

Harrow Lodge Primary School

Pupil Premium Funding Action Plan and Impact 2018-2019



Pupil Premium eligibility at Harrow Lodge Primary School for 5 years

School	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total PP	27%	26%	25%	25%	27%

Summary information					
School	Harrow Lodge Primary School				
Academic Year	2018/2019	Total PP budget	£157,080	Date of most recent review	June 2019
Total number of pupils	409	Number of pupils eligible for PP	109	Date of next internal review of this strategy	July 2019 Governors Meeting

Pupil Premium Action Plan 2018-19

At Harrow Lodge Primary School we continually strive to close the achievement gap between pupils in receipt of Pupil Premium Funding and other pupils nationally. The school's highly supportive environment enables pupils to flourish and make good progress.

We strongly believe that children's success in school is dependent on their passion and thirst for knowledge and that it is their dedication and commitment to learning that makes the difference to their success or failure. Our dedicated staff are committed to ensuring all our children leave Harrow Lodge Primary School reach their potential, regardless of their social circumstances. The additional funds provided by the government for this purpose is spent on a range of resources and staffing with the view to ensuring improved outcomes for our pupils eligible for the pupil premium grant.

Barriers to attainment and progress for all PP children 2018 – 2019

In school barriers – issues to be addressed in school	
A	The school needs to focus on targeting a higher proportion of pupil premium pupils reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2 – focus on more able PP children.
B	The demographics of the local area and school are changing. Many families are leaving the local area due to increases in rent and changes to benefits. There are also an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning.
C	Low attendance and persistent absenteeism

External school barriers – issues which also require addressing in school	
D	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
E	Some pupils and their families have social & emotional difficulties, including medical and mental health issues within disadvantaged and pupil premium families
F	Pupils have limited experiences beyond their home life and immediate community
G	Pupils start Nursery or Reception with low language levels and/or are not prepared for school, for example not toilet trained.
H	On-entry to school's Reception is lower than national data.
I	The home learning environment is not always conducive for effective learning for some pupil premium children and there is a lack of regular routines including home reading, homework, and spellings and having correct equipment in school such as a PE kit.

In school barriers	
Desired outcomes in relation to each priority/barrier	
Desired outcome and references	Approach chosen
<p>A</p> <p>Higher proportion of pupil premium pupils reaching the higher expected and greater depth – to be more in line with all and non PP children, at the end of EYFS, Key Stage 1 and Key Stage 2 – focus on more able PP children. All teachers are clear about PP children and HT has clear understanding of allocated funding</p>	<ul style="list-style-type: none"> • High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils among staff, pupils, and parents and carers ensures that all are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the research-driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's Pupil Premium Project and its outcomes. • Data tracking that identifies the gaps – data tracking is used rigorously across the whole school and identifies all underachieving pupils. • All teachers know the identified PP children and this information is shared with teachers if information changes • EYFS – focus on identified children – planning adapted to fill gaps and knowledge needed. Indoor and outdoor planning to take into consideration of needs of disadvantaged children. • Good quality texts will be acquitted to support teaching of phonics in school and home school reading for families who are without books. • KS1 and KS2 assessment leading to accurate understanding of needs of children • CPD for Quality First Teaching / mentoring and coaching support. Intensive support for teachers to produce good and outstanding teaching and learning. • Regular SIP visits to monitor and tailor CPD for teachers. • Half termly data reviews and question level analysis to inform needs and forward planning to address gaps in progress and attainment. • Weekly group meetings with More Able PP children to write school newspaper. • All pupils entitled to the PP grant have a good grasp of phonics and exposure to quality reading material to support their achievement in writing. • Selected pupils entitled to the PP grant to benefit from 1:1 catch up programme in literacy and maths. • All pupils entitled to the PP grant demonstrate engagement and application of skills and talents across the curriculum.
<p>B</p> <p>All new families of disadvantaged and pupil premium children new to the country are supported and transition within school is carefully monitored. Children settle quickly and supported work is delivered.</p>	<ul style="list-style-type: none"> • Induction process is clear and needs are understood • Links are made with the Learning Mentor to establish child's likes and needs • Assessment of learning – EAL support and QFT in class with tailored interventions from EAL coordinator • All staff receive EAL CPD on how to support children new to the country and with EAL
<p>C</p> <p>Lower lateness and persistent absenteeism for disadvantaged and pupil premium children</p>	<ul style="list-style-type: none"> • Partnership Learning Attendance Officer works with families to improve levels of attendance by developing supportive relationships with families and helping them to reduce barriers to children attending school • Magic Breakfast – bagels and breakfast for disadvantaged and pupil premium children
<p>D</p> <p>To increase aspirations for pupils and their families' futures increasing their motivation and commitment to learning</p>	<ul style="list-style-type: none"> • Provision of a range of activities to extend pupils knowledge of career options • Raise pupils' awareness of the qualifications and training needed to achieve them • Develop the desire and motivation to achieve personal goals.
<p>E</p> <p>Deliver sign posted and bespoke timely support to pupils and</p>	<ul style="list-style-type: none"> • All pupils entitled to the PP grant evidence improved Social and Emotional skills through engagement with our pastoral support team,

