



PUPIL PREMIUM STRATEGY 2018-19

Updated September 2019

The Government believes that the additional Pupil Premium funding which schools receive, known as the Pupil Premium Grant (PPG), is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is intended that the PPG should support raising the attainment of disadvantaged pupils and therefore help diminish the academic achievement difference between children who are eligible and those who are not. The PPG was introduced in April 2011 and is allocated to schools to support children from low-income families who are currently eligible for free school meals or have been registered for free school meals at any point in the last six years, sometimes known as Ever 6 FSM. Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel in the armed forces. From 2014, it was extended to include children who had left care through adoption, special guardianship order, child arrangements or a residence order in recognition of their continuing level of vulnerability and need.

The PPG per pupil for 2019 to 2020 is as follows:

Disadvantaged Children	PPG per pupil
Pupils in year groups Reception to Year 6 recorded as Ever 6 FSM	£1,320
Pupils in Years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Pupils who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Children of Armed Forces Service Personnel	PPG per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense	£300

At Harrington Hill Primary School, the Pupil Premium Grant allocation was £234,480.00 during the 2018-19 year (48% of pupils) and, based on the school census data, we anticipate we will receive £206,516.00 during the 2019-20 year (43% of pupils). **We are grateful to all those parents and carers who have applied for the Pupil Premium Grant for their children. We use the money in ways that enable all children to maximise their learning, although it is targeted at the children who receive it.**

We use a range of formative and summative assessment methods to gather pupil information for each child. The Harrington Hill Pupil Information Trackers that are used to track individuals' progress throughout their time at Harrington Hill are the main part of our evaluation process. In addition, we monitor other factors such as attendance and punctuality, parental involvement and evaluations from specific projects, along with how well all opportunities and initiatives are accessed by the identified groups of pupils.

At Harrington Hill, we have high aspirations and ambitions for all of our children and believe in creating a range of learning experiences that ensure enrichment opportunities for all children. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that all our pupils are given every chance to realise their full

potential. Pupil premium funding represents a significant proportion of our budget and this strategy outlines how we will ensure it is spent to maximum effect. **For more details see our Pupil Premium policy.**

Our Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring that the compound needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive the PPG will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for FSM or the PPG. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged. Therefore, any group will be made up of children in receipt of the PPG and those not where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving the PPG will be in receipt of interventions at one time.
- Our work through the use of the PPG will be aimed at accelerating progress moving children to make at least expected progress against others nationally.
- Pupil premium funding will also be used to enable higher attaining children receiving the PPG to achieve greater depth at the end of Key Stage 1 and Key Stage 2.

Evaluation of the Use of our Allocated Pupil Premium Grant Funding 2018/19

Data Impact from Academic Year 2018-19

End of Early Years Foundation Stage (EYFS) 2019

	Achieved a Good Level of Development
Harrington Hill disadvantaged pupils	75%
Harrington Hill all	72%
National all pupils (including disadvantaged)	72%

Please Note: National Other is not released for EYFS GLD

Year 1 Phonics Screen 2019

	Achieved
Harrington Hill disadvantaged pupils	84%
National other pupils (so not disadvantaged)	82%

End of Key Stage 1 2019

	At Expected in Maths	At Expected in Reading	At Expected in Writing
Harrington Hill disadvantaged pupils	76% (41%)	71% (35%)	76% (29%)
National other pupils (so not disadvantaged)	76% (22%)	75% (25%)	69% (15%)

End of Key Stage 2 2018

	At Expected in Maths	At Expected in Reading	At Expected in Writing	At Expected in Grammar, Punctuation and Spelling (GPS)
Harrington Hill disadvantaged pupils	84% (16%)	61% (19%)	81% (16%)	TBC
National other pupils (so not disadvantaged)	79% (27%)	73% (27%)	78% (20%)	TBC

