

# Hackbridge Primary School – Pupil Premium Strategy Plan – 2018-19



Year	Number of Pupil Premium Children Currently on Roll	Pupil Premium Allocation
Academic Year 2018-2019	137 Pupils Reception – Year 6	£ 180,840 2018/19 £ 1,500 Early Years Pupil Premium (estimate)  Total budgeted planned expenditure £283,133  School contributed an additional £100,793 to date on top of PP Funding

CURRENT ATTAINMENT (Where cells have no content we are awaiting data)			
Results of Statutory Assessment – Summer 2018	Pupils eligible for PP (school)	Pupils NOT eligible for PP (2017 national average)	Difference (school vs national other)
Percentage of pupils achieving a good level of development (GLD) at the end of the Early Years Foundation Stage	67%	73%	-6%
Percentage of Year 1 pupils achieving the expected standard in the phonics screening check	67%	84%	-17%
Percentage of pupils achieving the expected standard in the phonics check by the end of Year 2	68%		

Results of Statutory Assessment – Summer 2018		Pupils eligible for PP (school)	Pupils NOT eligible for PP (2017 national average)	Difference (school vs national other)
Key Stage 1 pupils	Percentage of pupils achieving the expected standard in reading	65%	79%	-14%
	Percentage of pupils achieving the expected standard in writing	57%	72%	-15%
	Percentage of pupils achieving the expected standard in mathematics	65%	79%	-14%
Key Stage 2 pupils	Percentage of pupils achieving the expected standard in reading	83%	77%	+6%
	Percentage of pupils achieving the expected standard in writing	77%	81%	-4%
	Percentage of pupils achieving the expected standard in mathematics	77%	80%	-3%
	Percentage of pupils achieving the expected standard in reading, writing and mathematics combined	63%	67%	-4%

**Barriers to Future Attainment (for pupils eligible for PP including high ability)**

The main barriers to educational achievement that impact on our children fall into six main categories and these are:

- Physical and material disadvantage including in some instances poor housing and severe poverty
- Low aspirations and expectations from home
- Limited exposure to an enriched language environment
- Lack of exposure to varied life experiences
- Poor emotional resilience and self-regulation skills
- Poor attendance

The Pupil Premium Grant provides funding for pupils who are entitled to Free School Meals at the current time, or have been entitled to Free School Meals over the previous six years. The aim of the grant is to improve outcomes for these children because research has shown that they tend to underachieve in relation to other groups of learners. Pupil Premium funding has been introduced to tackle disadvantage and to raise attainment. It is for schools to decide how the grant should be spent to support these pupils as they are best placed to assess what additional provision should be made for their pupils and they are in a good position to address any inequalities.

Strategy / Intervention	Amount	Action	Success Criteria	Monitoring	Impact – Summer 2019
Leadership strategies across the school (Pupil Premium champion)	£101,187	Ensure that the provision for all PP children pupils meets their individual needs.	All staff know who their PP pupils are, what their barriers are and what is / needs to be done to support them. Appropriate interventions are taught that address gaps. There is a termly improvement in PP children’s progress. PP children achieve or exceed their end of year targets.	Case Studies Provision map End of term data Pupil data analysis Pupil Progress meetings	<p><b>End of year results.</b></p> <p><b>EYFS</b> EYFS: 73.26% 2018 NAT:72% <b>All pupils achieved at least a Good Level of Development.</b></p> <p><b>Key Stage 1:</b> Reading: EXS+ 78% GDS: 20% 2018 NAT EXS+ 75% Writing: EXS+ 74% GDS: 13% 2018 NAT EXS+ 70% Maths: EXS+ 80% GDS: 26% 2018 NAT EXS+ 76% Science: 85% Combined: 72% <b>All but 3 children made at least expected progress from their end of EYFS measure. All PP pupils will be targeted in Year 3.</b></p> <p><b>Key Stage 2:</b> Reading EXS+ 86.2% GDS: 44.8% NAT: 73% Writing: EXS+ 86% GDS 27.8% NAT 78% Maths: EXS+ 90.2% GDS: 40.2% NAT: 76% SPaG: EXS+ 93.1% GDS: 49.4% NAT: 78% Science: 94.3% Combined: 80.46% NAT: 65% Combined GDS: 20.69% <b>There was a positive difference for PP of 1.5 percentage points above all pupils in combined subjects. Therefore, by the end of KS2, we have narrowed the gap in Reading,</b></p>
Leading Practitioners		Identify all PP children and ensure that adults teaching them know who they are and what they need to be able achieve well. Monitor the quality of provision of intervention.			

