



Harlyn Primary School: Pupil Premium Projected Expenditure 2018-2019

The Pupil Premium had been introduced by Government as an additional fund for pupils registered as eligible for free school meals (FSM), Looked After Children (LAC) or children who have parents currently serving in the armed forces. Pupil Premium includes any child that has been registered for FSM during the last 6 years (Ever 6).

Total number of pupils on roll- excluding Nursery	550 (January 2018)
Total number of eligible pupils	70 (January 2018)
Total amount of grant	£92,400.00
Projected spend	£94,437.00

Harlyn Primary School recognises that school has a direct impact on children's attainment and is committed to enabling all children to gain a quality education. We believe that **all** children have the right to succeed, to feel valued and to develop the skills and attributes to be life-long learners.

All members of staff, Governors and Teaching Assistants accept responsibility for socially disadvantaged children and are committed to meeting their pastoral, social and academic needs within the school environment. We recognise children from disadvantaged backgrounds can face particular challenges and welcome the Pupil Premium as an important way to support them. Our approach ensures that all aspects of the school support children from disadvantaged backgrounds, by providing targeted support when it is needed. For example, during analysis of every pupil's progress, teachers, the Senior Management Team and Governors look in detail at the development of all pupils groups, including Pupil Premium.

We also recognise that to enable pupils to develop wider skills, talents and experiences, participating in clubs, school visits and journeys play an important role and should be accessible to all. We therefore use some pupil premium money to pay for and subsidise these activities for those who would not otherwise be able to afford them.

We monitor how each child is progressing and use this information to target which type of support is needed. The use of the Pupil Premium is as follows.

Our Objectives in spending the Pupil Premium Grant:.

- To remove barriers to learning.
- To accelerate pupil progress and raise attainment
- To support social and emotional development that enables children to learn.
- To broaden experiences and widen opportunities for children.

Strategy for using the funding

We are dedicated to increasing the rate of progress and overall achievement for targeted children through four key areas:

- Focus on learning in the curriculum – strategies that support pupils to learn more effectively
- Focus on social, emotional and behavioural needs – strategies that remove social and emotional barriers to learning; develop pupils' well-being and self esteem so that they learn more effectively in the classroom; empower pupils the strategies they need to be successful
- Focus on enrichment beyond the curriculum – strategies that enhance the opportunities for disadvantaged pupils; widen pupils experiences; offer opportunities for leadership and success; develop life-long learning skills
- Focus on families – strategies to enhance parental relationships in order to better support pupils; develop parenting skills; give parents better skills to support their children's learning and development.

Measuring the Impact of PPG spending:

We regularly measure the impact or effect of our Pupil Premium strategies and initiatives using a range of methods including:

- analysis of achievement data (pupil progress and the standards they attain) to see if we are successfully closing any gaps;
- specifically tracking their progress in the intervention programmes they are on, and other support they and their families receive, to see if they are working using our whole school provision map and pupil progress meetings, leading to an in-depth discussion and guidance from the Headship Team, SENCO and team leaders on how best to help each individual pupil as well as groups of pupils;
- observation of in-class support, intervention programmes and other provision, such as Forest School, to ensure they are being delivered well and are targeted on the children who will benefit most from them to maximise their effectiveness and impact;
- directly comparing the quality of work and progress in their books to that of the other children in the class;

- feedback from internal nurture provision staff in The Hub as to the progress pupils are making socially and emotionally;
- analysis of other relevant key indicators such as attendance, punctuality, behaviour;

We use this information to decide which strategies are working well, which can be expanded and developed further. If an approach is having little effect it may need to be targeted on different children, improved, or abandoned and replaced with something better. We always aim to ensure that approaches provide the best value for money and are selected for their greatest impact on pupils' development.