Use of PPG Funding during Academic Year 2018/2019

1. Ensuring High Quality Teaching for All Pupils					
Action and/or Approach	Desired Outcome	How we will Ensure it is Implemented Well	Evaluation		
			<i>Reviewed in January 2017</i>	<i>Reviewed in April 2018</i>	<i>Reviewed in July 2018</i>
<p>Staffing structure across the school:</p> <p>-Extra support teacher to support in Year 1 and 2 for reading.</p> <p>-Extra support teacher to support in reception for maths.</p> <p>-Additional teacher to support in Year 6 for writing.</p> <p>-Additional teacher to support in Year 6 for reading and maths.</p>	<p>All pupils eligible for the PPG will make at least expected progress.</p> <p>Overall attainment for these pupils will be at least in line with the national average.</p> <p>The percentage of children passing the end of Year 1 phonics screening who are eligible for the PPG will be at least in line with the national average.</p> <p>There will continue to be an increase in the numbers of children receiving the PPG achieving Greater Depth in Reading, Writing and Maths by the end of the school year in comparison to 2017/18, diminishing the difference between Harrington Hill children who are eligible for PP funding and other children nationally at the end of the key phases.</p>	<p>Rigorous monitoring and evaluating.</p> <p>Staff training through INSET and phase forums.</p> <p>Regular 'Pupil Data Meetings' and review of 'Raising Attainment Plans'.</p> <p>Regular review of timetables to ensure that support teacher can work across Y1 and 2 for reading and phonics and in reception for maths.</p>	<p>Year 6 have had an additional teacher for reading and maths to enable all children to be targeted and challenged.</p> <p>An additional 1.5 adults work across the 3 Key Stage 1 classes, in addition to a Class Teacher and Teaching Assistant in each to enable all children to be targeted and challenged.</p> <p>An additional teacher is in post to enable teaching staff to be released from class for the continuous professional development and to facilitate regular Pupil Progress Meetings and Raising Attainment Plan review meetings.</p>	<p>Year 6 have had an additional teacher for reading, writing and maths all year and two additional teachers from February.</p> <p>High levels of staffing ratios have continued across the EYFS and Key Stage 1 throughout the Spring term.</p> <p>Staff CPD has been a priority through INSET and bespoke sessions.</p> <p>Regular Pupil Progress Meetings and reviews of year group Raising Attainment Plans are embedded in the school's practice.</p>	<p>Overall attainment for PP pupils in KS1 was at least in line with Hackney:</p> <p>Reading AE: 71% (75%)</p> <p>Writing AE: 76% ()</p> <p>Maths</p> <p>Overall attainment for PP pupils in Year 6 was at least in line with attainment for non PP pupils. In writing and maths, the number of PP pupils achieving AE and GD exceeded that of non PP pupils.</p>

