



Learn, Laugh, Love

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

**September 2016 – September 2017**

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



Learn, Laugh, Love

### **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 2016 – September 2017

| Financial year April 2016 to April 2017 | Amount of Pupil Premium Funding |
|---|---------------------------------|
| <b>2016 - 2017</b>                      | £327, 848 (inc EYPP funding)    |
| <b>2015 - 2016</b>                      | £357, 743 (inc EYPP funding)    |
| <b>2014 - 2015</b>                      | £374, 400 ( £1300 per pupil)    |

|  |   |
|--|---|
| <b>Total Pupils on roll FS1 to Year 6:</b> 721 children (Autumn 2016 census) | <b>Total Pupils on roll Nursery:</b> 92 children (Autumn 2016 census) |
|--|---|

|  | 2016 - 2017                    | 2015 - 2016 | 2014 - 2015 |
|--|--------------------------------|-------------|-------------|
| <b>Number of FSM pupils eligible for Pupil Premium</b>   | 244 - 39% (Autumn 2016 census) | 270 (43%)   | 268 (45.9%) |
| <b>Number of FSM pupils eligible for Early Years Pupil Premium</b>   | 15 pupils (Autumn 2016 census) | 18 pupils   | n/a         |
| <b>Number of Looked after children eligible for Pupil Premium or children from Armed Services Families</b> | 2                              | 2           | 2           |

### Action Plan for use of Pupil Premium 2016 - 2017

| Desired Outcome                               | Action:<br>Pupil Premium used for...  | Amount allocated (£) | New/<br>Continued action | Targeted Group(s)   | Intended Outcomes<br>How the actions impact on achievement  | Monitored by   | Impact |
|---|---|----------------------|--------------------------|---|---|--|--------|
| <b>Whole school strategies for all pupils</b> |   |                      |                          |   |   |  |        |
| <b>D</b>                                      | <b>Attendance support for pupils &amp; families – led by, Attendance and Admissions Manager, Inclusion Manager Learning Mentors.</b>                            | £38,000              | 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.35 -50 families across the year. | SBM<br>DHT<br>Integrated Services Manager for Attendance<br><a href="#">Governors</a><br><a href="#">Pupil Support Committee</a> |        |
| <b>I</b>                                      | <b>Rise and Shine breakfast club serving approx. 100 children with enhanced provision for vulnerable children - led by Breakfast Club Manager and 11 staff.</b> | £38,000              | Continued                | Whole school-targeted at PP children, other vulnerable children and children with poor attendance   | Improved attendance, punctuality wellbeing and readiness to learn<br><br>(approx. 100 children)   | Inclusion team<br>Leader, SLT<br><a href="#">Governors</a><br><a href="#">Pupil Support Committee</a>                            |        |
| <b>B</b>                                      | <b>Inclusion Manager and Learning Mentors support for children</b>  | £25,000              | Continued                | Whole school  | Targeted focus work with families to enable them to support their child's learning and  | Inclusion team<br>Leader, SLT  |        |