	their families who have social & emotional difficulties, including medical and mental health issues within disadvantaged and pupil premium families.	<p>within class, in Nurture Groups and at lunchtimes and, where necessary, through 1:1 counselling and pastoral support.</p> <ul style="list-style-type: none"> • PL Attendance Officer supports families and signposts for support including Early Help referrals
F	Disadvantaged and pupil premium pupils' experiences beyond their home life and immediate community are increased.	<ul style="list-style-type: none"> • Half termly visits to support curriculum learning in order to reduce negative cultural capital for more disadvantaged children through art and sports activities. • School partially funds trips to ensure all children are included and none are disadvantaged
G	Pupils who start Nursery or Reception with low language levels and/or are not prepared for school, for example not toilet trained, are supported to quickly develop in line with their peers.	<ul style="list-style-type: none"> • Work with families to offer support • Signpost Early Help and parent support
H	Attainment gap between disadvantaged and non-disadvantaged children by the end of EYFS has closed.	<ul style="list-style-type: none"> • Reception teachers and support staff work closely with families • Family workshops to support learning at home • 1 to 1 support with teachers and families • Targeted planning and data analysis to ensure good progress and attainment is achieved • Planning to support specific children's needs • Quality texts and environment to lessen the gap of disadvantage outside school • Tracking of individual progress and attainment – giving targeted resources for parents to use at home
I	Parents understand how to develop an environment which is conducive for effective learning with regular routines including home reading, homework and spellings and having correct equipment in school such as a PE kit.	<ul style="list-style-type: none"> • Support where needed – develop the relationship between school and home • Work with families to offer support • Signpost Early Help and parent support • School parent workshops • Induction and transition into school • Workshops and on-going support • Have spare kit for children without it

End of year data 2018-2019

End of Early Years	Cohort	Pupils eligible for PP
Numbers	43	9
GLD	71%	33%

Year 1 Phonics Screening Check	Cohort	Pupils eligible for PP
Numbers	58	11
32+	95%	100%

Year 2 retakes Phonics Screening Check	Cohort	Pupils eligible for PP
Numbers	60	11
32+	97%	100%

End of KS1 SATS	Cohort	Pupils eligible for PP
Numbers	60	11
Expected + Combined	73%	73%
Expected + Reading	78%	73%
Expected + Writing	77%	73%
Expected + Maths	83%	91%
GD Combined	15%	18%
GD Reading	28%	27%
GD Writing	18%	18%
GD Maths	22%	27%

End of KS2 SATS	Year 6 Cohort Outcomes	Pupils eligible for PP
Numbers	59	22
Expected + Combined	75%	68%
Expected + Reading	81%	73%
Expected + Writing	86%	82%
Expected + Maths	81%	77%
GD Combined	16%	0
GD Reading	26%	14%
GD Writing	19%	0
GD Maths	26%	5%

