

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Hartlip Endowed Church England Primary School				
Academic Year	2018 19	Total PP budget	£19040	Date of most recent PP Review	April 2018
Total number of pupils	104	Number of pupils eligible for PP	13	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)	83.3%	
% making expected progress in writing (as measured in the school)	66.7%	
% making expected progress in mathematics (as measured in the school)	75%	
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Emotional issues impacting on learning	

B.	Behavioural issues impacting on learning	
C.	Gaps in learning due to school and living mobility	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Low attendance	
E.	Health issues	
4. Intended outcomes <i>(specific outcomes and how they will be</i>		Success criteria
A.	PP children to make progress in at least line with non PP	Data will evidence PP children making progress in line with non
B.	PP children afforded the same opportunities as non PP	Engagement in clubs, extended services, extra curricular activity, Residential

5. Review of expenditure

Previous Academic Year

2017 18

i. Quality of teaching for all

Action	Intended outcome	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
Provide small group intervention during class time	Pre teaching and re teaching of concepts as well as addressing gaps to ensure children catch up effectively.	Yes	Children arrive at their lessons understanding what is being taught to them Children are afforded additional time to revisit concepts that they are unsure about and experience success CONTINUE	

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include	Lessons learned (and whether you will continue with this approach)	Cost
The employment of a designated pastoral care Teaching Assistant	Support children so that they can overcome barriers to learning and make progress in line with peers	Success criteria met. Children made progress in line with peers	This is a successful provision. Employment of a designated pastoral assistant means that the children's needs can be effectively addressed away from the classroom and therefore not impactive on their learning. In addition, the pastoral assistant can work in a holistic manner with family and staff concerned in school to achieve the best outcomes for the child concerned CONTINUE	

1:1 tuition	An additional input to original plan to provide a child pre SATs year the opportunity to close gaps in learning	Child will close gaps in learning facilitating the opportunity to make progress in line with peers	This has had the desired impact. The sessions have worked well. Two thirty minute sessions twice a week with the TA associated with the class thus knowing the teaching style, expectations and the gaps which need to be closed. Engagement of parental support. CONTINUE	
1:1 music tuition	To allow a talented child to learn a musical instrument which otherwise could not be facilitated	Afforded same opportunities as peers Develop talent	Enjoyment and success of child. Engagement in extra curricular activities and festivals. CONTINUE	

iii. Other approaches

Action	Intended outcome	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

<p>The provision of a lunchtime club</p>	<p>1) provide activity and sanctuary for those children who find the playground difficult to access</p> <p>2) provide support in homework and further investigation activities for those who are not supported in this way at home</p> <p>3) provide social skills activities for those who have behaved inappropriately in the unstructured outdoor playtime</p>	<p>Less behaviour issues</p> <p>Same opportunities for all</p> <p>Healthy relationships, resilience,</p>	<p>This provision can be overseen by the Pastoral Assistant and accessed on a needs basis.</p> <p>Money is well spent employing a play leader to oversee the appropriate management of MMS and meet the intended outcomes. An outdoor provision running parallel to an indoor sanctuary.</p> <p>CONTINUE</p>	
<p>Subscribe to Busters Book Club to promote the love and enjoyment of reading and in doing so raise standards engaging reluctant readers</p>	<p>raise the profile of reading in school and encourage engagement.</p>	<p>Raise reading attainment levels</p>	<p>No impact realised. Inaccurate results received from parents. Became more of an activity that children self-led rather than parents supporting to raise attainment</p> <p>DISCONTINUE</p>	
<p>Subsidise extra curricular activities</p>	<p>Facilitate opportunities for these children to assist emotional well being, engagement and attendance in affording them access to opportunities they might otherwise be denied.</p>	<p>Children concerned engage in this provision</p>	<p>Children do not feel any different to their peers as a result of being afforded the same opportunities.</p> <p>CONTINUE</p>	
<p>Subsidise swimming and music tuition</p>	<p>As above</p>	<p>Children concerned engage in this provision</p>	<p>Children do not feel any different to their peers as a result of being afforded the same opportunities.</p> <p>CONTINUE</p>	

