



Pupil Premium Strategy Statement

1. Summary information					
School	Harlow Green Community Primary School				
Academic Year	2019-2020	Total PP budget	£154, 000	Date of most recent PP Review	N/A
Total number of pupils	382 Excluding nursery	Number / Percentage of pupils eligible for PP	103 / 27%	Date for next PP Strategy Review	November 2019

2. Current Y6 attainment			
	All Pupils Harlow Green	Pupils eligible for PP Harlow Green	All Pupils National
%/ numbers achieving the expected standard or above in reading, writing & maths	R, W & M = 65% (R = 69%, W = 85%, M = 81%)	R, W & M = 56% (R = 46%, W = 100%, M = 77%)	R, W & M = 64% (R = 73%, W = 78%, M = 79%)
Progress score in reading	-0.6	-1.3	0.0
Progress score in writing	0.0	+2.4	0.0
Progress score in maths	-0.4	0.6	0.0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some children demonstrate gaps in knowledge, skills and understanding. This is for various reasons such as lack of retention, poor working memory, absence etc.
B.	There has been a clear focus on writing in English and across the curriculum from the school over time. Consequently, reading has not had as a high a profile.
C.	Pupils' basic language skills/habits can be poor and this has an impact on a wide range of aspects such as attitude to reading, vocabulary acquisition, spelling, writing and general comprehension.
D.	Reasoning in mathematics at the standard required is challenging especially at the amount required in an assessment with children not used to spending such long periods of time being mentally challenged at that level.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Low attendance rates.
F.	Complex family backgrounds where parents are struggling with various issues.
G.	Lack of support at home for completing homework or activity supportive of education with a great proportion of children spending time online, especially boys (e.g. games consoles)
H.	Parents/carers not reading with or to their children over a long period of time and reading is not seen as an important aspect of time outside of school.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Children who demonstrate gaps in learning or are falling behind will be supported through effective adult intervention to catch up. Specific skills will be targeted with assessments at the beginning and end of interventions used to measure progress.	<ul style="list-style-type: none"> • Pupils will be involved in high quality 1-2-1 and small group interventions which will focus upon specific gaps in learning • Teachers and Teaching Assistants will implement interventions with effectively • Children will make rapid progress in basic skills • The skills being supported will be applied in lessons back in the classroom • Progress rates for PP children by the end of KS2 will be above 0 • Attainment in KS1 and KS2 for PP children will be in line with non-PP pupils • Children will work hard within and enjoy the intervention sessions and understand how they support their progress
B.	The curriculum will strategically support children's enjoyment and skill development in reading.	<ul style="list-style-type: none"> • Children will indicate that they enjoy reading • English provision will be strategically structured across the day and provide a range of activity which supports skills development (English teaching, Guided Reading, Spelling, Handwriting, Independent Reading, Class Story, Interventions) • The school will demonstrate that reading is of high priority through displays, newsletters, website, events etc. • Pupils will read, for pleasure, on a daily basis outside of school • Children will access high quality narratives on a regular basis within school both inside and outside English teaching • Termly assessments will show PP children are progressing term by term, year by year towards KS2 assessments
C.	Children will demonstrate an increasing vocabulary and show a developing interest in learning new words which they can apply.	<ul style="list-style-type: none"> • Children in Early Years who begin with poor language acquisition will make rapid progress • Pupils will understand an increasing amount of vocabulary when accessing a range of reading material • Wider curriculum work will show that children are applying their knowledge of vocabulary e.g. writing outcomes • Within termly assessments, outcomes of vocabulary-based questions will improve • The classroom/learning environment will show that vocabulary is valued and children collaborate with adults to share and discuss new words
E.	Attendance rates will increase across the school with fewer persistent absentees and an increased number of children attending for 96% or more.	<ul style="list-style-type: none"> • The school attendance rate for PP children will be over 96% • There will be no PP children attending for less than 90% • Where there are attendance issues, the school will have clear systems in place which will support and challenge where appropriate

5. Planned expenditure						
Academic year		2019-2020				
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?	Cost
Pupils make good progress within all lessons, particularly in English/reading, through the support and interaction with teachers who are closely monitoring and responding to each child	Provide training for teachers regarding techniques to use within class to provide appropriate support and feedback for pupils during whole class teaching	Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.	<ul style="list-style-type: none"> Implement a specific training session to identify strategies with staff Provide a checklist of success criteria from training for staff to employ in their teaching Specific drop-in monitoring to be used to identify teachers' use of strategies in lessons 	Mrs Hamilton	November 2019 Termly monitoring	Nil
Total budgeted cost						£0

