

Pupil Premium Grant Expenditure and Impact Report 2017-2018 – Harlington Lower School



National Context Pupil Premium Grant (PPG) 2017-2018

The department for Education (DfE) published the Pupil Premium Grant (PPG) 2017-2018. PPG will be paid pursuant to Section 14 of the Education Act 2002 and, in accordance with Section 16 of that Act, the Secretary of State lays down terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2017. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2017, some or all of it may be carried forward to future financial years.

The Pupil Premium per pupils for 2017-2018 is as follows:

| Type of Pupil | Pupil Premium per pupil |
|---|-------------------------|
| Pupils recorded as Ever 6 FSM | £1,320 |
| Looked After Children | £1,900 |
| Service Children | £300 |
| Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order | £1,900 |

Eligibility

In the current academic year, schools will receive £1320 per pupil of primary-school age and £935 per pupil of secondary-school age.

With regards to children who are 'Looked After', the allocation per pupil is £1900. It has been agreed in Central Bedfordshire that each school will receive £1500 of this amount each year for an identified child; the remaining £400 will be held by Central Bedfordshire's Virtual School for 'Looked After' Children and will be managed by the

Headteacher of the Virtual School; the 'top sliced' funding will be used directly to support intervention for those 'looked after' children most at risk of under-achievement or disengagement from learning.

Ever 6 FSM The Pupil Premium for 2017-2018 will include pupils on the January 2017 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2017. For the purposes of these grants conditions, "Ever 6 FSM" means those pupils recorded on the January 2017 School Census who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since May 2011, including the January 2017 School Census.

Children adopted from care The Pupil Premium for 2017-2018 will include those pupils recorded on the January 2017 School Census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as residences order). These are collectively referred to as post LAC in these conditions of grant.

Ever 6 Service Child For the purposes of these grant conditions, "Ever 6 Service Child" means a pupil recorded on the January 2017 census who was eligible for the Service Child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2017 census,

Vision

Our school uses income from Pupil premium towards our vision of 'Learning for Life' for the whole school, with all staff and Trustees fully committed to providing outstanding education and excellent pastoral care for the whole community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development.

We will endeavour to ensure any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible in order that these children are not disadvantaged by their personal circumstances.

Principles

- We ensure teaching and learning opportunities meet the needs of all the children
- We ensure appropriate provision is made for pupils who belong to vulnerable groups

- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

Pupil Premium Grant 2017-2018

| Pupil Premium Grant 2017-2018 | |
|---|-----------|
| Total number of pupils on roll | 148 |
| Total number of pupils eligible for PPG/ Ever 6 | 6 |
| Total number of service children | 0 |
| Total number of Looked After Children | 1 |
| Total number of Post LAC | 2 |
| Total no. pupils eligible as at April 2018 | 9 / 6.08% |
| Total Anticipated Pupil Premium Grant | £13,220 |

Current Contextual Information

44.4% of our PPG children have Special Educational Needs or Disabilities and are not working within their age related curriculum
 100% of our PPG children are also part of other vulnerable groups within school

Current Attainment 2016-2017

| | All Pupils | Pupil Premium Pupils | National Average All Pupils |
|---|------------|----------------------|-----------------------------|
| % of EYFS children reaching a Good Level of Development (GLD) | 79% | 0% (1*) | 71% |
| % of Y1 meeting the expected standard in the Y1 phonics screening check | 63% | 100% | 81% |
| % of pupils achieving age related expectations in Reading at the end of KS1 | 87% | 0% (2*) | 76% |
| % of pupils achieving age related expectations in Writing at the end of KS1 | 73% | 0% (2*) | 68% |
| % of pupils achieving age related expectations in Maths at the end of KS1 | 80% | 0% (2*) | 75% |
| % of pupils achieving age related expectations in Reading at the end of Y4 | 83% | No PP in cohort | 82% (LA average) |

| | | | |
|--|-----|-----------------|------------------|
| % of pupils achieving age related expectations in Writing at the end of Y4 | 73% | No PP in cohort | 72% (LA average) |
| % of pupils achieving age related expectations in Maths at the end of Y4 | 80% | No PP in cohort | 76% (LA average) |

*Pupils also part of other vulnerable groups including SEND

Barriers for future attainment (for pupils eligible for PPG)

