



1. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Implementation of a more rigorous/ mastery curriculum that reflects the raised standards of the 2014 National Curriculum in regards to numeracy	<p>Implementation of White Rose Maths. Model of teaching linked to the skills of fluency, reasoning and problem solving.</p> <p>Whole implementation of five part maths lesson:</p> <p>*Recall, Maths talk, Teacher instruction, pupil application and assessment</p>	<p>Ofsted report September identified the success of the implementation of the new curriculum for core subjects. ‘Senior leaders have taken swift action to improve teachers’ subject knowledge in mathematics’. <u>End of year Progress Percentages for pupil premium who have made expected or better than expected progress (in school data).</u></p> <p>Yr 6 R100%, W 86%, N 86%</p> <p>Yr 5 R88%, W88%, N94%</p> <p>Yr 4 R100%, W89%, N94%</p> <p>Yr 3 R93%, W 86%, N93%</p> <p>Yr 2 R 87%, W80%, N93%</p> <p>Yr1 R 100%, W100%, N100%</p>	<p>White Rose Maths and five-part lesson – continue to embed; Ofsted Sept 2018 highlighted inconsistencies, particularly in KS1; continue to support NQT and post-NQT.</p> <p>Whole school outcomes - above national average in KS2.</p> <p>Ofsted – September 2018:</p> <p><i>Mathematics lessons have a structure that provides daily opportunities for pupils to practise and refine calculation skills and to solve mathematical problems. Teachers encourage pupils to explain what they have done and why a calculation is correct. As a result, pupils are developing good mathematical reasoning skills.</i></p> <p>Attainment 2017/18:</p>	



ii. Targeted support				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
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)	Additional member of staff employed to work in breakfast club; three staff meant capacity of club increased by 15;	Early identification of FSM pupils who are an attendance concern is essential. Identify barriers such as social circumstances (e.g. housing), single-parent families and distance living from school. Seek opportunities to increase parental engagement via PTFA to support FSM families. Continue to subsidise breakfast club for FSM pupils. Target FSM pupils whose attendance was below 96% for 2017/18 in an attempt to get them to attend breakfast club in 2018/19	
		Number of FSM pupils who regularly attend breakfast club on a weekly basis (at least three times a week) in 2016/17: 8/30 children were FSM; 27%		
		Number of FSM pupils who regularly attend breakfast club on a weekly basis (at least three times a week) in 2017/18: 21/35 children were FSM; 60%; increase of 33%		
		Whole school FSM attendance 2016/17: 95.61% Whole school FSM attendance 2017/18: 95.67%		
		FSM missed 5.4% of sessions compared to 5.7% of all children nationally. 17.2% FSM missed 10% or more of sessions		



iii. Improve the attainment of FSM pupils				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Increase the percentage of pupils meeting the standing in the phonics screening check.	Leader for Inclusion to develop and lead phonics team across the school (to include three teaching assistants)	2017/18 Phonics Data: Year One - 78% at expected standard; 7% increase on 2016/17 Year One Boys – 58% Year One Girls – 100% Non-FSM – 80% FSM – 67% (two out of three children)	Early intervention in phonics is now embedded in reception and is positively evaluated as seen in September 2018 Ofsted. ITP targets to be routinely used by teachers while planning lessons and assessing pupil outcomes.	
Increase the proportion of children working at age expected in reading and writing.	Daily differentiated phonics teaching for all KS1 pupils and for any KS2 pupils assessed as requiring intervention.	Year Two - 86% at expected standard following retake; 15% higher than 2016/17	Intervention required for older children who join HB and do not have the required phonics knowledge – Catch Up Programme to be used in 2018/19.	
	Parents phonics workshops to ensure parents have the knowledge to support pupils adequately	Resources shared with parents. Results of parent questionnaire: 100% of parents <i>strongly agreed</i> that they knew more about phonics because of the workshop 100% of parents <i>strongly agreed</i> that they were more confident at supporting their child in preparation of the phonics screening 100% of parents agreed that they received valuable information from their child's school – Ofsted Parent View	Ofsted Parent View and post-workshop questionnaire demonstrates that parents found these workshops beneficial, often because they had no experience of phonics in their own schooling. Siemens Engineering UK to support school on a weekly basis in 2018/19 with reading; 1:1 sessions for children attaining below ARE	



iv. Increase parental engagement				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Improve the living conditions of pupils and families	Vulnerable list updated to address CP and non-CP concerns as a pre-emptive strategy.	All identified pupils are part of an early help strategy.	'Baseline' assessment to be designed for all new families. High mobility in 2017/18 meant it was common for multiple families to start on a weekly basis. On occasions it took several weeks to learn the true extent of the challenges facing many of our new families.	
	Vulnerable fund to purchase items such as clothing and travel	Vulnerable fund used for the following: Travel – 4 FSM pupils Clothing – 18 FSM pupils Home improvement (including pest control) – 2	Uniform purchased via vulnerable fund to be collected and reused if a child leaves Harper Bell. High rates of mobility in 2017/18 meant uniform stock levels fluctuated throughout the year.	
	Subscription to Fare Share food	Number of FSM families who regularly collected food from the foodbank (at least six times during the academic year): 15	FareShare have changed their policy ahead of 2018/19 academic year, meaning we can now only collect ambient food. No chilled items can be given out to parents in 2018/19. This could reduce the number of families who access the foodbank. Monitor numbers throughout the year.	



Harper Bell Seventh-day Adventist School Primary School

Pupil Premium Review 2017-2018

<p>Improve the numerical skills of parents</p>	<p>Introductory parental workshop for all parents to embed the new homework tool.</p>	<p>Work shop presented to parents by DHT on the use of Maths Whizz, (the schools online homework platform). Schools maths calculation policy demonstrating the model of teaching the four operations is available for PP and non PP children</p>	<p>Engagement of parents was not limited to mathematics. Workshops were held on non-curricular topics such as cooking and fathers. This was required as numbers for the initial maths/English workshops were low. The non-curricular workshops were found to be more successful at engaging parents.</p>	
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