



Harper Bell Seventh-day Adventist pupil premium strategy

1. Summary information					
School	Harper Bell Seventh- day Adventist School				
Academic Year	2016-17	Total PP budget	£114,100	Date of most recent PP Review	June 16
Total number of pupils	203	Number of pupils eligible for PP	79	Date for next internal review of this strategy	February 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected level in reading, writing & maths (or equivalent)	0%	52%
Progress in reading	-0.3	0
Progress in writing	5.8	0
Progress in maths	2.5	0
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Ineffective curriculum that fails to address the raised standards and expectations of the 2014 curriculum	
B.	Attendance FSM pupils below national average	
C.	Lack of consistently good or better teaching and	
External barriers <i>(issues which also require action outside school)</i>		
D.	Parental engagement	
E.	English as an additional language and understanding of British Education	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Consistent cross-school approach to the teaching of core skills and mastery for the majority of learners	100% of children make expected progress.
B.	For the attendance of FSM pupils to improve to be in-line or above national average	100% of FSM pupils to have an attendance at or above national average of
C.	For all teaching to be good or better by the end of the academic year leading to a significant increase in the percentage of pupils attaining combined (R,W,M) to be in line with 2016 national figures; priority given to year 6	FSM Pupils attainment to be in line with national and all progress measures to be positive.
D.	Parents take an active role in supporting children to complete homework in line with the 2014 national curriculum.	Significant number of FSM pupils complete their homework, supporting overall progress

