

## Pupil Premium Evaluation Report 2019-20

Our Pupil Premium Grant allocation for the 2018-19 academic year was **£97,130.00**. This was based on the number of pupils eligible for the Pupil Premium Grant in the January 2018 census.

Number of Pupils on roll (Summer term 2019) 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	95	52	26	17

\*(These numbers are based on the number of pupils eligible in the January 2018 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 2019 (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 <b>13 children</b>		Harrison Primary		National (all children)	Hampshire (all children)
		EXS*	GDS*	EXS*	EXS*
	Reading	100%	8%	73.2%	75.8%
	Writing	85%	8%	78.5%	81.3%
	Maths	92%	15%	78.7%	80.1%
	GPS	100%	15%	78%	78.4%
SAT Performance of pupils eligible for Services Pupil Premium at the end of Key Stage 2 in 2019 (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 <b>6 children</b>		Harrison Primary		National (all children)	Hampshire (all children)
		EXS*	GDS*	EXS*	EXS*
	Reading	100%	17%	73.2%	75.8%
	Writing	100%	17%	78.5%	81.3%
	Maths	100%	33%	78.7%	80.1%
	GPS	100%	33%	78%	78.4%

\*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>Building on the prior training on the Theory of Motivation, in 2018-19 academic year staff have undertaken training to improve their understanding of barriers to learning through the ‘Helping Harry Learn’ programme delivered by Hampshire &amp; Isle of Wight EP Service. We have also focused on developing staff understanding of teaching for Mastery in mathematics which has promoted the personalisation of learning to individual needs.</p> <p>In addition, teaching assistants have received training from the Maths Hub in the use of ‘manipulatives’ in order to support mathematical conceptual understanding.</p> <p>Two TAs successfully completed the ELKLAN Speech and Language course for children with ASD further developing our understanding and support for children.</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 a clear understanding of the importance of child-centered learning – ‘personalisation’ not ‘normalisation’</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 and buddying)</li> <li>Children responding to challenge through effective oral and written feedback (book scrutiny)</li> </ul> <p>Attainment of disadvantaged pupils:</p> <p><u>Key Stage 1</u></p> <p>9 children were in receipt of the Pupil Premium or Pupil Premium Plus Grant.</p> <ul style="list-style-type: none"> <li>In Reading 56% 5 of the 9 children achieved Age Related Expectation (ARE.)</li> </ul>	<p><b>£91,533</b></p>

<p>Our ELSAs, FEIPS practitioners 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>Resources (numeracy, literacy, nurture, speech and language)</p> <p>SENCo role includes responsibility for all vulnerable groups</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>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>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 56%, 5 of the 9 children achieved Age Related Expectation (ARE).</li> <li>• In Maths 67%, 6 of the 9 children achieved Age Related Expectation (ARE).</li> </ul> <p>Services Pupil Premium</p> <ul style="list-style-type: none"> <li>• 2 children were in receipt of the Services Pupil Grant</li> <li>• In Reading 50%, 1 out of 2 children achieved Age Related Expectation (ARE)</li> <li>• In Writing 100% 2 of the 2 children achieved Age Related Expectation (ARE) with 1 child achieving greater depth (50%)</li> <li>• In Maths 100% 2 of the 2 children achieved Age Related Expectation (ARE) with 1 child achieving greater depth (50%)</li> </ul> <p><u>Key Stage 2</u></p> <p>13 children were in receipt of the Pupil Premium (FSM6) or Pupil Premium Plus Grant.</p> <ul style="list-style-type: none"> <li>• In Reading 13 children, 100%, achieved Age Related Expectation (ARE) compared to the national attainment of 73.2% (*)</li> <li>• In maths 12 out of the 13 children, 92%, achieved ARE compared to the national attainment of 78.7% (*)</li> <li>• In writing 12 out of the 13 children, 92%, achieved ARE compared to the national attainment of 78.5% - (*)</li> </ul>	
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<b>Targeted strategies for underachieving pupils – benefiting disadvantaged and under-achieving pupils</b>			
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	12 of the 13 disadvantaged pupils made Age Related Expectation with 2 children, 15%, achieving Greater Depth.	<b>£21,867</b>
Early and targeted interventions including one to one support, pre and post tutoring and catch-up provision	<p>A whole school approach to meeting the needs of disadvantaged children incorporates access to high quality and inclusive teaching, in-class support through focussed class teacher and teaching assistant support which is backed up by short term intervention, and additional teaching.</p> <p>There is Forensic monitoring and timely intervention to secure progress for underachieving pupils to ensure end of key stage expectations are achieved</p>	<p>At end of key stage 2, 84% of disadvantaged children achieved the expected standard in Reading, Writing, Maths (combined) compared with 64% for all children nationally.</p> <p>Individual subjects: 100% achieved ARE+ for reading and Grammar, punctuation and spelling; 92% achieved ARE+ for writing and maths</p>	
<p>Focus on persistent absence and lateness through daily monitoring of attendance by the Senior Management Team</p> <p>Social and Emotional support for children and families – ELSA &amp; pastoral support, Nurture groups, mentoring of vulnerable children by key adults</p>	<p>Maintain high attendance for all pupils (school target 97%) Improvement in attendance and punctuality levels</p> <p>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</p>	<p>Good attendance of our disadvantaged pupils: FSM = 94% LAC = 97% Services = 97%</p> <p>Improved relationship between school and families</p>	

Support of vulnerable parents through Family Links, a parenting programme	Improved social skills, confidence and attitudes to learning Bereavement support		
<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>£ 1150</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>£880</b>
			<b>£2,030</b>
<b>Total Spend:</b>			£115,430
Pupil Premium Grant allocation			<b>£97,130</b>
Additional Spend from whole school budget:			£18,300