|  |   |         |                      |  |   |   |  |
|--|---|---------|----------------------|--|---|---|--|
|  | and families.   |         |                      |  | well-being.   | Governors<br>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<br>Leader, SLT<br>Governors<br>Pupil Support Committee                 |  |
| B  | Fuel for School start-up costs.   | £2,000  | New                  | Whole school-families  | All families across school have a weekly opportunity to our access 'pay as you feel' food market stall.   | SBM<br>SLT<br>Governors<br>Pupil Support Committee                                    |  |
| <b>Targeted strategies for underperforming pupils and other pupils</b> |   |         |                      |  |   |   |  |
| E<br>F   | Additional Teacher 3 days a week in Upper KS2 boosting Year 5/6 Reading, Writing and Maths.   | £15,000 | 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<br><br>Governors<br>Resources committee   |  |
| C  | Additional Teachers to support NtoE/New arrivals.   | £42,000 | Continued            | Whole School New Arrivals  | Small group teaching for NtoE/New Arrivals to ensure effective induction into school and accelerate acquisition of English.   | SLT<br><br>Governors -<br>Resources committee   |  |
| G  | Full time Early Years Practitioner in Foundation Stage2.  | £19,000 | Continued            | EYFS   | Address the low baseline on entry data though additional adult support, particularly focussing upon Physical development & speaking strands.                              | SLT<br>Governors<br>Teaching &<br>Learning<br>Committee                               |  |
| B<br>D   | Two Minibus routes to collect 30 vulnerable children with poor attenders (2 drivers and 2 escorts)  | £15,000 | Continued            | Whole school-targeted at PP children, other vulnerable children, and children with poor attendance | Improved Attendance, punctuality and readiness to learn.<br><br>Targeting extra reading before school to improve fluency and comprehension.                               | Inclusion team<br>Leader, SLT<br><br>Governors<br>Pupil Support<br>Committee          |  |
| B  | A Nurture Manager and 2 Behaviour Support Workers to deliver Nurture Provision focusing on behaviour support and social and emotional learning. | £47,000 | Continued            | Whole school – Identified case load  | Nurture support delivered in and out of class, focussing on behaviour, social skills and attitudes to learning<br><br>(Approx. 10 PP children in the group)               | Inclusion team leader<br>and AHT lead for SEN<br>Governors<br>Pupil Support Committee |  |
| B  | Learning Mentors Pastoral support (for individual children)<br><br>1x additional full time Learning Mentor for Years 5&6                        | £36,000 | Continued<br><br>New | Whole school-targeted at PP children and other vulnerable children                                 | Learning Mentors support children in and out of the classroom.<br>Raised self-esteem, promoting confidence and increased motivation.                                      | SLT<br>Governors<br>Pupil Support<br>Committee  |  |

|   |  |                  |           |                                    |   |  |  |
|---|--|------------------|-----------|------------------------------------|---|--|--|
| <b>E<br/>F</b>                                      | <b>Booster classes – four Teachers teaching after school<br/>1hour booster sessions (12 weeks)<br/><br/>Three days Booster School at Easter.</b> | £5,000           | Continued | Year 6                             | Accelerating learning & progress in Y6<br><br>Accelerating learning & Progress in Y6<br>Raise self-esteem, promoting confidence, social skills and increasing motivation.<br><br>(approx. 40 - 50 children) | AHT for UKS2<br>HT and<br>DHT<br><a href="#">Governors Teaching &amp; Learning Committee</a><br><a href="#">Learning Committee</a> |  |
| <b>Targeted strategies for Pupil Premium pupils</b> |  |                  |           |                                    |   |  |  |
| <b>A</b>  | <b>Staff release time to support the leadership and management of pupil premium strategies.</b>  | £9,000           | New       | Whole School                       | Relevant leaders and staff across school are released for ½ day to ensure pupil premium provision is monitored and evaluated half termly, including the support for families.                               | SLT<br><a href="#">Governors Resources committee</a>   |  |
| <b>E<br/>F</b>                                      | <b>Additional Teaching Assistant for 2 days in Y4 – high number of PP children.</b>  | £5, 500          | New       | Year 4                             | Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils (Working with approx. 24 PP children)   | SLT<br><a href="#">Governors Teaching &amp; Learning Committee</a>   |  |
| <b>H</b>  | <b>One additional part time Reading Assistant in Year 1.<br/>Two additional support Assistants to work across EYFS/KS1.</b>                      | £22,500          | Continued | EYFS/KS1                           | Accelerate phonics learning, reading/comprehension and vocabulary in FS2 and KS1<br><br>(approx. 21 PP children per week across the year groups)  | SLT<br><a href="#">Governors Teaching &amp; Learning Committee</a>   |  |
| <b>I</b>  | <b>Subsidising educational trips and visitors.</b>   | £4,000           | Continued | Targeted PP children across school | Raised self-esteem, promoting confidence and increased motivation.<br>Behaviour, social skills and attitudes to learning improved   | SLT<br><a href="#">Governors Teaching &amp; Learning Committee</a>   |  |
|   | <b>Total spend:</b>  | <b>£328, 000</b> |           |                                    |   |  |  |