

## Pupil Premium Evaluation Report 2016-17

Our Pupil Premium Grant allocation for the 2016-17 academic year was **£84,452**. This was based on the number of pupils eligible for the Pupil Premium Grant in the January 2016 census.

Number of Pupils on roll (Summer term 2016) eligible for the Pupil Premium Grant *				
Total number of children on roll	Total number of children eligible for PPG	Free School Meals (incl. Ever 6)	Services (incl. Ever 5)	LAC or Post-LAC
630	85	41	33	11

\*(These numbers are based on the number of pupils eligible in the January 2016 census on which the grant is calculated as well as those joining after the census who should be eligible for the Pupil Premium Grant)

SAT Performance of disadvantaged pupils at the end of Key Stage 2 in 2017 (provisional)				
		Harrison Primary	National (all children)	Hampshire (all children)
% of Pupil Premium pupils at Harrison achieving age related expectation compared to National and Hampshire County averages of <b>ALL</b> pupils achieving age related expectation including those receiving the pupil premium grant	Reading	89%	71%	76%
	Writing	89%	76%	80%
	Maths	89%	75%	77%
	GPS	89%	77%	78%

## Pupil Premium Objectives

There is no single strategy or intervention which provides a complete solution to narrowing the gap. Our overarching aim is for **all** children to receive high quality teaching and classroom learning support in order to maximise opportunities for success and provide additional support through targeted provision. Decisions on how to deploy the Pupil Premium Grant are based on the context of the school and the challenges it faces.

Whole School Strategies – benefiting all pupils			
Key action	Objectives	Outcome	Cost
Continued strong CPD culture for all staff focusing on the new curriculum, new assessment procedures, moderation, marking feedback, metacognition, buddying and coaching	Continuous drive for excellence creating an environment of shared understanding, responsibility and growth.	100% of teaching is good or outstanding (Lesson observations) A skilled classroom support staff team leading to enhanced support of Higher Quality & Inclusive Teaching in class (Lesson observation and TA monitoring) Shared ethos embedded in practice; consistent implementation of practice and expectations across school (Lesson observations) children respond to challenge through effective oral and written feedback (book scrutiny)	<b>£76,716.00</b>
Teaching Assistants in the classroom supporting high quality teaching and learning across the school	Classroom support of higher quality and inclusive teaching.	Resulting in good attainment and progress for our disadvantaged pupils	
Training for Teaching Assistants including Outstanding Teaching Assistant Programme, Video Interaction Guidance programme focusing on positive interaction with children, precision teaching, transition and pastoral care	Development of skilled staff to support high quality teaching and learning	<u>Key Stage 1</u>  7 children were in receipt of the Pupil Premium Grant (Free School Meals 6, as a 'looked after' child, under Special Guardianship Order or adopted and therefore eligible for the grant. Three of the seven children have significant special educational needs).	
Resources (numeracy, literacy, nurture, speech and language)	Provision of high quality resources to support teaching and learning.	In Reading 83% 5 of the 6 children achieved Age Related Expectation (ARE.)	
SENCo role includes responsibility for all vulnerable groups	Closer relationships with and timely support for vulnerable families.  Improved tracking and planning for vulnerable pupils leading to improved/consistent levels of attainment and progress.	In Writing 50%, 3 of the 6 children achieved Age Related Expectation (ARE).	

	<p>Design and delivery of training to teaching assistants to develop the skills needed to support and deliver high quality teaching and learning across all classes.</p> <p>Identification of whole school strategies for learning e.g. speech, language and communication needs, transition, pastoral support, support for parents in order to narrow the gap between vulnerable children and rest of cohort.</p>	<p>In Maths 67%, 4 of the 6 children achieved Age Related Expectation (ARE).</p> <p><u>Key Stage 2</u></p> <p>9 children were in receipt of the Pupil Premium Grant (Free School Meals 6, as a 'looked after' child, under Special Guardianship Order or adopted and therefore eligible for the grant. Three of the seven children have significant special educational needs).</p> <p>In Reading, Writing, Maths and GPS 89% 8 of the 9 children achieved Age Related Expectation (ARE) above all children nationally including children not in receipt of the Pupil Premium Grant.</p> <p>Only one child with significant special educational needs did not achieve ARE.</p> <table><tr><td></td><td>Harrison Primary</td><td>National (all pupils)</td></tr><tr><td>Reading</td><td>89%</td><td>71%</td></tr><tr><td>Writing</td><td>89%</td><td>76%</td></tr><tr><td>Maths</td><td>89%</td><td>75%</td></tr><tr><td>GPS</td><td>89%</td><td>77%</td></tr></table>		Harrison Primary	National (all pupils)	Reading	89%	71%	Writing	89%	76%	Maths	89%	75%	GPS	89%	77%	
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Targeted strategies for underachieving pupils – benefiting disadvantaged and under-achieving pupils																		
Additional Maths teacher in Year 6	Targeted teaching for pupils in maths in Year 6 in order to ensure pupils make Age Related Progress at end of key stage	8 out of the 9 disadvantaged pupils made Age Related Expectation with 3 children, 33%, achieving Greater Depth.	£3,110.00															
Early and targeted interventions including one to one support, pre and post tutoring and catch-up provision	A whole school approach to meeting the needs of disadvantaged children incorporates access to high quality first teaching, in-class support through focussed class teacher and teaching assistant support which are backed up by specialist wave 3 short term intervention,	At end of key stage 2 89% disadvantaged children achieved the expected standard, compared with 67% nationally. 100% looked after children and 86% Ever6 achieved ARE.	£12,664.00															

	and additional teaching. Forensic monitoring and timely intervention to secure progress for underachieving pupils to ensure end of key stage expectations are achieved		
Focus on persistent absence and lateness through daily monitoring of attendance by SMT  Social and Emotional support for children and families – ELSA & pastoral support, Nurture groups, mentoring of vulnerable children by the Senior Management Team (SMT)	Maintain high attendance for all pupils (school target 97%) Improvement in attendance and punctuality levels  Development of positive relationships with vulnerable families Work with vulnerable children to ensure children are able to access high quality teaching Support for children with challenging behaviour Improved social skills, confidence and attitudes to learning Bereavement support	Improved attendance at 97% Improved relationship between school and families	<b>£6,919.00</b>
			<b>Total: £99,409.00</b>
<b>Extra-Curricular Enhancement Support - targeted strategies to disadvantaged pupils</b>			
Subsidies for disadvantaged pupils Extra-Curricular Enhancement activities such as school trips, residential trips, music lessons	To enable children to benefit from instrumental tuition, additional enrichment activities and residential trips	Improved involvement levels of vulnerable children Greater access to a wider experience for vulnerable children Access to healthier lifestyles Improved self-esteem for pupils Support for our vulnerable families	<b>£1,768.70</b>
<b>Total Spend:</b>			<b>£101,177.70</b>
Pupil Premium Grant allocation			<b>£84,452</b>
Additional Spend from whole school budget:			£16,725.70