



Learn, Laugh, Love

The Pupil Premium: Using it to diminish the difference at Harehills Primary School

September 2017 – September 2018

Harehills Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.



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What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Context

Harehills Primary is a large 3-form entry school with 735 pupils. We serve an area of significant deprivation and our pupils come from a wide range of ethnic minority backgrounds (22 ethnic groups and 41 languages spoken). The majority of our pupils are of Pakistani heritage and we have an increasing number of pupils from Eastern European and African countries arriving in school with little or no English, and no previous schooling. There is a significant language barrier in school with 89% of our pupils' proficiency in English ranging from New to English to Developing Competence, and a large number of pupils enter school with delayed language and reading skills. Currently, the percentage of pupils eligible for Pupil Premium funding is 31% (Spring census 2018), this figure is decreasing year on year, which is another significant barrier. We believe among other factors, this decrease is because many of our families are new to the country and therefore unentitled to Free School Meals and other benefits, and also it has become increasingly difficult for families to claim eligibility for Free School Meals under new benefits criteria.

Rationale

Harehills Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on *all pupils*
- focussed support to target *under-performing pupils*
- specific support targeting *pupil premium pupils*

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes two identified governors having responsibility for Pupil Premium, the Deputy Head teacher, Assistant Head teachers and TLCs responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Deputy Head teacher and Assistant Head teachers regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

Action Plan for Pupil Premium provision September 2017 – September 2018

Ofsted November 2015

'Pupil Premium funding is use very effectively and provides additional teaching and support for pupils' welfare. As a result, disadvantaged pupils often make better progress than other pupils, relative to their individual starting points. The school carefully identifies any factors that cause pupils to fall behind and carefully plans how pupils can be helped to catch up.'

Main internal and external barriers:

- Vulnerable families and pupils with emotional and social needs
- High numbers of pupils with limited/no English
- High mobility
- Tackling Persistence Absentee levels
- Delayed language and vocabulary skills (speaking & reading skills)
- School readiness (low academic baselines on entry, socially and emotionally ready)

Desired outcomes to diminish the difference between Pupil Premium funded pupils and 'Other' pupils

- A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)
- B. Continue to support families and pupils' social, emotional and health needs through Nurture and the Hub Team
- C. Continue to support pupils and families who are new to English/ no previous schooling
- D. Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- E. PP pupils make rapid progress to catch up to their peers
- F. More Able PP pupils 'on track' to exceed Expected Standard
- G. Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers
- H. Increase vocabulary, reading and phonics achievement in EYFS & KS1
- I. Improve school readiness and pupils' enjoyment through providing before and after school clubs, subsidising trips.

*Please see the Action Plan below for more detail around the above desired outcomes

Action Plan for Pupil Premium provision September 2017 – September 2018

Financial year April 2017 to April 2018	Amount of Pupil Premium Funding
2017 - 2018	£313, 680 (inc EYPP funding)
2016 - 2017	£327, 848 (inc EYPP funding)
2015 - 2016	£357, 743 (inc EYPP funding)
2014 - 2015	£374, 400 (£1300 per pupil)

Total Pupils on roll FS1 to Year 6: 735 children (Summer 2017 census)	Total Pupils on roll Nursery: 102 children (Summer 2017 census)
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	2017 - 2018	2016 - 2017	2015 - 2016	2014 - 2015
Number of FSM pupils eligible for Pupil Premium	234 – 32%	244 - 39% (Autumn 2016 census)	270 (43%)	268 (45.9%)
Number of FSM pupils eligible for Early Years Pupil Premium	16 pupils	15 pupils (Autumn 2016 census)	18 pupils	n/a
Number of Looked after children eligible for Pupil Premium or children from Armed Services Families	0	2	2	2

Action Plan for use of Pupil Premium 2017 - 2018

Desired Outcome	Action: Pupil Premium used for...	Amount allocated (£)	New Continued action	Targeted Group(s)	Intended Outcomes How the actions impact on achievement	Monitored by	Impact
Whole school strategies for all pupils							
D	Attendance support for pupils & families – led by, Attendance and Admissions Manager, Inclusion Manager Learning Mentors.	£42,000	Continued	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on <i>Persistent Absentees</i> .	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for approx. 70 vulnerable families across the year.	SBM DHT Integrated Services Manager for Attendance Governors Pupil Support Committee	
I	Rise and Shine breakfast club serving approx. 100 children with enhanced provision for vulnerable children - led by Rise & Shine Manager and 9 staff.	£56,000	Continued	Whole school- targeted at PP children, other vulnerable children and children with poor attendance	Improved attendance, punctuality wellbeing and readiness to learn (approx. 100 children)	Inclusion team Leader, SLT Governors Pupil Support Committee	
B	Inclusion Manager and Learning Mentors support for children and families.	£28,500	Continued	Whole school	Targeted focus work with families to enable them to support their child's learning and well-being.	Inclusion team Leader, SLT Governors Pupil Support Committee	

