



Pupil premium strategy statement

1. Summary information					
School	Hartley Primary Academy				
Academic Year	2016/17	Total PP budget	£38,280	Date of most recent PP Review	October 2016
Total number of pupils	412	Number of pupils eligible for PP	29, this represents 7.28% of the school population	Date for next internal review of this strategy	October 2017
		8 of 30, this represents 27% of disadvantaged pupils			

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 2 children making expected progress in Reading	100%	74.0%
Year 2 children making expected progress in Writing	100%	65.5%
Year 2 children making expected progress in Maths	100%	72.6%
Year 6 children making expected progress in Reading.	50%	66%
Year 6 children making expected progress in Writing.	83.3%	74%
Year 6 children making expected progress in Maths.	50%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A small % of PP children are not making the rate of in year progress in maths as that of non PP children, particularly in year 5 (2016/2017)	
B.	A small % of middle to higher ability PP children are not making as much progress as those starting from the same level who are non PP.	
C.	Language skills in Reception are lower for some pupils eligible for PP than for other pupils, as identified in the whole year group screening using Language Link. This slows reading progress in subsequent years.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance of Year 2 children at Hartley: 100% of free school meals pupils had over 90% attendance. Attendance of Year 6 children at Hartley: 71% of free school meals pupils had over 90% attendance. The identified concern is that the attendance of PP children is lower than the 90% required in some year groups. This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress in maths for those children eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils identified across Key Stage 2 in maths.
B.	Higher rates of progress across KS2 for high and middle attaining pupils eligible for PP.	Pupils eligible for PP identified as high or middle ability make as much progress as 'other' pupils identified as high or middle ability, across Key Stage 2 in maths, reading and writing.
C.	Improve language skills for pupils eligible for PP in Reception and Year 1 classes.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to over 95% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2016/17				
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?
A. Higher rates of progress in maths for those children eligible for PP.	Staff training on high quality feedback. New maths scheme introduced to whole school.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Use INSET days and twilight sessions to deliver training on new maths scheme. Leadership observation of classes after the training, to embed learning. Monitoring of feedback by SLT and marking policy updated, where necessary. High quality feedback embedded. Cross trust moderation to validate feedback.	SLT Maths Lead Literacy Lead for KS2	Jan 2017
B. Higher rates of progress across KS2 for high and middle attaining pupils eligible for PP.	CPD on providing differentiation for all abilities for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train all staff in practices to provide scaffold, challenge and encouragement for these pupils.	Use INSET days/Staff meeting time to deliver training. Peer observation of classes/monitoring of planning and monitoring of books after the training, to embed learning.	SENCO	Jan 2017
C. Improve language skills for pupils eligible for PP in Reception and Year 1 classes.	Staff training on developing speaking and listening skills for the high attaining pupils in EYFS and Y1	'Overall, studies of language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.' EEF Toolkit	Use of CPD for teaching assistants in how to run successful interventions, with a focus on language skills. Learning walks to assess the effectiveness of this training.	SENCO	Jan 2017
Total budgeted cost					See Pupil Premium 2016/2017 Allocation Report

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?
A. Improved language skills in reception and Year 1	121 and small group provision of Nuffield Early Language Intervention for children in Reception and those identified in Year 1	Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensure that this time is protected and there is a dedicated space for this intervention to take place.	SENCO and HLTA for SALT	Jun 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced SLT teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with the introduction of the new Inspire Maths curriculum.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	Mar 2017
Total budgeted cost					See Pupil Premium 2016/2017 Allocation
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?
D. I Increased attendance rates for pupils eligible for PP.	Attendance officer to monitor pupils and follow up quickly on absences. First day response provision. Meetings between SMT and attendance officer weekly to monitor persistent absentees. Offer Breakfast Club.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of attendance officer about existing absence issues. PP coordinator, attendance officer, principal will collaborate to ensure standard school processes work smoothly together.	Pupil Premium Coordinator	April 2017
Additional Approaches: See 2016/2017 Allocation Report					

Total budgeted cost

See Pupil Premium
2016/2017 Allocation
Report

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve delivery of cross-circular learning.	Staff attended external 'growth mind-set' course and delivered to whole staff.	Training has informed approach to building aspiration in school. Stairs to success have developed into a growth mind set criteria and questioning. This approach has been well received by staff and this is evident from staff developing questioning technique as seen in lesson observation – best practice shared in staff meetings. Displays in every room – grow your brain – mean children are using the language within the growth mind set principles.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response. Thinking schools project/accreditation to continue to be pursued.	See 2016/2016 Report to Parents

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 2/4/5/ 6 literacy results	One to one and small group tuition delivered by qualified teacher .	High: observed increased progress amongst participating children compared to peers, as measured using end of year assessments. Reading results PP to non PP were favourable across the school, except for Year 6, where further work may need to be targeted next year, depending on the cohort. Success criteria: overall met	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	See 2016/2016 Report to Parents
Improved Year 5/ 6 maths results	One to one and small group tuition delivered by qualified teacher .	Medium: observed increase in some year groups. End of KS to current year tracking showed that Years 2,4,5 there was a positive impact, however Year 6 progress was not so positive.	While this is an effective intervention there needs to be a degree of consideration as to the level of SEN within the year group and lesson differentiated appropriately. Training on differentiation for next year. New Inspire Maths curriculum to be introduced.	See 2016/2016 Report to Parents

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maintain progress for Year 6 pupils over Easter holidays.	Easter school programme for VG/PP pupils.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	See 2016/2016 Report to Parents

7. Additional detail