					<p><b>Writing and Maths.</b></p> <p><b>Year 1 Phonics 85%</b>  <b>100% of Year 1 PP pupils passed the Phonics Check.</b></p> <p><b>Year 1 and 2 Phonics 94%</b>  <b>3 PP pupils re took the Phonics Check in Year 2. Two of these pupils passed the check.</b></p> <p><b><u>Year 3 PP Champion Project</u></b>  <b>Progress measured from end of KS1.</b>  <b>Reading: All children made at least expected progress with 5 children making better than expected progress.</b>  <b>Writing: All children made expected progress.</b>  <b>Maths: All but one child made at least expected progress with 9 children making better than expected progress.</b></p>
		CPD for English and Maths to include a focus on raising attainment.	Teachers and support staff have a focus for improving teaching and learning which link to the School Development Plan. Pupils make expected or better progress.		<p><b>At the end of KS2 2019 there was a positive difference for PP of 1.5 percentage points above all pupils in combined subjects. Therefore we have narrowed the gap in Reading, Writing and Maths and this shows that our continuing professional development has had an impact on the outcomes for PP pupils as they move on to high school.</b></p>
		Teach, assess and monitor progress of Key Marginal PiXL groups in English and Maths.	Key Marginal Year 6 PP pupils achieve end of year expectation.	PiXL Monitoring Meetings with PiXL Associate	<p><b>PP pupils in Year 6 worked with the Pupil Premium /PiXL teacher when they were in Year 5 which gave them a sound basis to start their work in Year 6. Their success has followed through with PP pupils achieving 1.5 percentage points above all pupils in combined subjects at the end of KS2.</b></p>
		Use assessment data to analyse the progress of PP children and address gaps in learning.	All teaching staff are aware of data outcomes each term, and attainment and progress is recorded on Pupil Asset. Data is analysed to identify gaps and what interventions will be put in place for PP children. Pupils make expected or better progress.	Pupil Asset PPMs with AHs and Teachers	
Pupil Premium / PiXL Teacher		Accelerate progress for more able PP in Year 5 through Growth Mindset, coaching dialogue and feedback on work, children taking control of next steps in their learning.	More able PP children make expected or better progress.	Pupil Voice Pupil Books Data	

		Focus are for each term according to identified need.			
		Teach, assess and monitor progress of PiXL groups in Reading.	PP pupils achieve end of Key Stage expectation in Reading.	Teaching of PiXL Key Marginal pupils in Reading PiXL Monitoring Meetings with PiXL Associate Meetings between PP Champion and PiXL teacher	
Overcoming Social and Emotional barriers to learning	£38,285	Nurture provision providing behaviour support and social and emotional learning. Monitoring of behaviour on SIMS and implementation of strategies to reduce the number of incidents poor behaviour choices.	Raising access to learning and attainment Reduction in incidents of poor behaviour choices.	Progress on behaviour reported to Governors via Learning & Attainment committee Pupil progress and closing of the gap	<b>A new post of TA for Behaviour was created from Spring 2019. This has been very successful over the two terms. Behaviour incidents are recorded and monitored by class teachers, the TA for Behaviour and SLT. Behaviour.</b>
Contribution to Midday Supervision team	£11,730	STA for Behaviour / PE TA employed to provide targeted support and additional care and guidance in the KS1 and 2 playgrounds at lunchtime.	Children have structured play at lunchtimes with the aim of reducing incidents of poor behaviour choices. Children return to afternoon lessons settled and ready to learn.	STA for Behaviour – monitor through behaviour data. Analysis of behaviour incidents.	<b>Behaviour incidents for PP pupils were low in comparison to whole school although relatively high for Behaviour 3 Instant. However these were mainly attributed to a small number of children who received a higher number of this type of consequence and who are being supported by the TA for Behaviour, their class teachers and SLT.</b>
Overcoming cognitive barriers to learning	£90,677	Interventions such as booster, Precision Teaching and focus groups for lower attaining pupils.	All PP children targeted for Interventions make expected or accelerated progress	Observations and performance management Attainment and progress data Book scrutinies Impact of interventions monitored by teachers and recorded on Provision Map	<b>All pupils taking part in precision teaching achieved their targets.</b>
Access to learning and enrichment	£3,260	Lunchtime Home Learning Club	Home Learning activities can be completed in school to support pupils who find it difficult to complete activities at home.	Register of pupils attending Home Learning Club.	<b>Home Learning Club was well attended all year with teachers targeting pupils in need of support including some in receipt of PP Funding. Across the year PP children have had good support in completing their home learning and data shows that 90% of PP pupils from</b>