<p>Spoken language development and enrichment across the school, including:</p> <ul style="list-style-type: none"> - Use of 'Language Nuts'. - Regular pre teaching vocabulary sessions for identified groups. - Vocabulary focus and opportunities across the curriculum. - Use of specific interventions as required (e.g. Speech and Language). - Launch pad in the EYFS. - Family talk homework. 	<p>Increase in the proportion of children working at age expectations for their spoken language.</p> <p>All pupils receiving the PPG will make at least expected progress.</p> <p>Overall attainment for these pupils (at the end of the key phases) will be at least in line with the national average.</p> <p>More children entitled for the PPG will be working at age expectations by the end of each academic year in Reading, Writing and Maths.</p>	<p>Staff training through INSET and phase forums.</p> <p>Speech and Language Therapist.</p> <p>Launch pad to continue in the EYFS and Wellcomm assessment for identified pupils.</p> <p>Rigorous monitoring and evaluating.</p> <p>Support teacher working half a day a week to support the assessment and tracking of mobile pupils.</p> <p>Peer observations amongst staff groups.</p>	<p>Family Talk homework is increasing in take up and attendance of parents and carers at the subsequent sharing assemblies.</p> <p>Assessment of all EYFS pupils has ensured the correct children are accessing additional language sessions. A Speech Therapist is working closely with the EYFS staff to deliver LaunchPad sessions which includes direct work with the children.</p> <p>Following Word Aware and Colourful Semantics training for all staff, there has been further development to class vocabulary grids to ensure the most appropriate words are being focused on to have the greatest impact.</p> <p>Both Assistant Headteachers have attended training on developing language and have led the first staff training session on 15th January.</p> <p>Peer observations, supported by the Leadership Team, of staff are taking place this month.</p> <p>Speaking and listening assessment happens every term for all pupils; progress is monitored closely and close analysis of the data takes</p>	<p>Regular talk homework is becoming embedded and there has been an introduction of a weekly 'talking point' in the dining hall and around the school to encourage purposeful conversation.</p> <p>Staff CPD sessions on developing pupil talk within the classroom have taken place this term and ongoing monitoring has taken place to evaluate its success.</p> <p>Children's speaking and listening continues to be assessed and analysed termly across the school. The progress children new to English make is closely monitored and their progress is tracked. Interventions are put in place accordingly.</p>	<p>Good or better progress in reading: EAL = 93% Non EAL = 93% PP = 92% Non PP = 94%</p> <p>Good or better progress in writing: EAL = 91% Non EAL = 86% PP = 86% Non PP = 94%</p> <p>Good or better progress in maths: EAL = 95% Non EAL = 94% PP = 92% Non PP = 97%</p> <p>AE and above in reading: PP = 69% Non PP = 75%</p> <p>AE and above in writing: PP = 65% Non PP = 77%</p> <p>AE and above in maths PP = 77% Non PP = 81%</p> <p>Focus needs to be on progress in writing for PP pupils and ensuring more PP pupils achieve AE, particularly in reading and writing. We also need to increase the number of PP pupils who achieve GD in maths</p>
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			place with any changes need to practice embedded. Support for staff and children to use Language Nuts effectively takes place regularly.		and writing.
Booster groups for Reading and Maths in Yr 2 and 6.	<p>All pupils receiving the PPG will make at least expected progress.</p> <p>Overall attainment for these pupils (at the end of the key phases) will be at least in line with the national average.</p>	<p>Support teacher to lead early on booster groups for Year 6, targeting those children who achieved a 2c at the end of KS1.</p> <p>Additional teacher for Year 6 for reading, writing and maths.</p>	<p>There is an increasing shift in numbers of children attending Booster Clubs in Yr 6 to Age Expected levels. The biggest contribution to this seems to be their increasing confidence, attitude towards learning which comes from both the lessons themselves but also the earlier start to school which includes a breakfast and a relaxed social time with their peers.</p> <p>Yr 2 Booster groups will begin later this term if needed based on ongoing assessment and fortnightly meetings with the Yr 2 teaching team, the Phase Leader and the Head Teacher.</p>	<p>Year 6 Booster Club x2 reading and x2 maths each week have taken place all year.</p> <p>Easter School was in place during the holidays and taught by a current Year 6 teacher. Borderline combined children were targeted.</p> <p>Tutorials have taken place every afternoon since February led by an experienced teacher with children 1:1 or in small groups across Year 6.</p> <p>An additional teacher in Year 2 throughout the Spring term has enabled additional in class support; small groups and tutorials.</p>	<p><u>Reading</u> Good or better progress: Y2 PP = 82% Y2 Non PP = 85% Y6 PP = 93% Y6 Non PP = 94%</p> <p><u>Maths</u> Good or better progress: Y2 PP = 88% Y2 Non PP = 100% Y6 PP = 96% Y6 Non PP = 94%</p> <p>Overall attainment for PP pupils was at least in line with the national average:</p>
Those identified as more able PPG children to receive support to extend their understanding to ensure they	More able children who are eligible for the PPG will achieve greater depth at the end of each academic year.	<p>Identified children targeted and challenged in each lesson.</p> <p>Staff training for challenge at all</p>	A focus across the school is challenge at all levels and is referred to during all monitoring of children's	Challenge at all levels is a whole school focus and closely monitored and evaluated.	<p>Achieved GD in reading: PP = 26% Non PP = 28%</p> <p>Achieved GD in writing:</p>