In School Barriers

A. Low baselines for PPG children on starting school, particularly in communication and language

B. Difficulties with learning. Some children who are eligible for PPG do not meet the thresholds for SEND support but are attaining less than some of their peers, especially in writing and maths

C. Difficulties with learning. Some children who are eligible for PPG are also part of concurrent vulnerable groups and have experienced complex or traumatic family emotional and social difficulties and have lower attainment

D. The gap between Non PPG and PPG children is sometimes higher than compared to national due to small numbers of PPG children

External Barriers

E. Emotional support is needed for some children eligible for PPG

F. Some families are hard pressed to fund enrichment activities such as music tuition and trips

G. Some families are unable to support home learning

H. Some children eligible for PPG are sometimes late to school or have poor attendance, dropping below 95% which reduces their schools in school, they miss lessons and consequently fall behind.

| Desired Outcomes | Success Criteria |
|---|---|
| A. Improve language skills of pupils eligible for PP funding | PP children in Reception class make rapid progress and achieve a good level of development |
| B. and C. Higher rates of progress across the school for pupils eligible for PP, particularly for vulnerable and pupils with SEND | School tracking will show that PP pupils will make at least expected progress in reading, writing and maths |
| D. Continue to 'diminish the differences' between Non PPG and PPG pupils | Individual pupils tracking shows the gap is closing between the small group of learners compared with National data |
| E. Ensure that adequate provision is in place for the social and emotional needs for PP pupils, particularly those with SEND. | Pupil and parent surveys are unreservedly positive about the school's provision for the social and emotional needs of PP children. Fewer behaviour incidents recorded for children who need social and emotional support |
| F. All pupils access a broad and balanced curriculum including opportunities for extra-curricular and enrichment activities | Attendance and observations at clubs and activities show targeted PP pupils enjoy and achieve enriched experiences |

| | |
|---|---|
| G. Regular homework supports and consolidates children's learning | All pupils regularly complete homework tasks impacting positively on pupils attainment. |
| H. Increase attendance rates for pupils eligible for PPG | Increase individual attendance to 95% or more for targeted PP pupils |

How do we plan to spend our Pupil Premium grant?

