



1. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated 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	Implementation of White Rose Maths. Skills-based curriculum for reading and writing (replaced Talk for Writing which was not fully embedded or being accurately taught)	<p>Ofsted report March 2017 identified the success of the implementation of the new curriculum for core subjects.</p> <p><b><u>End of year Progress Percentages for pupil premium who have made expected or better than expected progress.</u></b></p> <p>Yr 6 R100%, W 100%, N 100%</p> <p>Yr 5 R100%, W100%, N100%</p> <p>Yr 4 R89%, W89%, N78%</p> <p>Yr 3 R73%, W 91%, N55%</p> <p>Yr 2 R 93%, W100%, N87%</p>	<p>There is still the requirement to embed the White Rose curriculum for mathematics. Ofsted identified subject knowledge of teachers was weakest in this area. Additionally there was the requirement to improve the quality of maths leadership. The school has appointed a new leader for mathematics. Harper Bell is being supported through its partnership with Birmingham Educational Partnership. Whole School Inset Day – Focus on Mathematics led by CPTSA Ranjna Farmah spring term</p> <p>Subsequent coaching and team teaching facilitated through teaching alliance.</p>	
ii. Targeted support				



# Harper Bell Seventh-day Adventist School Primary School

## Pupil Premium Review 2016-2017

Desired outcome	Chosen action / approach	Estimated 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)	
To improve pupils attitudes to learning and engagement in school	Employ learning mentor to help ensure the typicality of behaviour including learning behaviour can be deemed at least 'good' against Ofsted grading	<p>Yes. Evidence in Ofsted inspection report 2017. 'Pupils behaviour is impeccable...they are caring and considerate and unfailingly courteous and polite.'</p> <p>60% reduction in recorded incidents of poor behaviour. Progress for PP as evidenced above is higher than rates of progress than seen during the autumn term.</p>	<p>A full review of the behaviour policy and discipline will take place in September 2017. This is in order to stream line the number of rules and increase the number of opportunities to highlight positive behaviour.</p> <p>Develop opportunity for children demonstrate 'Outstanding' behaviour as a typicality.</p> <p>Clear link between improved behaviour and performance is evident.</p>	
	Subsidised breakfast club and school meals ,clear requirement for pupils basic needs to be meet, this to be extended further to those families who can also be classed vulnerable.	Number of cp referrals regarding pupils being identified as being hungry has decreased. Pupil engagement in class has improved, however this cannot solely be attributed to this intervention as there has been a significant improvement in the quality of teaching.	Subsidies for breakfast club were necessary, the payment of school dinners will remain. This requirement may however reduce in the future as the number of families with no recourse to public funding has declined.	



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	<p>Education visits subsidise. Ensure fair access to an enriched curriculum</p>	<p>In the Autumn term the senior leadership team assessed the capabilities of staff to carry out effective risk assessment. There was evidence of poor practice and a lack of knowledge in regards to how to complete processes that would ensure pupil safety. Therefore educational visits did not take place until significant training of all staff took place. This led to a reduced number of educational visits, the majority taking place in the summer term. There is then limited evidence of impact that can be directly attributed to this approach.</p>	<p>Staff are now fully conversed in the process of completing effective risk assessment. Opportunities for educational visiting will be developed through the academic year to ensure pupils gain concrete experiences that support learning and levels of engagement.</p>	
	<p>Raise the profile of the importance of good attendance</p>	<p>Attendance in regards to unauthorised absence continues to be an area for significant improvement. High levels of pupil mobility results in pupils remaining on the schools register (Following procedure: children missing in education) while they seek another school place in their new locality.</p> <p>Further work is required on term time holidays. There is a pattern of parents returning from the Summer &amp; Christmas Holidays late.</p>	<p>The school will now implement a rigorous programme of individual monitoring of identified families. Support will be offered with a specific target for percentile improvement.</p> <p>The local authorities policy Spot light will be introduced to fine parents who take pupils on holidays during term time or whose child's attendance are below the threshold stated with in the procedure.</p>	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	



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<p>Significant increase the percentage of pupils attaining combined (R,W,M) to be in line with 2016 national figures.</p>	<p>Two members of SLT (DHT and literacy lead) to lead teaching and learning in year 6.</p>	<p>Significant improvements in both attainment and in year progress.</p> <p><b><u>Key Stage 2 Attainment</u></b></p> <ul style="list-style-type: none"> <li>• Reading expected (71%) up 31% higher score (23%) up 19%</li> <li>• Maths expected (65%) up 13% higher score (13%) up 5%</li> <li>• Writing expected (71%) up 19% greater depth (0%)</li> <li>• GPS expected (74%) up 18% higher score (42%) up 38%</li> </ul>	<p>The continued focus on cpd development has impacted significant on progress and attainment rates throughout the school.</p> <p>The use of senior and middle leaders to teach in year 6 has ensured not only the rates of progress with-in the year can be deemed as rapid but also the combined attainment of pupils is broadly in line with national expectations.</p>	
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