

HARTLEY PRIMARY ACADEMY

Pupil Premium Action Plan

2019 – 2020

REVIEW - Report to parents

What is the Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

OVERVIEW OF SCHOOL

Total number of pupils on roll (Yr R – 6)	418
Total number of pupils eligible for PPG (@ September 2019)	32 (7.66% of roll)
Total number of Pupil Premium pupils with SEN/AEN	7 of 32 have SEN, this represents 21.87% of disadvantaged pupils
Amount received per pupil	£1320 (2019/2020)
Total received	£42,240 (2019/2020)

Pupil Premium Funding

For the financial year 2019 - 2020, we will receive £42,240 in Pupil Premium funding.

Nature of Support

At Hartley Primary Academy we continue to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, including:

- high quality, inclusive teaching.
- precision teaching by the class teacher.

- pupils taught in groups with other pupils who are working at a similar level.
- focused support from skilled teaching assistants, both in class and in small groups.
- individual tuition, by an experienced teacher or teaching assistant.
- intervention strategy support from teaching assistants (for example: Early Literacy Support, Targeted Support for Teaching Inference in Reading, Peer Mentoring, Lego Therapy).
- carefully targeted resources known to raise attainment.
- personalised support including pastoral support for individual pupils and their families, to meet their needs.
- supporting parents to fund clubs and trips.

All interventions are highly targeted over a period of time, according to need and impact tracked.

Monitoring the impact of Pupil Premium Grant

The Principal, Miss Galinis, has overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole-school priority.

Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure. Targets for pupils are set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. All pupils eligible for Pupil Premium funding are discussed at termly pupil progress meetings. The DFE and LA also analyse our school data and compare our results to national data.

Through our termly Pupil Progress Meetings we report clearly on data for Pupil Premium.

Pupil Premium Action Plan

Objective 1: to provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.

How will we meet this objective?

At Hartley Primary Academy, provision is tailored to meet the needs of every individual PP pupil.

The combination or all of following strategies will be used:

· Analysis of half termly / termly assessments and on-going formative assessment to identify gaps in knowledge / understanding. Specialist support then timetabled:

- focused specialist TA support, outside the classroom either 1:1 or small group. Timetables reviewed termly following review of pupil progress.
- focused TA support within lessons to enhance QFT.
- SALTA support across the school to identify and support areas of need.

Timetables reviewed termly following review of pupil progress.

Cost: £2000

· Experienced teacher working supporting 1:1 tuition

Cost: £9700

· Experienced Teacher to support Year 3-6 teachers with 1:1 / small group support, either in the classroom during English / Maths lessons or withdrawal from the classroom.

Support targeted at either:

- gaps in knowledge / understanding to enable rapid catch up
- Deepening pupil's knowledge and understanding where they are securely at age- related expectations and seeking to accelerate progress for identified pupils to achieve greater depth.

Cost: £5730

- SALT TA across the school to identify and support specific SLCN needs. Full EYFS screening to identify need on entry to school.

Cost: £ 5430

Actions	Personnel	Timescale	Monitoring Strategies	Success Criteria
1a. Support provided according to Pupil Premium Provision mapping. Support sessions recorded on year group provision maps. Dialogue between class teacher and support staff as to the on-going learning priorities for each individual pupil.	Class teacher Support staff	Daily / weekly	Pupil's books Lesson Observation Dialogue between teacher / support	Pupils are making at least expected progress if working at ARE or above Pupils are making accelerated progress in targeted areas if working below ARE Targeted pupils are in-line to achieve greater depth or higher standard.
1b. Termly Pupil Progress meetings - Discussions of progress with class teacher - Scrutiny of books - Analysis of summative assessments results - Review of PP provision and development of provision for the following term	Principal SLT Class teacher	Completed at the end of each term (x6 per year)	Pupils' books Summative assessment Data Analysis Discussions with class teachers Discussions with support staff	
1c. Pupil Premium Audit to review: - Effectiveness of PP strategies in meeting the needs of each individual pupil	Principal PP Champion	Twice in year (January/July 2020)	Pupils' books Summative assessment Data Analysis Discussions with class teachers Discussions with support staff	Pupils are making at least expected progress if working at ARE or above Pupils are making accelerated progress in targeted areas if working below ARE

<p>- Effectiveness of provision, leadership and management, assessment and recording, resourcing in meeting pupils' learning priorities and in accelerating progress, where necessary</p>				<p>Pupil Premium provision is well lead, resourced effectively and best meeting the needs of learners</p>
---	--	--	--	---

Pupil Premium Action Plan Objective 2: to provide personalised, targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school.

