



Harper Bell

Seventh-day Adventist Primary School

The Pupil Premium: 2018/2019

The government has made a commitment to enabling every child to succeed regardless of their socio-economic background. Pupil premium funding is additional funding allocated to all schools to ensure identified pupils attainment matches or surpasses their more affluent peers. Pupils are eligible for the premium if they receive free school meals, are in local authority care, or are the children of service personnel (this is paid at a lower rate). Crucially pupils are also eligible for the premium if they have received free school meals in the last six years.

We are committed to raising achievement, removing barriers to learning and closing the achievement gap for all pupils. At Harper Bell a significant minority of the pupils either:

- have free school meals,
- had free school meals in the past,
- have no recourse to public funding
- are from very low income families.

Our deprivation indicator is in the top 20% quartile.

Our philosophy is to target all children with social barriers to learning. At Harper Bell the pupil premium grant is used:

- to provide all children with the highest quality of teaching possible
- enhance learning experiences both inside and outside of the classroom
- raise aspirations of our children
- build self-confidence, self-esteem and remove barriers to learning for both children and parents

Summary of Key Information					
Total number of pupils	168	Percentage of pupils eligible for PP	59	Total PP budget	£101,640
Date of most recent PP review	March 2017		Date of the next PP review	June 2019	

Attainment Data: Key Stage Two		
Data does not reflect DATA Checking OUTCOMES	Harper Bell pupils eligible for PP (%)	National pupils not eligible for PP(%)
Expected in reading, writing and maths	63	64
Expected in reading	71	75
Expected in writing	63	78
Expected in maths	86	76
Greater depth in reading, writing and maths	0	12
Greater depth in writing	0	
Greater depth in maths	0	
Progress score in reading	0.10	
Progress score in writing	-2.12	
Progress score in maths	-0.75	
Scaled Score maths	102	105
Scaled Score reading	103	106

Attainment Data: Key Stage One		
	Harper Bell pupils eligible for PP (%)	National pupils not eligible for PP(%)
Expected in reading	25 %	75.4
Expected in writing	37%	69.9
Expected in maths	37 %	76.1

Attainment Data: EYFS		
	Harper Bell pupils eligible for PP (%)	National pupils not eligible for PP(%)
Expected GLD	100%	71.6

Summary				
	Barrier	Summary of action	Desired outcomes	Cost
A	Low socio-economic background and low levels of disposable income	Wider non curriculum and curriculum social developmental experiences. Free bus passes provided to families; Early Help; free nutritious breakfast to children who may have missed it; free uniform; children's services involvement	Pupils have a breadth of experiences that enable them to contextualize their learning. Disadvantage pupils' to have the same school experience as non-disadvantaged pupils. Target: 95% pp to attend enrichment activities Target: 10% increase in pp attendance breakfast club	£17,294
B	Low levels of literacy and numeracy and some specific learning issues, including EAL	SENCO/teaching assistant interventions; hardware/software for home learning e.g. tablets, Bug Club, Maths Whizz, Catch Up	Every child receives teaching which is good and frequently outstanding in every classroom every day. Disadvantaged pupils improve the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. KS1 Target <ul style="list-style-type: none"> • Reading 65 % pp attainment (exp) • Writing 65% pp attainment (exp) • Maths 70% pp attainment (exp) KS2 Target <ul style="list-style-type: none"> • 70% PP combined (exp) • 5% PP Combined (greater depth) 	£57,533
C	Social and emotional needs including difficulty in interacting within their peer group	Mentoring; support of external agencies;	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported. Target: <ul style="list-style-type: none"> • 25-30% reduction yellow card behaviour incidents • 15-20% reduction red cards behaviour incidents 	£26,813
D	Poor attendance contributing to lower than expected academic progress	Subside Travel Costs Free nutritious breakfast free uniform Attendance Mtgings	Targets <ul style="list-style-type: none"> • Attendance Target: 97% • Persistent Absence Targets: in line with national 	
E	Consistently arriving at school after registration has closed and missing teacher led input	Parent works shops. 1-1 attendance meetings 1-1 attendance meetings Purchase of school Ping Parents	Disadvantage pupils arrive to school on time, in line with non-PP children <ul style="list-style-type: none"> • 20-25% decrease in lates 	

