



# Harper Bell Seventh-day Adventist School Primary School

## Pupil Premium Report 2017/18

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

# Harper Bell Seventh-day Adventist pupil premium strategy

1. Summary information					
<b>School</b>	Harper Bell Seventh- day Adventist School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£114,100	<b>Date of most recent PP Review</b>	Jan 2018
<b>Total number of pupils</b>	192	<b>Percentage of pupils eligible for PP</b>	47	<b>Date for next internal review of this strategy</b>	Jan 2019
2. Current attainment					
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving expected level in reading, writing &amp; maths (or equivalent)</b>			<b>58%</b>	<b>67%</b>	
<b>Progress in reading</b>			<b>0.20</b>	<b>0.33</b>	
<b>Progress in writing</b>			<b>-0.62</b>	<b>0.17</b>	
<b>Progress in maths</b>			<b>-1.26</b>	<b>0.28</b>	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
<b>A.</b>	Improvement in the quality of teaching in mathematics				
<b>B.</b>	Attendance FSM pupils below national average				
<b>C.</b>	To improve the literacy skills of newly arrived and EAL pupils.				
External barriers (issues which also require action outside school)					
<b>D.</b>	Purchase of school uniform, food and housing support.				
<b>E.</b>	Mathematical knowledge of parents to support their children's development of key mathematical concepts				
4. Desired outcomes (Desired outcomes and how they will be measured)				Success criteria	
<b>A.</b>	Consistent cross-school approach to the teaching of core mathematical skills and mastery			100% of children make expected progress. 75% Attain the standard in Sats.	
<b>B.</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	
<b>C.</b>	Increase the percentage of pupils meeting the standing in the phonics screening check. Increase the proportion of children working at age expected in reading and writing in all year groups.			The proportion of FSM pupils attaining the standard in phonics to inline with non-fsm pupils. Reading and writing attainment for fsm pupils to be inline with non-fsm (internal)	
<b>D.</b>	Improve the living conditions of pupils and families			Ensure that all families have sufficient food and children adequate clothes and foot wear	
<b>E.</b>	Improve the mathematical knowledge of parents			Increased percentage of pupils completing home learning activities accurately	

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 rigorous/ mastery curriculum that reflects the raised standards of the 2014 National Curriculum and of Sat.,	<p>Embed White Rose Maths program of study across the school.</p> <p>Appoint new year 6 teacher with responsibility for Maths development and attainment.</p> <p>Work with Birmingham Educational partnership to facilitate teacher training days on maths with subsequent coaching with nominated lead practitioners.</p> <p>Purchase of Maths Whizz. Online subscription maths program.</p>	<p><b>Maths –</b></p> <p>63% of pupils achieved the national standard in 2017 in KS2 compared to 80% non-disadvantaged nationally.</p> <p>16% of pupils achieved the higher score compared to 27% nationally</p> <p>Progress rate of -1.26 was the lowest compared to all other subjects.</p> <p>Monitoring via book scrutinies demonstrate a lack of continuity in methodology and application.</p> <p>Greater focus on the relationship between the for operations and the basics of number are needed.</p> <p>Discussion with pupils also identifies mathematics is the subjects area they find most challenging.</p> <p>Parents through consultations have expressed their own limitations and need for support in help their children in mathematics.</p>	<ul style="list-style-type: none"> <li>- Researched the outcomes and impact of White Rose with partner school (St. Matthew's CofE).</li> <li>- New maths leader to receive external leadership coaching from BEP</li> <li>- The new curriculum to be the focus of whole-school staff training day at the start of Spring term.</li> <li>- Ongoing weekly coaching and monitoring to have a maths focus.</li> <li>- Weekly monitoring of curriculum by SLT.</li> <li>- Half-termly monitoring by the head teachers of Ladypool and St Anne's</li> <li>- Purchase support online resource Maths Whizz. Presentation to parents on how to use it effectively to support both their development and their children's progress.</li> </ul>	<p>NO PH PF</p> <p>NO PH PF</p> <p>NO PH PF</p>	<p>November 2017</p> <p>Ongoing from January 2018</p> <p>Ongoing from January 2018</p> <p>Ongoing from January 2018</p> <p>End of each half-term</p> <p>March</p>
<b>Total budgeted cost</b>					£ 31,732

<b>B. Improve the attendance of FSM pupils</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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)	<b>End of autumn term 2016</b> 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 2018  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 2018  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 2018  Monitored as stated on a weekly basis
<b>Total budgeted cost</b>					<b>£ 43,240.00</b>

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?
<p>Increase the percentage of pupils meeting the standing in the phonics screening check.</p> <p>Increase the proportion of children working at age expected in reading and writing</p>	<p>Leader for Inclusion to develop and lead phonics team across the school ( to include three teaching assistants)</p>	<p><b>Phonics</b> The percentage of pupils meeting the standard required in Year1 and additionally in year 2 have both fallen in 2107. This is due to the increased percentage of newly arrived pupils to the country and those children who are new to the school with English as an additional language</p> <p><b>Data.</b> Year 1 Phonics 71% (down 24%) 60% disadvantaged, EAL 50%</p> <p>Year 2 Phonics 92 % (down 8%)</p> <p>PP Yr 3 Reading 55% Writing 45%</p> <p>Yr 4 Reading 56% Writing 33%</p> <p>Yr 5 Reading 75% Writing 75%</p>	<ul style="list-style-type: none"> <li>- Inclusion leader and teaching assistants performance management to reflect the attainment outcomes required to improve on 2017 percentage of pupils meeting the standard of the phonics screening check</li> <li>- Audit of all resources and the purchasing of high quality resources to ensure there is a systematic approach to the teaching of phonics</li> <li>- Ongoing training opportunities for all staff delivering phonics. Staff to observe other teachers in outstanding settings. Utilise contacts with Prince Albert Academy Trust to deliver high quality cpd.</li> <li>- Half termly assessments ensuring expected or better than expected progress is evident in all pupils</li> </ul>	LA	Half-termly
	<p>Daily differentiated phonics teaching for all keystage 1 pupils and for any keystage 2 pupils assessed as requiring intervention .</p>			NO	Half-termly
	<p>Purchase of phonically plausible reading material for all phonic stages</p>			LA	End of each term
	<p>Phonics workshops for parents to ensure parents have the knowledge to support pupils adequately</p>			NO, PH, Chris Smith	End of each term
				NO, PH	Half-termly
				LA,	Half-termly
	NO	Half-termly			
<b>Total budgeted cost</b>					£ 37,628.00

<b>D &amp; E Parental Engagement</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve the living conditions of pupils and families	Vulnerable list updated to address cp and non- cp concerns as a pre-emptive strategy. Vulnerable fund to purchase clothing and toiletries Subscription to Fare Share	Increased numbers of single parent families with low incomes. Increased number of larger families with low incomes. Families with no recourse to public funding	All staff are trained in line with the school's safeguarding policy to identify signs of neglect. Staff are aware of the school's Christian values and their duties to follow up all concerns informing senior leaders as appropriate.	NO, PH, LA	Half-termly
Improve the numerical skills of parents	Introductory parental workshop for all parents in order to embed the new homework tool.	Staff voice conducted at the end of autumn term showed that a significant proportion of pupils failed to complete their homework during autumn term.  Teachers admitted that they sometimes fail to set weekly homework, citing workload  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 mathematical task homework. Each year group to organise a maths workshop in each term focusing on a key concept from the 2014 maths curriculum. Maths Whizz programme to be purchased. Training to be given to all parents	P.F	Half-termly
<b>Total budgeted cost</b>					<b>£ 1,500.00</b>