How will we meet this objective?
 At Hartley Primary Academy, provision is tailored to meet the needs of every individual PP pupil.
 The combination or all of following strategies will be used:
 · Discussions between Principal, Class teacher, external agencies and parents in identifying the social and emotional needs of individual pupils and the most appropriate support.
 This support may include any of the following: focused specialist TA pastoral support, outside the classroom either 1:1 or small group.
 The focus for provision and the provision itself are determined according to individual pupil needs.
Cost: £12,300
 - Purchase of external counsellor worker time
Cost: £2470
 - Involvement of outside agencies
Cost: determined on an individual basis

Actions	Personnel	Timescale	Monitoring Strategies	Success Criteria
2a. Support determined and provided according to Individual need Every support session recorded and evaluated on individual pastoral plans Dialogue between class teacher, support staff , Principal as to the ongoing priorities for each individual pupil.	Principal Class teacher Support staff External Agencies	Daily / weekly	Support Plans and provision maps Dialogue between teacher / support / external agencies / parents	Provision is effectively meeting individual pastoral needs.
2b. Regular formal review of quality and impact of provision by	Principal Class teacher Support staff	Determined by relevant adults	Pupils' books Summative assessment Error analysis	

relevant staff, external agencies and parents Review includes: - Feedback from individual providing the support - Feedback from the class teacher - Information on pupil's learning progress - Feedback from parents - Verbal feedback from child (if appropriate) Review informs future provision.	External Agencies		Data Analysis Discussions with class teachers Discussions with support staff	
--	-------------------	--	--	--

Pupil Premium Action Plan Objective 3: ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)

How will we meet this objective?

We will fund, where appropriate and after discussion with parents and outside agencies, activities from the following:

- Extra-curricular Clubs
- Additional lessons e.g. music, drama
- School Trips
- Residential trips

Cost: £3500

Actions	Personnel	Timescale	Monitoring Strategies	Success Criteria
3a. Dialogue between the principal, parents or carers, Outside Agencies and/or outreach worker to identify the priorities for PP funding to best meet the needs of the individual	Principal	When required	Dialogue between PP Leader, external agencies, outreach worker and parents	Provision is effectively meeting individual needs.

child. Contributions towards any of the above determined on an individual child basis				
---	--	--	--	--

Summary 2019-2020

Objectives	Projected spend	Spend to school closure	Spend including school closure	REVIEW
To provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.	£22,860	£14,547	Class teachers and teaching assistants maintained individual support for disadvantaged pupils via the Google Classroom. Individual work packs were also sent home for pupils struggling to access the online learning. SALTA continued to liaise with professionals.	At the point of school closure all of PP pupils were making expected progress if they were working at ARE or above. At the point of school closure pupils working at below ARE made progress against their personalised targets.
To provide personalised, targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school.	£14,770	£9399	During school closure support for well-being became a focal point of this plan and pupils requiring support received personalised intervention and group activities via a well-being google classroom specifically set up for this purpose.	Prior to school closure in March 2020 support was provided on an individual basis through ELSA, Relax Kids, Draw and Talk therapy and use of the special time with our FLO. After school closure the well being of our most vulnerable pupils was supported by 1:1 telephone calls weekly, google meets with both pupils and parents and a well being google classroom, with activities for children to engage with.

<p>To ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)</p>	<p>£3500</p>	<p>£2227</p>	<p>Activities beyond the classroom became vitally important during school closure and for pupils unable to access these opportunities, due to technical difficulties, devices were provided to allow access.</p> <p>Staff provided both recorded and live extra curricular activities via the google classroom.</p>	<p>Prior to school closure in March 2020 support was provided on an individual basis through ELSA, Relax Kids, Draw and Talk therapy and use of the special time with our FLO.</p> <p>After school closure the well being of our most vulnerable pupils was supported by 1:1 telephone calls weekly, google meets with both pupils and parents and a well being google classroom, with activities for children to engage with.</p>
<p>TOTAL</p>	<p>£41,130</p>	<p>£26,173</p>	<p>Predicted expenditure on the above = £14,000 approx</p>	