vocabulary to support comprehension.	Investing in long term change- . Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment. Metacognition is part of whole school strategy on T&L and growth mind set .(evidence indicates high impact at very little cost). Staff deployed effectively (DEF Briefing Nov 2015)Enhanced staff ratio EYFS to support work on expanding on vocabulary and knowledge of the world. SDP	Course selected using evidence of effectiveness/ collaboration with speech and language therapist. Plan for enhanced opportunity Staff training by literacy co-ordinators on reading. Pupils progress discussions with Phase leader	Inclusion Lead/ literacy co-ordinators/ SLT/ phase leaders	Jan 2020 interim July 2020
Estimated spend					£7 000
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?
Better aspiration and motivation for pupils receiving PPG	Research shows wider family lives affects progress at school. Clear, responsive leadership/ regular meetings Inclusion lead and Headteacher. (DEF Nov 2015)	Whole school attitude to attainment for all (DEF briefing Nov 2015) Improved feedback and parental involvement typifies more successful schools	Staff meetings/ profile of PPG raised at all opportunities. Subject leaders to take ownership of progress and provision for PPG pupils in their area. cascaded to whole staff and acted on. Pupils voice	Inclusion Lead SLT/phase leads/ subject leads.	Regular meetings Inclusion Lead/ Headteacher Termly and July 2020
Better parental engagement with, and trust in, the school.	Provision of experiences and clubs to inspire and engage including residential trips.	Perceived as barrier to progress for these families by school. Less academic research at present on this.	Evidence of enhanced engagement		

	Work through Heads Network and PPG Cluster to share good practice.				
Estimated spend					£8 500