| Pupil Premium Grant Funding Allocation- Intended Spending to 'Diminish the Differences' 2017-2018 | | | | Estimated Breakdown of money £ | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|-----------------------------------|---------|---------|-------|---------------|--|--------------------------------------|--------------------------------------|--------------------------------------|-----------------------------------|-----------------------|----|----|----|----|-----------------------|-----|-----|-----|-------------|---------------------|----|----|----|----|--------|
| Initiative/ Actions | Information | Impact | Evidence | APPROXIMATE COST | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Readiness Presentation Work with pre- school and target parents for early intervention | Pupils enter Reception at age related expectations in prime and specific areas | To continue to improve baseline scores for PP Pupils | Children are 'School Ready' 100% of pupils are happy and confident coming into school and participate in all aspects of school life so they can access the whole curriculum. Baseline scores show trend of improvement from entry to exit Baseline scores show large percentage of pupils entering Reception well below age related expectations: In Reading, 73% of pupils working below age related expectations 56% working below in writing and 77% of pupils working below in maths on entry. Exit data shows improvements throughout the year with 67% of Pupils achieving a Good level of Development. | £150 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Increasing learning time and individualising phonic support- menu of small group and 1 to 1 tailored support | Intervention groups One to one teaching Small group work Employing Teaching Assistants to carry out Interventions Resources- phonic Training- Sounds-write. Teaching Assistants and sounds write resources | Improves progress and attainment within core subjects for identified pupils | Improvements in reading, writing, spelling and phonics attainment and progress evidenced in analysis of results data. The gap has closed in writing and reading for KS1 Pupil premium pupils <table border="1"> <thead> <tr> <th>KS1-Year 2</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Phonics Year1</th> </tr> </thead> <tbody> <tr> <td></td> <td>%Pupils attaining Expected and Above</td> <td>%Pupils attaining Expected and Above</td> <td>%Pupils attaining Expected and Above</td> <td>% Pupils meeting phonics standard</td> </tr> <tr> <td>All pupils (HLS 2018)</td> <td>87</td> <td>77</td> <td>83</td> <td>90</td> </tr> <tr> <td>PP Pupils (HLS 2018 *</td> <td>100</td> <td>100</td> <td>100</td> <td>0 (1pupil*)</td> </tr> <tr> <td>All Pupils NAT 2018</td> <td>75</td> <td>70</td> <td>76</td> <td>82</td> </tr> </tbody> </table> | KS1-Year 2 | Reading | Writing | Maths | Phonics Year1 | | %Pupils attaining Expected and Above | %Pupils attaining Expected and Above | %Pupils attaining Expected and Above | % Pupils meeting phonics standard | All pupils (HLS 2018) | 87 | 77 | 83 | 90 | PP Pupils (HLS 2018 * | 100 | 100 | 100 | 0 (1pupil*) | All Pupils NAT 2018 | 75 | 70 | 76 | 82 | £1,994 |
| KS1-Year 2 | Reading | Writing | Maths | Phonics Year1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | %Pupils attaining Expected and Above | %Pupils attaining Expected and Above | %Pupils attaining Expected and Above | % Pupils meeting phonics standard | | | | | | | | | | | | | | | | | | | | | | | | | |
| All pupils (HLS 2018) | 87 | 77 | 83 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP Pupils (HLS 2018 * | 100 | 100 | 100 | 0 (1pupil*) | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Pupils NAT 2018 | 75 | 70 | 76 | 82 | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | |
|--|---|--|---|-------------------|----|----|----|----|--|
| | | | <table border="1"> <tr> <td>PP Pupils LA 2018</td> <td>60</td> <td>48</td> <td>60</td> <td>67</td> </tr> </table> <p>*44% of PP pupils are also part of other vulnerable groups such as Special Educational Needs</p> | PP Pupils LA 2018 | 60 | 48 | 60 | 67 | |
| PP Pupils LA 2018 | 60 | 48 | 60 | 67 | | | | | |
| Increasing learning time and individualising maths support- menu of small group and 1 to 1 tailored support | Intervention groups One to one teaching Small group work Peer tutoring Employing Teaching Assistants to carry out Interventions Nomicom Resources | Improves progress and attainment within core subjects for identified pupils | Improvements in maths attainment and progress seen in analysis of results data. The gap has closed in maths for Pupil premium pupils. See data table above. 100% of Pupils eligible for Pupil premium funding attain Expected or above in Age related Expectations | £1,994 | | | | | |
| Increasing learning time and individualising English and maths support- menu of small group and 1 to 1 tailored support within Key Stage 1 | Intervention groups One to one teaching Small group work Peer tutoring Employing Teaching Assistants to carry out Interventions Nomicom Resources | Improves progress and attainment within core subjects for identified pupils | Improvements in reading, writing, and maths attainment and progress seen in analysis of results data. The gap has closed in writing and maths for Pupil premium pupils. See data above. 100% of Pupils eligible for Pupil premium funding attain Expected or above in Age related Expectations in writing and maths. | £2,398 | | | | | |
| Minimising the impact of social , emotional and behavioural barriers to learning | Provide tailored Theraplay intervention sessions on 1:1 or small group basis led by Teaching Assistant to support pupils individual behavioural, social and emotional needs | Enhances children's educational outcomes and help their social, emotional development by removing barriers to learning | Teacher feedback and pupil case studies report 100% of PP pupils who experienced a range of holistic interventions and provision shows improved social, emotional and communication skills, with confidence and self esteem shown by pupils in their learning in the classroom. 100% of PP Pupils engaged positively in learning activities; teacher feedback reported PP pupils are not anxious or worried and have positive attitudes towards their learning and know that adults in school care about them. | £399 | | | | | |
| Increasing expressive and receptive language skills and development- menu of small group and 1:1 professional support | One to one Paired work/ small group | Developing expressive and receptive language skills. Improves | Teacher feedback, observations and assessment show pupil engagement as well as individual speaking and listening skills have increased as a result of interventions. This has impacted positively in all areas of the curriculum particularly in core subjects. Early Years data shows positive impact of | £558 | | | | | |

