

## Pupil Premium Evaluation Report 2017-18

Our Pupil Premium Grant allocation for the 2017-18 academic year was **£89,361**. 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	99	51	29	19

\*(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 2018 (provisional)					
% of disadvantaged 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		Harrison Primary		National (all children)	Hampshire (all children)
		EXS*	GDS*	EXS*	EXS*
	Reading	100%	39%	75.3%	78.4%
	Writing	100%	17%	78.3%	81.8%
	Maths	100%	44%	75.6%	78%
	GPS	100%	33%	77.7%	78.7%
SAT Performance of pupils eligible for Services Pupil Premium at the end of Key Stage 2 in 2018 (provisional)					
% of Services 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		Harrison Primary		National (all children)	Hampshire (all children)
		EXS*	GDS*	EXS*	EXS*
	Reading	100%	50%	75.3%	78.4%
	Writing	100%	100%	78.3%	81.8%
	Maths	100%	100%	75.6%	78%
	GPS	100%	100%	77.7%	78.7%

\*EXP – Expected Standard, GDS – Greater Depth Standard

## Pupil Premium Objectives

There is no single strategy or intervention which provides a complete solution. 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
<p>Strong CPD culture for all staff focusing on a rich, broad and balanced curriculum.</p> <p>Training has focused on the theory of motivation and positive classroom climate for learning, the theory of self-determination and on developing an understanding of the needs of children with autism.</p> <p>In addition, teaching assistants have had training in cued spelling and precision teaching to support learning. Our ELSAs, FEIPS counsellor and nurture specialist have continued to receive training to enable them to better support the emotional well-being of our pupils and their families.</p>	<p>Continuous drive for excellence creating an environment of shared understanding, responsibility and growth which is aspirational and inclusive taking into account the needs of all learners in order to:</p> <ul style="list-style-type: none"> <li>Develop a consistent culture across the school that encourages all pupils to be highly motivated and engaged</li> <li>Ensure all staff have clear understanding of theory of motivation, and the importance of child-centered learning</li> <li>Develop social and emotional skills and attitudes that promote learners' success, well-being and mental health in school</li> <li>Ensure staff and pupils understand how to adapt the curriculum to meet the individual needs of pupils</li> <li>Improve parental understanding of their influential role in determining children's motivation and success</li> <li>Ensure pupils understand their role as responsible citizens in society, build resilience, confidence and independence</li> </ul> <p>Development of skilled staff to support high quality teaching and learning and the individual needs of children.</p>	<p>Our disadvantaged pupils achieve 'good' attainment due to:</p> <ul style="list-style-type: none"> <li>High expectations and aspiration for all children</li> <li>100% of teaching rated 'good or outstanding' validated by the school's LLP (Lesson observations)</li> <li>A skilled classroom support staff team leading to enhanced support of Higher Quality &amp; Inclusive Teaching in class (Lesson observation and TA monitoring)</li> <li>A shared ethos embedded in practice; consistent implementation of practice and expectations across school (Lesson observations)</li> <li>Children responding to challenge through effective oral and written feedback (book scrutiny)</li> <li>Resulting in good attainment and progress for our disadvantaged pupils</li> </ul> <p><u>Key Stage 1</u></p> <p>5 children were in receipt of the Pupil Premium or Pupil Premium Plus Grant</p> <ul style="list-style-type: none"> <li>In Reading 40% 2 of the 5 children achieved Age Related Expectation (ARE.)</li> </ul>	<p><b>£95,491</b></p>

<p>Resources (numeracy, literacy, nurture, speech and language)</p> <p>SENCo role includes responsibility for all vulnerable groups</p>	<p>Provision of high quality resources to support teaching and learning.</p> <p>Closer relationships with and timely support for vulnerable families.</p> <p>Improved tracking and planning for vulnerable pupils leading to improved/consistent levels of attainment and progress.</p> <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 the rest of the cohort.</p>	<ul style="list-style-type: none"> <li>• In Writing 40%, 2 of the 5 children achieved Age Related Expectation (ARE).</li> <li>• In Maths 60%, 3 of the 5 children achieved Age Related Expectation (ARE).</li> </ul> <p>Services Pupil Premium</p> <ul style="list-style-type: none"> <li>• 10 children were in receipt of the Services Pupil Grant</li> <li>• In Reading 50% 5 of the 10 children achieved Age Related Expectation (ARE) with 30% achieving greater depth</li> <li>• In Writing 50% 5 of the 10 children achieved Age Related Expectation (ARE) with 30% achieving greater depth</li> <li>• In Maths 60%, 6 of the 10 children achieved Age Related Expectation (ARE) with 30% achieving greater depth</li> </ul> <p><u>Key Stage 2</u></p> <p>18 children were in receipt of the Pupil Premium or Pupil Premium Plus Grant.</p> <ul style="list-style-type: none"> <li>• In Reading, Writing, Maths and GPS 100%, 18 children achieved Age Related Expectation (ARE) above all children nationally including children not in receipt of the Pupil Premium Grant.</li> </ul>	
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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	All 18 disadvantaged pupils made Age Related Expectation with 8 children, 44%, achieving Greater Depth.	£19,580															
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, and additional teaching. Forensic monitoring and timely intervention to secure progress for underachieving pupils to ensure end of key stage expectations are achieved	At end of key stage 2 100% disadvantaged children achieved the expected standard in Reading, Writing, Maths (combined) compared with 64% for all children nationally.																
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 emotional needs Support for children with challenging behaviour Improved social skills, confidence and attitudes to learning Bereavement support	Good attendance of our disadvantaged pupils: FSM = 94% LAC = 97% Services = 98%  Improved relationship between school and families																

			<b>Total: ££19,580</b>
<b>Extra-Curricular Enhancement Support and support of individuals' emotional well-being and mental health (Targeted strategies for 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>£ 440</b>
Private counselling (outsourced)	Counselling to support the emotional and mental health needs of individual children.	Individual children are better able to cope with the challenges they face and are being supported to understand past experiences.	<b>£1316</b>
			<b>£1,755</b>
<b>Total Spend:</b>			£116,826
Pupil Premium Grant allocation			<b>£89,361</b>
Additional Spend from whole school budget:			£27,465