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?	Cost
Pupils, who are falling behind, make significant progress and catch up to their peers.	Funding will be used to allow the Assistant Head Teacher/SENDCo to be deployed to work with the Y1 cohort and support the staff team to work with the children who are working below expectations.	There are a significant number of children who have not met a Good Level of Development. A number of these children also have further development requirements in relation to Behaviour and Attitudes. The Assistant Head Teacher/SENDCo will be able to not only add to the adult/pupil ratio but bring a wealth of experience and knowledge to support teaching and learning for children who require support to catch-up.	<ul style="list-style-type: none"> • Identification of role and responsibilities of Mrs Hamilton on a weekly basis/half termly basis • PPA time with Year 1 staff (Tuesday am) • Meetings with HT and DHT to identify progress 	Mr Malik / Mrs Hamilton	Half termly	£36,000
	Deployment of Teaching Assistants who will be able to support children within class and through a range of interventions	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	<ul style="list-style-type: none"> • Senior Leaders to timetable TAs appropriately • Auditing what interventions currently work well and which do not • Training sessions for TAs to support their understanding and ability to apply interventions e.g. phonics • Analysing data to identify impact 	Mrs Hamilton	Half Termly	£92,000
	Implement individualised reading intervention to all Year 6 pupils and to targeted Year 5 pupils through an online reading programme called Reading Plus	70% of non-proficient readers read inefficiently. These students read more slowly than they speak, and they spend the bulk of their energies on the mechanics of reading rather than understanding the meaning of what they read. The eye-movement behaviour of these students reveals that they have a smaller perceptual span, they are not instantly recognizing words, and their navigation of text is laborious. More than 30% of proficient readers exhibit the same characteristics, but these students have developed time-consuming personal strategies to compensate for the inefficiencies. While they can successfully comprehend text, it takes an inordinate amount of time to do so.	<ul style="list-style-type: none"> • Support relevant staff to have training on how the software works • Mrs Hamilton to identify the most appropriate pupils in Year 5 to be supported by the software (17 pupils, all 14 PP who are working below EXS) • Mrs Hamilton to have half termly meetings with teachers to review their reports • Monitor the implementation of the software and provide guidance for effective structures 	Mrs Hamilton	Half termly	£4845 (3years) £1615 (1 year)

	Deployment of the Deputy Head Teacher to provide intervention within Year 6	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	<ul style="list-style-type: none"> • Discussion between DHT and Year 6 staff on a termly basis regarding focus children • Timetabling of DHT • Data analysis on a half termly basis • Half termly review of children allocated 	Mrs Chapman	Half termly	Nil
	Implement Early Talk Boost into Nursery and Reception (from January 2020)	On average, children make six months' progress after the nine-week intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention.	<ul style="list-style-type: none"> • Training for EYs lead and Nursery teacher • Leadership to be involved in scheduling the programme within the EYs timetable 	Mis Coatsworth / Miss Bradshaw	Half termly	(training x2) £140 (Resources) £480
Total budgeted cost						£130,235

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?	Cost
Pupils whose behaviour has been disruptive to their learning and the learning of their peers will develop more positive attitudes to their education by developing a greater understanding of their emotions	Employ the services of a counsellor for targeted children	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues.	<ul style="list-style-type: none"> • Discussions with the counsellor • Regular reviews with children and parents 	Mr Malik	Termly	£4,000

Children will read regularly at home with parents having a clear understanding of the importance of regular reading.	Reading-based session/workshops/ meetings for parents over the academic year	Children make the best progress when home and school work in collaboration with the same vision and goals towards children outcomes Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	<ul style="list-style-type: none"> • Schedule of parental activity designed • Parental questionnaire • Monitoring of reading records of PP children in each year group/class 	Mrs Hamilton	Termly	Nil
Children will practise basic skills, through targeted sessions, in an efficient and effective manner which will support rehearsal and lead to retention and ultimately mastery.	Purchase mobile technology (iPads) for Year 1/2 and Year 3/4 which can be managed by the phase.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. Greater access to technology is required so that pressures on timetables do not impact upon children accessing the programmes invest in by the school to support the development of basic skills in reading and maths.	<ul style="list-style-type: none"> • Use pupil progress planning and timetabling meetings to identify the implementation of tablets for the appropriate programmes • Ensure that Headphones are purchased for each phase which are managed by the phase team • Ensure that docking stations are purchased so that all is self-managed • Identify appropriate baselining and end point measuring is identified and reported 	Mr Malik / Miss Bradshaw	December 2019	£20,000
Total budgeted cost						£24,000
Final annual cost						£154,235