A. Low socio-economic background and low levels of disposable income

Outcome	Action	Further information: evidence, rationale for choice etc	Monitoring	Staff lead	Review date(s)
<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p>	<p>School trips across a range of year groups to be subsidised or free for disadvantaged pupils.</p>	<p>Children are given the opportunity to attend both residential experiences and out of school based learning, building confidence, developing networking and building positive peer relationships.</p> <p>To fund a range of out of classroom experiences for pupils which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and it's various communities. These will include the theatre, the seaside, a residential and a major sporting event.</p> <p>Pupils to take part in a wide range of enrichment activities and are growing in confidence which is reflected in lessons and in a large number of performances/sporting events when they represented the school.</p>	<p>Enjoyment of activities.</p> <p>Pupils growing in confidence and developing self-esteem.</p> <p>Views and support of parents.</p> <p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school %</p> <p>FSM pupils take part in all trips and residential with subsidies as required.</p> <p>Lesson observations show high levels of engagement and learning by FSM pupils which results in embedded learning seen in summative assessments.</p>	<p>DJ</p> <p>NO</p> <p>PH</p>	<p>July 2019</p>
	<p>Extra-curricular activities such as musical instrument lessons and after-school clubs to be subsidised or free for disadvantaged pupils.</p>	<p>Music stimulates all areas of the brain in a way that prepares pupils for learning. Accessing music through the pupil premium can raise standards in children's well-being and cognitive skills. Children have the opportunity to access enriching clubs to develop key life skills and broaden their range of experiences and social interactions.</p>	<p>Enjoyment of activities.</p> <p>Pupils growing in confidence and developing self-esteem.</p> <p>Views and support of parents.</p>	<p>DJ</p> <p>NO</p> <p>PH</p>	<p>July 2019</p>
<p>All disadvantaged pupils to have appropriate clothing and breakfast in order to access all areas of school life.</p>	<p>'Good Samaritan' funds to be used to provide disadvantaged pupils with subsidised or free uniform/clothing.</p> <p>Supporting parents to provide a clean,</p>	<p>Children can worry over a having suitable clothing for school. This worry can lead to children feeling isolated from their peer group and reluctant to attend school or participate in PE lessons.</p> <p>By providing clothing and breakfast for the children to use in school they can fully</p>	<p>Pupil and parent voice.</p> <p>Attendance record.</p>	<p>DJ</p> <p>NO</p>	

	appropriate, well-fitted uniform including shoes and PE clothing.	participate in all areas of school life without feeling different, therefore fostering emotional well-being, self-confidence, self-esteem and encouraging full participation in school life.			
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B. Low levels of literacy and numeracy and some specific learning issues, including EAL

Outcome	Action	Further information: evidence, rationale for choice etc	Monitoring	Staff lead	Review date(s)
<p>Every child receives teaching which is good and frequently outstanding in every classroom, every day.</p>	<p>Employment of DHT for teaching and learning.</p> <p>DHT to teach core subjects to targeted group of year six pupils on a daily basis.</p> <p>DHT to oversee a programme of targeted support and professional development to improve quality of teaching, including:</p> <ul style="list-style-type: none"> • Team teaching and planning • Provide modelled lessons and opportunities to share good practice. • Ensure there is consistency across year groups by monitoring and evaluating practice. • Support targeted individuals 	<p>In 2017-2018, based on triangulated outcomes (lesson observations, quality of marking and feedback and progress of pupil) teaching was broadly good with a minority proportion graded as either RI or outstanding.</p> <p>This variance led to above national attainment for KS2 pupils over time but significantly below national attainment in KS1.</p> <p>There has been a sustained rise in outcomes since 2016 in EYFS, phonics and KS2, but fluctuating results in KS1.</p> <p>Phonics subject knowledge and the teaching of phonics across the school have improved, leading to strong outcomes in the phonics screening check.</p>	<p>Inclusion leader, teachers and teaching assistants performance management to reflect the attainment outcomes required to improve on 2018 percentage of pupils meeting ARE in EYFS, year one, KS1 and KS2.</p> <p>Audit of all resources and the purchasing of high quality resources to ensure there is a systematic approach to the teaching of phonics and core subjects.</p> <p>Ongoing training opportunities for all staff delivering phonics and core subjects. Staff to observe other teachers in outstanding settings.</p> <p>Middle leaders to receive external leadership coaching from BEP</p> <p>Marking and feedback to be the focus of whole-school staff training day at the start of Spring term.</p> <p>Ongoing weekly coaching and monitoring to have a maths and feedback focus.</p> <p>Weekly monitoring of curriculum by SLT.</p>	<p>PH</p> <p>PF</p> <p>DP</p>	<p>July 2019</p>
<p>Disadvantaged pupils improve on attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress</p>	<p>Children to be set differentiated homework in core subjects via online platform – Bug Club and Maths Whizz.</p> <p>Tablets to be purchased for disadvantaged pupils who</p>	<p>The pre-eminence given to the impact of teacher quality on pupil achievement – specifically on disadvantaged children – is supported by research, including the study undertaken by the Sutton Trust (Improving the impact of teachers on pupil achievement in the UK – interim findings, September 2011).</p>	<p>Observations show interventions are well taught, fluid and accurately matched to each child's ability.</p> <p>Interventions are well delivered to enable children to make rapid gains via high quality feedback.</p>	<p>PH</p> <p>NO</p> <p>Class Teachers</p>	