| | | | | |
|---|---|--|---|------------------------------|
| | 'Lift off to Language led by Teachers/ Teaching Assistant for 6 week intervention Small group work | pupils communication, self confidence and engagement in their learning | speaking and listening language skills with 100% of PP pupils achieving Early Learning Goals in Communication and Personal, Social and emotional development. | |
| Increasing expressive and receptive language skills and development of communication, emotional and social skills- menu of small group and 1:1 professional support | One to one Paired work/ small group 'Talk Time' led by Teachers/ Teaching Assistant for 6 week intervention Small group work | Developing expressive and receptive language skills. Improves pupils communication, self confidence and engagement in their learning | Teacher feedback, observations and assessment show pupil engagement as well as individual speaking and listening skills have increased as a result of interventions. This has impacted positively in all areas of the curriculum particularly in core subjects. See data above showing 100% of PP achieved ARE in reading, writing and maths. | £399 |
| Narrowing the gap between Ever6 and Non Ever 6 pupils in KS1 and KS2 in English | Targeted support in phonics, spelling and grammar to improve writing. Reading interventions Daily reading 1:1/ small group | Ever 6 pupils attain and make progress in line with their peers and with the same group nationally in Reading and Writing | Progress tracking shows that by Year 4, 100% of pupil premium pupils met or exceeded their individual targets in phonics, reading and writing. Effective English and phonics intervention results in improvements in KS1 pupil premium pupil's attainment. See data above. | £3,635 £454 |
| Minimising the economic hardship-meeting pupils basic needs | The school helps disadvantaged/ vulnerable families in a number of ways including replacing damaged or worn uniform, equipment required for lessons, providing school meal for KS2 PPG pupils | Promotes well being of pupils and families | School supports families and pupils ensuring they are 'school ready' with the necessary uniform and equipment. PP Pupils participate in all aspects of school life so they can fully access the whole curriculum (e.g. swimming lessons, represent the school in at least one or more intra sport festivals or singing concerts). Wrap Around Care (WAC) provision- breakfast and tea, before and after school club provision School Meals | £150 £324 £246 |
| Extending PPG and PPG More able pupils- increasing targeted access to extra curricular focused arts/ music, sports clubs enrichment | The school helps disadvantaged/ vulnerable families access enrichment activities | Increases energy and enthusiasm for learning Improves listening skills and maintains | Registers of involvement indicate that PPG attend and enjoy a range of enrichment activities including music peripatetic lessons, sports clubs, theatre trips, art and craft clubs. 100% of PP pupils are happy and confident coming into school and participate in all aspects of the whole school curriculum. 100% of PP pupils | £365 |

| | | | | |
|---|--|--|--|----------------------|
| | Subsidise extra curricular clubs- | high levels of focus and concentration, partnership working and team building. Attendance improves | participated in swimming lessons and represented the school in at least one or more intra sports festivals or singing concerts. | |
| Purchase of resources for interventions | Provision of suitable resources- Maths, phonics, theraplay | Practical resources used to promote pupil learning | Improvements in reading, writing, spelling and phonics and maths attainment and progress evidenced in analysis of results data. Children are confident in school and show improved social and emotional skills | £525 |
| Total spending | | | | Total £13,591 |

Pupil Premium Grant 2018-2019

| Pupil Premium Grant 2018-2019 | |
|--|-----------------|
| Total number of pupils on roll | 146 |
| Total number of pupils eligible for PPG/ Ever 6 | 6 |
| Total number of service children | 0 |
| Total number of Looked After Children | 1 |
| Total number of Post LAC | 2 |
| Total no. pupils eligible as at April 2018 | 9 / 6.2% |
| Total Anticipated Pupil Premium Grant | £13,840 |

How do we expect to spend our funding? Future Plans

- Sustain work from previous year
- Identify exactly what pupils need to narrow the gap by speaking to pupils, their families, teachers, one to one support, school nurse and external agencies
- Supporting pupils in English and maths with focus on developing basic skills such as phonics, sentence work, reading and number work in order to close the gap
- Developing self esteem, core learning skills and confidence in identified pupils to enable them to access the curriculum more fully as a whole

Measuring the Impact of PPG spending

The school's evaluation of its own performance is rigorous. We will evaluate the impact of each pupil at the end of Autumn, Spring and Summer terms. Evaluation focuses on academic achievement and self esteem as a result of intervention, On going tracking and monitoring by the Senior Leadership Team and Teachers ensures any dips are quickly identified and will put in place the appropriate strategies and interventions to promote improvement.