achieve greater depth in identified core subjects.		<p>levels.</p> <p>Additional adults in Year 6 allows for smaller groups to take place and children on track to achieve greater depth to be targeted.</p>	<p>learning and staff continuous professional development is centred around this.</p> <p>Year 6 have had an additional teacher for reading and maths to enable all children to be targeted and challenged.</p> <p>An additional 1.5 adults work across the 3 Key Stage 1 classes, in addition to a Class Teacher and Teaching Assistant in each to enable all children to be targeted and challenged.</p>	<p>Year 6 have had an additional teacher for reading, writing and maths all year and two additional teachers from February.</p> <p>High levels of staffing ratios have continued across the EYFS and Key Stage 1 throughout the Spring term.</p> <p>Staff CPD has been a priority through INSET and bespoke sessions to ensure the teaching is strong across the school.</p>	<p>PP = 11% Non PP = 23%</p> <p>Achieved GD in maths: PP = 18% Non PP = 35%</p> <p>Continued focus on PP pupils achieving the greater depth standard in core subjects (particularly in writing and maths) is necessary.</p>
Ensure those children who have EAL and entitled to the PPG receive additional support to help narrow the gap.	More children who have a compound disadvantage will achieve the expected standard at the end of the year.	<p>Language Nuts will be used to support those who are new to English.</p> <p>CPD for staff in how best to support these children within the class setting.</p>	<p>Assessment of all EYFS pupils has ensured the correct children are accessing additional language sessions.</p> <p>Speaking and listening assessments take place termly for all pupils across the school.</p> <p>Following Word Aware and Colourful Semantics training for all staff, there has been further development to class vocabulary grids to ensure the most appropriate words are being focused on to have the greatest impact.</p> <p>SENCo has provided training for staff and children to ensure maximum outcomes are gained by using the programme Language Nuts.</p>	<p>The rigorous induction process in place, including our 'New to English' daily intervention, has supported the EAL children to narrow the gap between themselves and other groups.</p>	<p>Achieved at least AE in reading: PP & EAL = 67% PP non EAL = 69% Non PP & EAL = 69% Non PP non EAL = 88%</p> <p>Achieved at least AE in writing: PP & EAL = 66% PP non EAL = 63% Non PP & EAL = 72% Non PP non EAL = 88%</p> <p>Achieved at least AE in maths: PP & EAL = 80% PP non EAL = 75% Non PP & EAL = 75% Non PP non EAL = 90%</p> <p>Good or better progress in reading: EAL = 93%</p>

					<p>Non EAL = 93% PP = 92% Non PP = 94%</p> <p>Good or better progress in writing: EAL = 91% Non EAL = 86% PP = 86% Non PP = 94%</p> <p>Good or better progress in maths: EAL = 95% Non EAL = 94% PP = 92% Non PP = 97%</p>
Total Budgeted Cost: £					

2. Targeted Support for Pupils

Action and/or Approach	Desired Outcome	How we will Ensure it is Implemented Well	Evaluation		
			<i>Reviewed in January 2017</i>	<i>Reviewed in April 2018</i>	<i>Reviewed in July 2018</i>
1:1 Reading with targeted children.	<p>All pupils receiving the PPG will make at least expected progress.</p> <p>More children entitled for the PPG will be working at age expectations by the end of the year in Reading and Yr 2 and 6 will be at least in line with the national average.</p>	<p>Use of volunteer readers from 'Beanstalk'.</p> <p>Use of Yr 5 and 6 children as 'Reading Assistants'.</p> <p>Rigorous monitoring and evaluating.</p> <p>Regular 'Pupil Data Meetings' and reviewing of cohort 'Raising</p>	<p>Targeted children read twice weekly with a reading volunteer from Beanstalk which is having an impact on the children.</p> <p>Parent volunteers, Support Staff, Sports Coaches and members of the Leadership Team are reading regularly</p>	<p>Beanstalk has worked successfully all year with 7 children from Years 1 to 4. Children receiving the Beanstalk reading intervention have made progress within their book band levels in the Spring Term. Beanstalk Reading Intervention</p>	<p>Good or better progress in reading: PP = 92% Non PP = 94%</p> <p>AE and above in reading: PP = 69% Non PP = 75%</p> <p>Good or better progress in reading:</p>

		<p>Attainment Plans.'</p> <p>Parent helpers.</p> <p>Nation Sports Reading Club.</p>	<p>with identified children across the school.</p> <p>Progress of all pupils is monitored rigorously with adaptations to teaching and additional interventions in response.</p>	<p>continues to have a positive impact on children's emotional wellbeing and self-esteem.</p> <p>Support staff are prioritised to read one-to-one with children across the school; this is monitored and are regularly reviewed. They make accelerated progress with their reading which can be seen through their book band levels.</p>	<p>Y2 PP = 82%</p> <p>Y2 Non PP = 85%</p> <p>Y6 PP = 93%</p> <p>Y6 Non PP = 94%</p>
<p>Nation Sports mentoring and Book Club with targeted children.</p>	<p>Improvement in emotional well-being.</p> <p>Improvement in behaviours for learning and motivation.</p> <p>All pupils receiving the PPG will make at least expected progress.</p>	<p>Rigorous monitoring and evaluating.</p> <p>Mentoring training.</p>	<p>There have been notable improvements to many of the Yr 5/6 children working with the Sports Coach in terms of their confidence, behaviour around the school and engagement in their learning.</p>	<p>Sports Coaches lead a Year 5/6 Book Club weekly along with other mentoring sessions which has had a noticeably impact on their engagement with learning and also conduct around the school.</p> <p>The Year 6 children have been supported by Young Hackney with transition.</p>	<p>Good or better progress in reading:</p> <p>PP = 92%</p> <p>Non PP = 94%</p> <p>Targeted children showed an improvement in emotional well-being and improved learning behaviours were observed in the classroom.</p>