					years 1 – 6 completed at least the minimum expectation of home learning across the year.
Raising aspirations		<p>Careers Week January 2019 To help children think about what is on offer to them as future ways of making a living - increase economic wellbeing.</p> <p>G&amp;T partnership with Wilson's School</p> <p>G&amp;T visit to Kingston University for taster day.</p>	<p>Pupils engage with speakers / visitors. Pupils can talk about what they think they would like to do in the future and are aware that there are many ways to earn a good living.</p> <p>More able PP pupils have an aspiration to seek a selected school place.</p> <p>Raising aspirations of disadvantaged pupils to seek a university place in the future.</p>	Pupil responses and discussion.	<p>Careers Week in January 2019 was a great success with positive feedback from pupils and good discussion around what they would like to do in the future.</p> <p>Year 5 PP pupils attended a university taster day at Kingston University</p> <p>Year 5 G&amp;T PP pupils attended a workshop at Wilson's School.</p> <p>A teacher from Wilson's School came in to teach maths lessons to more able Year 5 PP children. These activities encourage have the aspiration to consider a grammar school and university place.</p>
Securing full entitlement of PP Funding for those eligible	£6,895	Contribution towards office admin for pupil premium and FSM eligibility. Membership of LA FSM checking Hub. General reports and letters	Ensure that children entitled to PP funding and/or FSM are claiming and benefiting from the funding.	Office records/meetings Reporting data to SLT and Governors via Resources Committee	Office staff keep up to date with new PP additions and share this information with key people.
Overcoming Social and Emotional barriers to learning	£6,000	Child and Family Support Worker - Support for pupils and families	Support provided for children and families to enable best outcomes for all.	Observations and reports DHT Feedback to and from parents	<p>The C&amp;FSW has continued to support children and families throughout the year. As a result:</p> <ul style="list-style-type: none"> <li>• Family circumstances have improved</li> <li>• Parents have been supported.</li> <li>• Children's mental health has been supported so that they can build resilience and are able to learn well.</li> </ul> <p>The C&amp;FSW has run a lunchtime mindfulness meditation group for targeted vulnerable children to attend.</p>
Use of third party professionals to raise attainment and inspire pupils	£18,769	Support specifically identified and targeted for pupils e.g. Published author – Writing workshops Mural artist.	<p>Improve attainment in writing through work with a published author.</p> <p>Raise aspirations for more able disadvantaged pupils.</p> <p>Inspire artistic talent in pupils.</p>	Data reviews – termly and end of year Pupil progress meetings School Council feedback	<p>The mural artist has continued to work to improve the school environment.</p> <p>Periperpathic Music (Sutton Music Service) work weekly year 4 cohort.</p> <p>Educational Psychologist services has been used throughout the year to work with individual children.</p> <p>Child and family support work has supported</p>

					<b>a number of families.</b>
Access to enrichment for disadvantaged pupils	£1,800	To ensure the benefit of residential visits is provided to children in receipt of FSM – PP funding used to pay part of the cost of the residential trip.	Equal opportunities for disadvantaged pupils in receipt of FSM to take part in the year 6 school journey.	Children in receipt of FSM attend the school residential trip, if they wish to – reported to Governors termly	<b>10 families received the discount in order that these pupils were able to take part in the school journey to Marchants Hill. A PGL Bursary was sourced for one PP Child so that they could take part in the trip.</b>
Access to PE Curriculum	£1,000	Pupils learn about risk and water safety and learn to swim.	Pupils able to swim and are more confident and safety in and around water increases.	Monitoring by PE Coordinator	<b>Autumn 2018: All Year 4 pupils received 10 weeks of swimming lessons.</b>  <b>We are awaiting swimming data for years 5 and 6.</b>
Improve pupil/ adult ratio for disadvantaged pupils in Early Years	£3,530	Pupils in Early Years have adequate adult support to make expected progress.	Gaps diminish in prime areas in CLL. The majority of EYPP pupils achieve GLD.	Case Studies Pupil data analysis Pupil progress meetings	<b>EYFS: 73.26% 2018 NAT:72%</b> <b>All PP pupils achieved at least a Good Level of Development.</b>