To establish Project 95	To ensure that no child has attendance below 95%	All children make expected progress as they are present in school to learn	The expectation for attendance is 07% in school, 98% kent. The project itself not impactful DISCONTINUE	
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6. Planned expenditure

Academic year

2018 19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Review Class provision and allocation of support to ensure that everyone is working to their strengths	As a result of strengths, children will benefit from the intervention provided	There is expertise amongst staff which can be allocated and deployed to meet the needs of learners Cohort need	Termly data collection which show all children making expected progress and some accelerated progress	TJ	
Provide targeted small group intervention during class time	For children to address misconceptions and close gaps in their learning	Impact from last academic year saw that children receiving this provision made expected progress and for some accelerated progress	Weekly TA meetings to ensure that impact is being realised and that need is met Termly pupil progress meetings to ensure the above. A specific Governor Working party established to review and challenge provision, beginning with a specific PP Progress meeting Case studies of pupils involved.	SLT SLT and nominated Governors	Weekly Termly Bi Termly at FGB Termly
Total budgeted cost					£6, 000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The employment of a designated pastoral care Teaching Assistant	Support children so that they can overcome barriers to learning and make progress in line with peers	Children receiving support last academic year in this way made progress at least in line with peers.	Weekly monitoring with PSA PSA to attend TA meetings	EM	September 2018
1:1 tuition	Close gaps Accelerate progress	Impact of provision last academic year Engagement from parents	Termly review. Impact evidence by data collection Case study Monitored by Governors	TJ	September 2018
1:1 music tuition	To allow talented children to learn a musical instrument which otherwise could not be facilitated	Children have the skill and desire to engage in this learning, but not the financial capacity. Increased engagement and participation in extracurricular activity and social contexts.	Success of child. Engagement in extracurricular activities and festivals. Representation of school.	CW	September 2018

swimming tuition	To allow all children the opportunity to achieve at least the 25m NC requirement and develop talents beyond if this is apparent.	It may be necessary for children to continue lessons beyond the allocated provision in school if they have not reached their 25m qualification. Financial implications could be a barrier to consent.	Meeting National expectation. Success of child. Engagement in extra curricular activities and tournaments. Representation of school.		
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Total budgeted cost £12,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The development of Extended Services	to promote punctual attendance and address the well being of children	Some children not arriving at school punctually meaning that they are missing valuable inputs and intervention. Some children not arriving well prepared for their learning	Appointment of appropriate staff member Sustainability of the provision Attendees will make progress in line with peers	EM/TJ	September 2018

<p>The provision of a lunchtime club</p>	<p>1) provide activity and sanctuary for those children who find the playground difficult to access</p> <p>2) provide support in homework and further investigation activities for those who are not supported in this way at home</p> <p>3) provide social skills activities for those who have behaved inappropriately in the unstructured outdoor playtime</p>	<p>Some children find unstructured times difficult and as a result anxiety issues increase as do behaviour issues.</p> <p>Some children do not complete home learning activities which can be detrimental to the progress that they make. Likewise, some are not able to access the learning resources required at home.</p> <p>Provide children with the resilience and skills to be able to make and foster their relationships and problem solve when things go wrong. Learn to cooperate together.</p>	<p>Weekly monitoring</p> <p>Less behaviour issues on the playground. Outstanding behaviour judgements</p> <p>Pupils making progress in line with peers</p> <p>Behaviour issues will not be a barrier to classroom learning</p>	<p>MS</p>	<p>September 2018</p>
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<p>Subsidise extra curricular activities/trips and residentials</p>	<p>Facilitate opportunities for children to participate for the benefit of their emotional well-being, engagement and attendance.</p>	<p>It is noted that children may like to participate in offered extra curricular activities activities/trips and residentials but this is prevented due to financial constraints. This can cause detriment to well being as well as the feeling of exclusion.</p> <p>Such provision can be funded appropriately from PP rather than the allocated budget.</p>	<p>Opportunities available to all.</p> <p>Personal contact with parents</p> <p>Stakeholder feedback</p>	<p>TJ</p>	<p>Termly according to opportunities available.</p>
Total budgeted cost					£2,000
7. Additional detail					

In this section you can annex or refer to **additional** information which you have used to support the sections above.

