

Hackbridge Primary School – Pupil Premium Strategy Plan – 2019-20



Year	Number of Pupil Premium Children Currently on Roll	Pupil Premium Allocation
Academic Year 2019-2020	99 Pupils from Nursery to Year 6	£ 167,086 2019/20 £ 1,500 Early Years Pupil Premium (estimate) Total budgeted planned expenditure £289,601 School committed an additional £121,021 to date on top of PP Funding

CURRENT ATTAINMENT (Where cells have no content we are awaiting data)			
Results of Statutory Assessment – Summer 2019	Pupils eligible for PP (school)	Pupils NOT eligible for PP (2017-2018 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	100%	74%	26%
Percentage of Year 1 pupils achieving the expected standard in the phonics screening check	100%	85%	-15%
Percentage of pupils achieving the expected standard in the phonics check by the end of Year 2	86%		

Results of Statutory Assessment – Summer 2019		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	73%	79%	-6%
	Percentage of pupils achieving the expected standard in writing	64%	72%	-8%
	Percentage of pupils achieving the expected standard in mathematics	73%	79%	-6%
Key Stage 2 pupils	Percentage of pupils achieving the expected standard in reading	71%	77%	-6%
	Percentage of pupils achieving the expected standard in writing	67%	81%	-14%
	Percentage of pupils achieving the expected standard in mathematics	74%	80%	-6%
	Percentage of pupils achieving the expected standard in reading, writing and mathematics combined	64%	67%	-3%

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
- Possible childhood traumatic experience
- 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 2020
Leadership strategies across the school (Pupil Premium champion)	£109,317	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	Pupils have been discussed at pupil progress meetings (October 2019/February 2020).
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.			No data to present due to C-19 school closure.
		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.		All teaching staff have completed a range of CPD throughout the school year. During school closure all teaching staff have completed Jane Considine’s ‘Hooked on Books’ and ‘The Write Stuff’. Members of the Literacy Team have mapped out the approach that HPS will take and have delivered a series of staff meetings implementing the new changes. Staff have also completed CPD from other providers: Picture News, Edu-Care, Laughology, Cognus, EYFS Summit, ABC Does and The Nook.
		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	Groups were identified across both years five and six. Interventions were timetabled and working effectively across both years five and six.
		Use assessment data to analyse the progress of PP children and	All teaching staff are aware of data outcomes each term, and attainment and	Pupil Asset PPMs with AHs and	

		address gaps in learning.	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.	Teachers	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. PiXL meetings took place in both the autumn and early spring term to discuss individual pupils and overall success of interventions
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. Focus are for each term according to identified need.	More able PP children make expected or better progress.	Pupil Voice Pupil Books Data	Question Level Analysis was completed for two rounds of assessments for year 6. The outcomes of the QLA informed planning for: cohort, individual classes, precision teaching and interventions groups.
		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	No data to present due to C-19 school closure.
Overcoming Social and Emotional barriers to learning	£45,819	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	A new post for a Behaviour Leader on SLT was created from Autumn 2019. This has been very successful. The behaviour lead has explored Restorative Justice and shared the new approach with all staff. During school closure further training was delivered by the lead to all staff. Restorative Justice will be implemented in September 2020.
Contribution to Midday Supervision team	£12,799	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.	Behaviour incidents are recorded and monitored by class teachers, the TA for Behaviour and SLT.
Overcoming cognitive barriers to learning	£91,936	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	Precision teaching has taken place during the Autumn term and Spring 1. No data to present due to C-19 school closure.

				monitored by teachers and recorded on Provision Map	
Access to learning and enrichment	£3,181	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.	Home learning Club was available for all pupils from January 2020.
Raising aspirations		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. G&T partnership with Wilson's School G&T visit to Kingston University for taster day.	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. More able PP pupils have an aspiration to seek a selected school place. Raising aspirations of disadvantaged pupils to seek a university place in the future.	Pupil responses and discussion.	Careers Week in January 2020 was a great success with positive feedback from pupils and good discussion around what they would like to do in the future. Primary Futures was a great resource for finding local people to present at Careers Week. We had a range of people from a range of different industries.
Securing full entitlement of PP Funding for those eligible	£6,998	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. School closure due to C-19 has increased the numbers for FSM. Edenred vouchers were offered to families throughout school closures and the summer holidays (2020). The majority of families opted for vouchers to be sent via email. Only a small number of families requested hard copies of the vouchers.
Overcoming Social and Emotional barriers to learning	£5,500	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	The C&FSW has continued to support children and families throughout the year. As a result: <ul style="list-style-type: none"> • Family circumstances have improved • Parents have been supported. • Children's mental health has been supported so that they can build resilience and are able to learn well. The C&FSW has run a lunchtime mindfulness meditation group for targeted vulnerable children to attend. During school closure the C&FSW has continued to work in school supporting our vulnerable families' thorough regular

					telephone conversations with those families not in attendance or continued to meet with those who were in school. The C&FSW also spent some time with the key worker children who were in attendance throughout school closure.
Use of third party professionals to raise attainment and inspire pupils	£10,350	Support specifically identified and targeted for pupils e.g. Published author – Writing workshops Mural artist.	Improve attainment in writing through work with a published author. Raise aspirations for more able disadvantaged pupils. Inspire artistic talent in pupils.	Data reviews – termly and end of year Pupil progress meetings School Council feedback	The mural artist has continued to work to improve the school environment across both sites. Peripherpathic Music (Sutton Music Service) work weekly year 4 cohort. Educational Psychologist services has been used throughout the year to work with individual children. Child and family support work has supported a number of families
Access to enrichment for disadvantaged pupils	£2,200	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	Ten 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 two PP Child so that they could take part in the trip.
Access to PE Curriculum		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	Autumn 2019: All Year 4 pupils received 10 weeks of swimming lessons. Year 5/6 Swimming did not take place in the summer term due to school closures due to C-19.
Improve pupil/ adult ratio for disadvantaged pupils in Early Years	£1,500	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	No data to present due to C-19 school closure.