<p>and 'catch up' or exceed prior attainment standards.</p>	<p>do not have means to access these software packages.</p> <p>Support/training provided to parents of disadvantaged pupils in order for them to support their child when accessing these programmes.</p>	<p>The Sutton Trust's report states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p> <p>"In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning."</p>	<p>Pupils are able to gain key literacy skills and knowledge that they need to reach higher levels, even where they have previously found certain concepts difficult during whole-class lessons.</p> <p>Half termly assessments ensuring expected or better than expected progress is evident in all pupils.</p> <p>Termly pupil progress meetings to highlight and monitor the progress and attainment of FSM pupils.</p>		
	<p>Catch Up Literacy</p> <p>1:1 and small group interventions to close the gap in literacy.</p> <p>This is a 1:1 adult/child reading intervention delivered by trained teaching assistants twice weekly for 15 minutes all year.</p>	<p>Pupils benefit from working in smaller, more focused groups as they develop a deeper understanding of key SPAG skills and become more confident and creative when editing and up-levelling writing tasks.</p> <p>Targeted support identified in reviews resulted in more than expected progress of children on FSM, term on term.</p>	<p>Ongoing training opportunities for all staff delivering Catch Up intervention.</p>	LK	
	<p>Additional adult support in years 2, 3 and 5.</p> <p>Year 2 – Teacher, teaching assistant and apprentice</p> <p>Year 3 – Two teachers</p> <p>Year 5 – Teacher, SENCO (mornings) and targeted learning mentor support for boys</p>	<p>Additional adults to be deployed in classes with the highest % of FSM pupils in 2018/19 and/or the classes where the attainment gap was greatest in 2017/18.</p> <p>Additional adults to allow teaching of target groups and for the individual learning needs of all FSM pupils to be met.</p>	<p>Half termly assessments ensuring expected or better than expected progress is evident in all pupils.</p> <p>Termly pupil progress meetings to highlight and monitor the progress and attainment of FSM pupils.</p>	NO PH	July 2019
	<p>Easter school – maths and English</p>	<p>Three half day sessions run by teachers in maths and English.</p> <p>Additional booster lessons have been proven to accelerate the rate of progress in all areas of learning.</p>	<p>Half termly assessments ensuring expected or better than expected progress is evident in all pupils.</p>	PF	

			Termly pupil progress meetings to highlight and monitor the progress and attainment of FSM pupils.		
	Extra tuition classes for disadvantaged pupils – subsidised or free.	<p>Boost attainment of children who are near to the expected standard in maths and reading and/or significantly behind.</p> <p>Weekly 11+ tuition available for all disadvantaged pupils in years 4 and 5.</p> <p>Core subject tuition on a weekly basis available for all disadvantaged pupils in years 3 to 6.</p> <p>FSM pupils who attend breakfast club will be provided with adult-led 1:1 or small group support in maths and English. Bug Club and Maths Whizz will be used as an intervention tool during this period.</p>	<p>Half termly assessments ensuring expected or better than expected progress is evident in all pupils.</p> <p>Termly pupil progress meetings to highlight and monitor the progress and attainment of FSM pupils.</p>	NO PH	
	Skills workshops for parents of disadvantaged pupils to deepen their understanding of curriculum goals in maths and English.	<p>The success of the year one phonics workshops and weekly drop-in sessions shows that for some parents it is not a lack of willingness, but a lack of knowledge that is preventing them from supporting their child at home.</p> <p>Each year group to organise a maths workshop in each term focusing on a key concept from the 2014 maths curriculum.</p> <p>Maths Whizz and Bug Club programmes to be fully embedded.</p> <p>Training to be given to all parents and staff.</p>	<p>Parent voice before and after workshops.</p> <p>Refresher drop-in sessions throughout the year.</p> <p>SLT member to deliver parental workshops to ensure that parents are able to support their children when completing mathematical task homework.</p>		
	Additional assessment and feedback in English and maths for FSM pupils.	Sutton Trust/EEF research shows the power of assessment and feedback, particularly for disadvantaged pupils, who it is proven make accelerated progress compared to non-FSM pupils	<p>Ongoing formative assessment of class teacher.</p> <p>Half termly assessments ensuring expected or better than expected progress is evident in all pupils.</p>		