Nature of Support	Cost	Impact
Intervention groups/lessons - salaries Inclusion Staff, Teaching Assistant (TA) Pupil Premium HLTA	£70,539	Staff provided support to PP children, to help them reach their full potential and develop their social and emotional needs and self-esteem. All members of the Inclusion Team worked with children to extend or close the gap in all areas of the curriculum. Monitoring: Targeted support from Inclusion staff for learners in Reading, Writing and Maths. The children are assessed each term for spelling, High Frequency word knowledge, PM Bench Mark Reading Assessment, teacher assessments for writing, reading, Maths and observations.
Practical Maths	£820 SEN teacher, HLTA, TA	Practical Maths intervention groups were introduced in years 2 to 5. PP children were well represented in these groups. The PP children all needed strong and sustained support with their Maths and started the year lacking confidence. The sessions were one hour, carried out twice weekly. Monitor: Class teacher assessment, observations during sessions and daily evaluations and feed back to teachers.

Language Link Programme	£960	An EAL HLTA oversees this very successful early intervention Speech, Language and Communication programme which is delivered to Reception children. The Reception children are tested at the beginning of the school year and those that are assessed as having a very poor understanding of classroom language are given two targeted small group sessions per week throughout the year. Monitoring: A running record is carried out each lesson and at the end of each module a report is produced for each child.
Play Therapist and The Hub	£13,265	The school now employ a dedicated Play Therapist. The aim of the service is to provide confidential and professional support for vulnerable children who were experiencing a range of social, emotional and behavioural difficulties. The Hub was established to support children who had sensory issues and children who needed support socially. Monitor: Children attend sessions once weekly for 50 minutes to an hour. The therapist produced a report on each child at the end of the year and met with parents each term. The Hub runs each day during break times and lunch times.
Rapid Reading ICT Programme	Programme purchase £450	For KS1/KS2 children who have little interest or confidence when reading or for those who struggled to understand a text. Four members of staff have been trained to run the programme. Monitoring: During each session the allocated books are read and the questions have to be answered. This is monitored online and is printed off to show the children how they have achieved and if they have completed all the questions correctly. This indicates how well each child has

		read the books and completed the questions. Children were also asked to bring their reading record books to each session and the books read in the sessions were recorded.
Word Shark	See Personnel funding HLTA	To help children who have difficulty with learning and memorizing basic facts. It can be tailor made for the individual students. Monitoring: The children are tested on their high frequency word knowledge. They are monitored throughout each session and the words are tested at the end of each week. A new list of words is given when they are able to spell all ten words that they have been set. Five words are also sent as homework and are tested verbally in school to reinforce learning.
Number Shark ICT Programme, MyMaths, Sumdog	See Personnel funding HLTA	We have been using several programmes to help children who have difficulty with learning and memorising mathematical facts, using IT interactive games.
Teaching Assistant to organise and run the Jelly and Bean Programme.	£430	Jelly and Bean is a specific reading programme for children who are having difficulty learning phonics, decoding words and beginning the reading process. The aim of the programme is for children to improve their phonics and letter knowledge and to learn to read at their level in small achievable steps. Monitor: The children read and have extra phonics input 2-3 times a week, on a 1:1 basis for 20 minutes. All children make progress as their learning is highly differentiated on a 1:1 basis.

Teaching Assistant	£1,413	Additional hours to support a ASD/ ADHD child with an EHCP to enable her to access the school curriculum and allow her to reach her potential without interrupting other children's learning.
Staff Training	£2,790	SEN team staff attended a variety of SEN courses.
Extra-Curricular Activities and resources After school clubs, Homework club, Breakfast club, School trips, Holiday Clubs, School Journey.	£3,770	Monitoring: PP pupils were notified and encouraged to attend all enrichment opportunities and clubs that were offered within and outside the school alongside their peers. This supports social and emotional wellbeing, as well as increasing educational attainment.
Additional resources for use in intervention groups and to support learning.		Monitor: Children are able to be in an attractive learning environment, with interesting, varied lessons and work is differentiated to suit the individual needs of the children.