I	Rise & Shine and Clubs resources.	£5,000	Continued	Targeted children across school	Improved attendance, punctuality wellbeing and readiness to learn – particular focus on reading	Inclusion team Leader, SLT Governors Pupil Support Committee	
B	Fuel for School start-up costs.	£3,000	Continued	Whole school- families	All families across school have a weekly opportunity to our access ‘pay as you feel’ food market stall.	SBM SLT Governors Pupil Support Committee	
Targeted strategies for underperforming pupils and other pupils							
E F	Additional Teacher 3 days a week in Upper KS2 boosting Year 5/6 Reading, Writing and Maths.	£23,500	Continued	Year 5/6	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils (approx. 36 children per week across the year groups)	SLT Governors Resources committee	
C	Additional Teachers to support NtE/New arrivals.	£24,000	Continued	Whole School New Arrivals	Small group teaching for NtoE/New Arrivals to ensure effective induction into school and accelerate acquisition of English.	SLT Governors - Resources committee	
G	Teacher allocated teach small groups of vulnerable children across Foundation Stage 2 and Year 1 (2 days a week)	£21,000	New	EYFS	Small group teaching in The Orchard to support children with low on-entry baseline in EYFS & KS1.	SLT Governors Teaching & Learning Committee	
B D	One Minibus routes to collect 30 vulnerable children with poor attenders (1 drivers and 1 escort)	£7,000	Continued	Whole school- targeted at PP children, other vulnerable children, and children with poor attendance	Improved Attendance, punctuality and readiness to learn. Targeting extra reading before school to improve fluency and comprehension.	Inclusion team Leader, SLT Governors Pupil Support Committee	
B	The full time Nurture Manager and 2 part time Behaviour Support Workers deliver Nurture Provision focusing on behaviour support and social and emotional learning.	£45,000	Continued	Whole school Identified case load	Nurture support delivered in and out of class, focussing on behaviour, social skills and attitudes to learning (Approx. 8 PP children in the group)	Inclusion team leader and AHT lead for SEN Governors Pupil Support Committee	
B	Learning Mentors Pastoral support (for individual children)	£26,000	Continued	Whole school- targeted at PP children and other vulnerable children	Learning Mentors support children in and out of the classroom. Raised self-esteem, promoting confidence and increased motivation.	SLT Governors Pupil Support Committee	

E F	Y6 Booster classes 1hour booster sessions (12 weeks)	£6,000	Continued	Year 6	Accelerating learning & progress in Y6	AHT for UKS2 HT and DHT Governors Teaching & Learning Committee Learning Committee	
	Three days Booster School at Easter.				Accelerating learning & Progress in Y6 Raise self-esteem, promoting confidence, social skills and increasing motivation.		
	Autumn to Spring Reading Squad in Y6	£2000	New		(approx. 40 - 50 children)		
Targeted strategies for Pupil Premium pupils							
A	Staff release time to support the leadership and management of pupil premium strategies.	£15,000	Continued	Whole School	TLCPS/AHT and other relevant leaders across school released for ½ day per half term to ensure pupil premium provision is tracked, monitored and evaluated half termly, including the support for families.	SLT Governors Resources committee	
E	HLTAs to teach small groups of vulnerable children across Year4 and Year 6 - high number of PP children in Y4 & Y6.	£25, 000	New	Years 4 & 6	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils (Working with 44 PP children in Y4 and 44 PP children in Y6)	SLT Governors Resources committee	
E F	Additional Teaching Assistant for 2 days in Y5/6 – high number of PP children in Y6.	£5, 500	Continued	Year 5/6	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils (Working with approx. 44 PP children)	SLT Governors Teaching & Learning Committee	
H	One additional part time Reading Assistant in EYFS. One additional support Assistant to work across KS1.	£13, 000	Continued	EYFS/KS1	Accelerate phonics learning, reading/comprehension and vocabulary in FS2 and KS1 (approx. 21 PP children per week across the year groups)	SLT Governors Teaching & Learning Committee	
I	Subsidising educational trips and visitors.	£4,000	Continued	Targeted PP children across school	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved	SLT Governors Teaching & Learning Committee	
	Total spend:	£313, 000					