Progress Comparison

Year Group	Attainment	Progress
1	PP are slightly below Non PP	PP are in line with Non PP
2	PP are above Non PP	PP are above Non PP
3	PP are below Non PP	PP are in line with Non PP
4	PP are slightly above Non PP	PP are slightly above Non PP
5	PP are slightly below Non PP	PP are slightly below Non PP
6	PP are roughly in line with Non PP	PP are slightly below Non PP

Allocated Pupil Premium Funding

2018-2019

Total number of children in school: 409

No. of PP Children Summer 2019: 109

Total Budget: £157,080

Intervention	New or Continuing	Budgeted spend £	On-going evaluation and Impact
TAs deliver catch up training 3 *10 a week	Continuing	18,006.00	<p>12 children received interventions: 2 chn in Y3 moved to ARE in Reading 1 child in Y1 moved to secure ARE in Writing 1 child in Y4 moved up 2 bands in Writing 1 child in Y2 moved up 2 bands in Reading (Age 4.6 to 6) 1 child in Y1 moved up 1 band in writing Y1 spelling improvements: Increase of 35%, 23%, 22%, 18% and 12% 1 child in Y3 Reading age from 7.3 to 8.2</p>
SENDCo Salary 0.25	Continuing	14,500.00	<p>Continues to offer support and to monitor progress of PP pupils that are achieving less than age expected levels. Children receiving intervention from Willow Room in the afternoons - 31 out of 49 (63%) have made above expected progress since the start of the school year. Groups have been reviewed and new groups started. The children who have not made the required progress will continue to receive intervention.</p>
CK Student Councillor 0.5	Continuing	16,900.00	<p>Allows vulnerable children a safe place to discuss feelings. Strategies given for pupils to use to help them concentrate in class and be more able to cope with feelings. Post Intervention questionnaires from both teacher and parents show that the sessions have had a positive impact on individual pupils' self-esteem and their ability to focus in class.</p>
ST Family Support worker 0.5	Continuing	13,175.00	<p>A high percentage of the families on this caseload are on the PP register. Relationships between families and school are continuing to improve.</p>
JS More Able PP support across school	New	6,765.00	<p>More Able Pupil Premium children Teacher working on Maths, Reading, Speaking and Listening skills as well as running the School Newspaper. Maths Timetables speed and accuracy Problem solving skills Reading 'The Magic finger' Making predictions Character interaction Newspaper Presentation skills Use of PowerPoint – planned to be shared in an assembly IT skills Research Creating articles</p>
Residential Trip	Continuing	5,500.00	<p>PGL has been provisionally booked for 2020 for 65 children out of a possible 71 for the week commencing 22.6.19.</p>

			<p>Included:</p> <ul style="list-style-type: none"> a) Full Board accommodation b) Adventure activities, instruction and equipment c) Varied evening entertainment programme d) 24/7 PGL staff support e) 1:8 free adult places f) Discounts for Party Leader's family members g) Comprehensive insurance cover for UK resident groups <p>6 adults will go for free. Each child pays £372. Total cost will be £24,180 with a deposit of £3,510.00 (incl VAT). The deposit was paid by 24th May 2019 and, therefore, we were given a discount of £851.</p> <p>We subsidise the payments for PP children by £169 each. PP children pay £203. There are 21 PP children in the current Year 5. If they all go to PGL, we will be subsidising their payments by a total of £3549 which will be paid out of the PP budget.</p>
BREAKFAST Club	Continuing	6,600.00	<p>43% of pupils that attend breakfast club are PP. 11% of PP pupils attend breakfast club. 25 PP children (23%) have persistent absence and are regularly late. These children are offered a free place in Breakfast Club to avoid lateness.</p>
Bug Club	Continuing	2,000.00	Bug club continues to have a positive effect on the progress of reading on the children that are using it.
Mathletics	Continuing	2,000.00	Mathletics continues to have a positive effect on progress with the children that are using it.
Acquisition of Corner Stones Curriculum	New	6,752.00	Impact to be assessed next year
Destination Reader training and buy in for KS2 Reading to raise attainment	New	2,500.00	Impact to be assessed next year
Trips/events organised and subsidised for disadvantaged children to close gap of cultural capital and experiences	Continuing	3,000	<ul style="list-style-type: none"> ✓ Trips have included a visit to see Matilda in the West End, Y1 to see Jack & the Beanstalk pantomime, Y6 to see the Havering Youth Orchestra, Y3 & Y4 to the British Museum, Choir sang at the O2, Y6 to Kidzania, School Council to the Mayor's Parlour, Y1 to Colchester Castle, Y5 to London to visit all the bridges and Y2 to the park, whole school visit to Holy Cross Church. ✓ Visitors have included Anti-Bullying theatre group, Councillor Andrew Rosindell, Romford Recorder Editor Matthew Clemenson to work with HA PP newspaper team, Y2 & 3 Roman Theatre Group, Y2 science electricity workshop, Royal Liberty Physics show for Y5 and The Wiggly Wild Show for Y5. ✓ Y5 have taken part in a 6 week Healthy Hammers course run by the West Ham Foundation in which they learnt about healthy living through exercise and diet. ✓ Y5 & Y6 have taken part in Bikeability. ✓ 3 year 4 children to City Hall to take part in the Mayor's Primary Maths Competition. ✓ 4 year 5 greater depth mathematicians (PP children) attended a Maths Challenge day for more able students at Scotts Primary School. ✓ Competitive Sport - tbc