		<p>when teaching is consistently good or better.</p> <p>FSM pupils to receive an additional piece of developmental feedback in maths and English each week.</p> <p>Parents to receive a half-termly report card related to their progress in core subjects and next steps in learning. This will allow them to support children at home.</p>	<p>Termly pupil progress meetings to highlight and monitor the progress and attainment of FSM pupils.</p>		
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C. Social and emotional needs including difficulty in interacting within their peer group

Outcome	Action	Further information: evidence, rationale for choice etc	Monitoring	Staff lead	Review date(s)
<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.</p>	<p>Children receive support at lunchtime when finding social interactions during this period challenging in order to ensure a smoother and less stressful transition back into the classroom.</p>		<p>All staff are trained in line with the school's safeguarding policy to identify signs of neglect.</p> <p>Staff are aware of the school's Christian values and their duties to follow up all concerns, informing senior leaders as appropriate.</p>	<p>JR</p>	<p>July 2019</p>
	<p>Children who regularly display emotional outbursts and/or aggression to receive mentoring via boxing.</p>	<p>Opportunities for our children to be active and exert themselves physically are ever diminishing. Our children need an outlet for their natural aggression and energy that we can't provide them within our limited school grounds. This can lead to outbursts during playtime and dinnertime that can disrupt learning in the afternoon once children return to class.</p> <p>Boxing teaches risk, that actions have consequences and provides children who may be labelled as aggressive with an outlet through which they can develop a sense of worth and self-esteem.</p> <p>The aim of these weekly sessions is to instil discipline and a work ethic that are transferable into the classroom, as well as providing the children with an outlet through which they can channel aggression and energy.</p>	<p>Pupil and parent voice.</p> <p>Records of yellow and red cards</p> <p>Teacher and coach feedback.</p>	<p>PH</p> <p>JR</p>	
	<p>Access to the Educational Psychologist</p> <p>Assessment of learning and emotional needs of individual children.</p>	<p>Children's needs are highlighted and identified at the earliest opportunity and school is given strategies and resources to offer further support to meet identified needs and therefore enhance access to learning.</p>	<p>Evaluate success of the activities using end of course reports.</p>	<p>LK</p>	

	<p>Advisor in EHC meetings and Annual Review meetings.</p> <p>Teacher consultation meetings to devise effective interventions to raise educational standards.</p> <p>Parent drop-in sessions to support children's' learning.</p>				
	<p>Employment of two learning mentors and a sports apprentice to provide targeted support to promote achievement in pupils whose emotional, behavioural and social needs provide barriers to their attainment.</p> <p>Learning mentors to receive high quality CPD in order to provide support for the ever growing range of needs that our pupils display.</p>	<p>Overall, the majority of teachers have high expectations in terms of behaviour and the quality of learning produced, although once again there are variances.</p> <p>Inconsistent reference to the behaviour policy and well-established classroom routines meant a minority of children displayed challenging behaviour during the previous academic year.</p> <p>Vulnerable children (including Pupil Premium) have access to trained mentoring provision in school setting at least once a week.</p> <p>Children have opportunities to discuss a range of emotional needs (including divorce, separation, bereavement, lack of self-esteem) in a supportive and relaxed manner.</p> <p>Nurturing self-esteem positively affects the ability to learn, build friendships, deal with difficulties, cope with change and achieve their potential.</p> <p>Parents have opportunities to liaise with mentor in order to enhance</p>	<p>Termly assessments ensuring expected or better than expected progress is evident in all pupils.</p> <p>Termly pupil progress meetings to highlight and monitor the progress and attainment of FSM pupils.</p> <p>Reduction in yellow and red cards for matters related to inside the classroom will result in an improvement in learning behaviour.</p>	<p>SC</p> <p>JR</p> <p>PH</p>	