5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
A. Quality of teaching for all with significant impact on FSM pupils					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implementation of a more rigorous/ mastery curriculum that reflects the raised standards of the 2014 National Curriculum	Review and replacement of the old HBSDA curriculum. This includes the introduction of the White Rose Maths support documents and a bespoke skills-based curriculum for reading and writing (replaced Talk for Writing which was not fully embedded or being accurately taught)	<p>Maths – 52% of pupils achieved the national expected in 2016 in KS2. Monitoring of the previous curriculum demonstrated a lack of application, reasoning and mastery.</p> <p>Writing and Reading - Talk for Writing had been in place at HBSDA since 2014. The end of KS2 attainment in 2016:</p> <ul style="list-style-type: none"> - SPAG 56% - Writing 52% - Reading 40% <p>End of KS1 attainment in 2016:</p> <ul style="list-style-type: none"> - Writing 29% - Reading 61% 	<ul style="list-style-type: none"> - Researched the outcomes and impact of White Rose with partner school (St. Matthew's CofE). - The new curriculum was the focus of whole-school staff training days at the start of each term. - Ongoing weekly CPD to have a curriculum focus. This will embed the principles of the new curriculum for each of the core subjects. - Weekly monitoring of curriculum by SLT. - Half-termly monitoring by SLT of St. Matthew's CofE. - Development of HBSDA middle leaders via support of partner school in order that they too can support the embedding of new curriculum. - Purchase support materials, including new reading books, mathematics text books and homework books for all pupils 	<p>NO PO</p> <p>NO PH</p> <p>NO PH</p> <p>NO, PH, SM, RI, EB PO, ST</p> <p>PO</p>	<p>November 2016</p> <p>Ongoing from January 2017</p> <p>Ongoing from January 2017</p> <p>Ongoing from January 2017</p> <p>End of each half-term</p> <p>March</p>
Total budgeted cost					£ 31,732
B. Improve the attendance of FSM pupils					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the attendance of FSM pupils	Employ an adequate number of staff to allow all FSM pupils to attend pre-school breakfast club at a significantly discounted rate (75% discount compared to non-FSM pupils)	End of autumn term 2016 19% of FSM pupils had an attendance of 90% or below 42% of FSM pupils had an attendance of 95% or below	Communicate with all FSM parents, inviting them to attend and outlining the desired impact that improved attendance will have on the progress and attainment of their child.	Deanne Jackson	-Monitor uptake of FSM pupils on a weekly basis -Review impact of increased attendance on academic progress at the end of each half-term
	Letter of concern sent home to the parents of all FSM pupils who have one day's absence in any half term	Raise the expectation and accountability of parents in ensuring the regular attendance of their children. Demonstrate the school's vigilance and consistency in regards to attendance	Lead for attendance to populate list by 12.00 each day. Attendance meeting with head teacher on a weekly basis to monitor its impact and consistency.	Dorcas Dawati	Implemented in January 2017 Monitored as stated on a weekly basis
	Weekly review meeting with the parents of all FSM pupils who have two or more days absence in any half term, with potential support plan in place	Personalised and bespoke approach to address specific barriers. High quality and immediate intervention support plans to address issues.	Specific timeframes given in which actions are to take place. Identify external bodies including social services and charities to support the delivery of identified objective. Develop positive working relationship with parents of all FSM pupils.	Nigel Oram	Implemented in January 2017 Monitored as stated on a weekly basis
	Attendance officer to attend an attendance improvement course.	Identification of strategies to prevent poor attendance and improve the attendance of persistent offenders. To gain a greater understanding of the legal reporting requirements linked to attendance.	Objectives are linked to performance management targets and will be monitored via both the midpoint review and also via weekly attendance meetings with the head teacher as previously stated.	Dorcas Dawati	Training course was held in November 2016. Monitored as stated on a weekly basis
	Improve attendance officer's working knowledge of Scholar Pack. Attend relevant training course(s).	Quantifiable and reliable data required to ensure that targets are accurately set, monitored and subsequently achieved. Staff voice indicates a lack of confidence when using the attendance tracking software.	Objectives are linked to performance management targets and will be monitored via both the midpoint review and also via weekly attendance meetings with the head teacher as previously stated.	Dorcas Dawati	Training to be given in January 2017 Monitored as stated on a weekly basis
Total budgeted cost					£ 43,240.00
C. Improve the attainment of FSM pupils					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Significant increase the percentage of pupils attaining combined (R,W,M) to be in line with 2016 national figures.	Two members of SLT (DHT and literacy lead) to lead teaching and learning in year 6.	100% of teaching and learning over time judged to be RI or less in September 2016.	<ul style="list-style-type: none"> - Ongoing weekly CPD to have a curriculum focus. This will embed the principles of quality first teaching - Effective planning based on robust and accurate half-termly formative and summative assessment. - SLT to support staff on a weekly basis with planning - Performance management objectives set in line with this target - Weekly monitoring of teaching and learning by SLT, with developmental points set for all teaching staff on a weekly basis. - Half-termly monitoring by SLT of St. Matthew's CofE. - Development of HBSDA middle leaders via support of partner school in order that they too can support the improvement of teaching and learning. 	PH	Half-termly
	During autumn term, DHT to target ten pupils who are significantly below national expectation, before they are reintegrated into the whole class at the start of spring term. Post autumn term, DHT to team teach with both year six staff members on a daily basis as a model of outstanding practice.	2016 FSM pupils key stage two outcomes: Combined 0%		NO	Half-termly
	Twice a week, three additional teaching assistants are used to support reading comprehension in year 6 and year 2.			PH	End of each term
				NO, PH, Chris Smith	End of each term
				NO, PH	Half-termly
				PO, ST	Half-termly
				PO	Half-termly
Total budgeted cost					£ 37,628.00

D. Parental Engagement

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Significant number of FSM pupils complete their homework, supporting overall progress	Purchased free homework workbooks for all FSM pupils.	<p>Staff voice conducted at the end of autumn term showed that a significant proportion of pupils failed to complete their homework during autumn term.</p> <p>Teachers admitted that they sometimes fail to set weekly homework, citing workload as the reason.</p>	Class teachers to monitor homework completion rates. Member of SLT to oversee whole school completion rates. Communication with parents of children who do not complete their homework, via letter in the initial instance and then via a meeting with member of the SLT.	RI	Half-termly
	Introductory parental workshop for all parents in order to embed the new homework policy and workbook	Parental voice demonstrated a desire for a more robust homework system to be implemented.	SLT member to deliver parental workshops to ensure that parents are able to support their children when completing homework.	RI	Half-termly
Total budgeted cost					£ 1,500.00