			<ul style="list-style-type: none"> ✓ Library visits have continued for every class. ✓ Y4 More Able maths day 																																																		
Buy in to Partnership Learning's Attendance Officer and school and family support	New	tbc	<table border="1"> <thead> <tr> <th>Month %</th> <th>School</th> <th>Non PP</th> <th>PP</th> <th>Diff + -</th> </tr> </thead> <tbody> <tr> <td>Sept 18</td> <td>96.6</td> <td>96.9</td> <td>95.7</td> <td>-0.9</td> </tr> <tr> <td>Oct 18</td> <td>96.1</td> <td>97.2</td> <td>93.3</td> <td>-2.8</td> </tr> <tr> <td>Nov 18</td> <td>96.5</td> <td>97.2</td> <td>94.5</td> <td>-2.0</td> </tr> <tr> <td>Dec 18</td> <td>93.7</td> <td>94.4</td> <td>92.0</td> <td>-1.7</td> </tr> <tr> <td>Jan 19</td> <td>95.4</td> <td>96.8</td> <td>91.7</td> <td>-3.7</td> </tr> <tr> <td>Feb 19</td> <td>94.9</td> <td>96.3</td> <td>91.4</td> <td>-3.5</td> </tr> <tr> <td>Mar 19</td> <td>96.4</td> <td>97.2</td> <td>94.1</td> <td>-2.3</td> </tr> <tr> <td>Apr 19</td> <td>95.8</td> <td>96.8</td> <td>93.1</td> <td>-2.7</td> </tr> <tr> <td>May 19</td> <td>95.9</td> <td>96.7</td> <td>93.7</td> <td>-2.2</td> </tr> </tbody> </table>	Month %	School	Non PP	PP	Diff + -	Sept 18	96.6	96.9	95.7	-0.9	Oct 18	96.1	97.2	93.3	-2.8	Nov 18	96.5	97.2	94.5	-2.0	Dec 18	93.7	94.4	92.0	-1.7	Jan 19	95.4	96.8	91.7	-3.7	Feb 19	94.9	96.3	91.4	-3.5	Mar 19	96.4	97.2	94.1	-2.3	Apr 19	95.8	96.8	93.1	-2.7	May 19	95.9	96.7	93.7	-2.2
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Magic Breakfast	New	No cost	<p>We're now part of Magic Breakfast which is a National Project to address children who are hungry when they come to school. We have won a £500 grant and will have free bagels delivered until the end of 2020. We have opted for free bagels for everyone, Monday to Friday throughout the week. The £500 has been spent on a 400 litre chest freezer which will freeze the delivery of bagels each week. Each morning, our breakfast monitors will deliver the bagels to each class. We are targeting disadvantaged families to ensure children eat before and during school.</p>																																																		
Total PP Spend		£97,698																																																			
Total Remaining		£59,382																																																			