		<p>pupil's experiences both at school and within the home environment.</p> <p>The role includes developing, agreeing and implementing time bound action plans for identified pupils, one to one mentoring with pupils needing support, small group sessions in nurture, self-esteem, conflict resolution and promoting friendships.</p>			
Employment of a sports apprentice		<p>Pupil Voice in 2017/18 showed vast majority of children 'love coming to school' because of these enrichment activities.</p> <p>Pupils achieved medals/trophies/certificates for the school through these various enrichment events. This contributes to children growing in confidence and developing their self-esteem.</p>			

D. Poor attendance contributing to lower than expected academic progress

Outcome	Action	Further information: evidence, rationale for choice etc	Monitoring	Staff lead	Review date(s)
<p>Absence & persistent absentee rates are at least in line with national.</p>	<p>Parents made aware of expected attendance levels when they fall below 96% for the half-term.</p> <p>Early intervention meetings with the parent of pupils at risk of becoming persistent attendance concerns.</p> <p>Letter of concern sent home to the parents of all FSM pupils who have one day's absence in any half-term.</p>	<p>Early intervention essential and the emphasis needs to be on the lack of progress in reading, writing and maths. Parents meet with NO, DD, class teacher and their child. Barriers to good attendance discussed and strategies to remove them agreed. Contract drawn up that includes personalised support. Medical appointments to be evidenced.</p>	<p>Half termly tracking by DD reported to NO.</p> <p>Termly attendance (including persistent absentee of PP pupils) report to NO and governors with year group totals.</p>	<p>DD</p> <p>NO</p>	<p>July 2019</p>
	<p>Weekly and termly reward scheme for the class with the best attendance.</p>	<p>Ensure parents and pupils know about them and publish them on the school website. Weekly attendance awards for classes. Attendance published in weekly newsletter and is a regular feature in assemblies. Attendance figures displayed in classrooms and assembly hall. Celebrate good attendance at every opportunity.</p> <p>Termly award scheme:-</p> <ul style="list-style-type: none"> • Improved Attendance Award for poor attenders who manage a 5% or 10% improvement on the previous terms attendance rate. • Bronze Award for outstanding attendance for 1 term. Attendance prize. • Silver Award for outstanding attendance for 2 terms. Attendance prize. • Gold Award for outstanding attendance for 3 terms. Attendance prize and raffle ticket for grand annual prize draw. 	<p>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.</p> <p>DD to populate list by 12.00 each day. Attendance meeting with head teacher on a weekly basis to monitor its impact and consistency.</p> <p>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.</p>		

	<p>Provide subsidised or free bus pass for disadvantaged pupils.</p>	<p>Some parents cite a lack of funds for the reason that they were unable to bring their children to school. The lack of a catchment area for HBSDA pupils means many travel from afar and the cost of travelling on several buses each day can quickly mount.</p>			
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E. Consistently arriving at school after registration has closed and missing teacher led input

Outcome	Action	Further information: evidence, rationale for choice etc	Monitoring	Staff lead	Review date(s)
Disadvantaged pupils arrive to school on time, in line with non-disadvantaged children	Disadvantaged children provided with free access to breakfast club in order to get them to school on time.	<p>Prizes for regular attendance at breakfast club and punctual arrival at school.</p> <p>Children who regularly arrive to school late are missing the start of lessons. This often results in them missing the start of the same subject more than once a week.</p>	<p>Half-termly tracking by DD reported to NO.</p> <p>Termly punctuality (including persistent late arrival of PP pupils) report to governors with year group totals.</p>	<p>DD</p> <p>NO</p>	<p>July 2019</p>
Improve communication with parents of children who are persistently late for school.	Purchase a system for electronic communication e.g. School Ping.	<p>Improve the relationship between school and parents with a live communication app. Parents can receive instant updates on their child's activity, receive documents, videos, photos and be kept up-to-date with the latest school news all in one place.</p> <p>This can be used to send immediate reminders and prompts to the parents of late children as a way of prompting a more early arrival.</p>	<p>Attendance leader to monitor punctuality on a daily basis.</p> <p>School Ping will be used to provide parents with a prompt reminder about punctuality.</p> <p>Weekly review of FSM pupils' punctuality resulting in parent meetings with attendance leader, PH or NO.</p>	<p>DD</p> <p>NO</p> <p>PH</p>	