3. Other Approaches

Action and/or Approach	Desired Outcome	How we will Ensure it is Implemented Well	Evaluation		
			<i>Reviewed in January 2018</i>	<i>Reviewed in April 2018</i>	<i>Reviewed in July 2018</i>
<p>Increase parental engagement through:</p> <ul style="list-style-type: none"> - Weekly coffee mornings. - Parent workshops. - M2E intervention programme. - Increased parent workshops by the school, M2E and through the WAMHs project. - Whole school trips. - Whole school events e.g. family drawing afternoons, summer fayre. - Initiatives to encourage parents to attend school meetings and workshops e.g. raffles where a family voucher for a restaurant is the prize. 	<p>Increased parental confidence and engagement shown through increased attendance at school sessions, events and activities.</p>	<p>Head Teacher, Assistant Heads and Pastoral Lead are non- class based to lead regular sessions with parents.</p> <p>Outreach and Partnerships Officer to support with increasing parental engagement and strengthening the community.</p>	<p>Adult learning classes are in place for parents, carers and the wider community, including weekly introduction to ESOL classes and a 5-week Childcare course.</p> <p>Weekly exercise class has been introduced for parents and carers.</p> <p>Parents and carers are encouraged to attend school trips and volunteer within school.</p> <p>7 families number have benefited from the 15 week M2E family intervention over the summer holiday and throughout the Autumn term.</p> <p>5 parents and carers have accessed the M2E drop-ins during the Autumn term.</p> <p>Christmas Fayre, family drawing afternoon and our newly introduced 'Bring a Parent to School' were all well attended.</p>	<p>Attendance at class and year group learning assemblies is very high and a new structure for these have been in place this term to allow staff to share key messages to promote attendance at workshops; events and adult learning amongst other items.</p> <p>Adult learning classes have widened to add more topics.</p> <p>M2E continues to offer a big support to families either through its 15 week programme or weekly drop ins.</p> <p>Our WAMHS Link Worker has lead a series of workshops this term</p>	<p>Parental engagement was particularly high during 'Bring a Parent to School' afternoon and during the whole school trip.</p> <p>Impact of M2E: SDQ scores were collated from parents and teachers. Reduced stress, emotional distress, behavioural difficulties, hyperactivity and concentration difficulties, difficulties getting on with other children and improved kind and helpful behaviour were reported following intervention.</p>

				following consultation with parents at the 'Bring a Parent to School' afternoon.	
Workshops, trips and outings to enhance the curriculum.	Inclusion of all pupils in enrichment opportunities regardless of home background.	<p>All PPG pupils receive financial assistance to attend enrichment opportunities. (subsidised and free placements logged)</p> <p>All pupils go on school trips, as additional support in place to support groups and individuals if necessary</p>	<p>Our newly written topic curriculum has enrichment opportunities built into it. Autumn's topics were reviewed by all staff during our INSET day on the 7th January.</p> <p>A review of residential trips has begun.</p>	<p>We are continually reviewing each topic within our new curriculum to ensure it represents the cultures of the children.</p> <p>During our recent visit from our link advisor from HLT, she spoke to children across the school who spoke incredibly highly about the topics they have been learning about and she was impressed with their curriculum knowledge.</p> <p>A trips overview document is being created to ensure all year groups have a wide range of trips and to enhance these further where possible.</p> <p>A new Year 6 residential destination has been booked for September 2019: a scout camp nearby which the children can travel to by</p>	<p>Trips overview document has been created and adapted to ensure all year groups will have access to a wide range of trips next year.</p> <p>New Assistant Head Teacher responsible for curriculum and enrichment is in post.</p> <p>Scout camp was well attended and enjoyed by Year 6 pupils.</p> <p>Next step is to review uptake of after school trips by pupils entitled to PPG.</p> <p>Leaside visits for Y5 pupils has led to increased confidence and improved emotional wellbeing.</p>

				<p>public transport.</p> <p>We have developed a link with Leaside Adventure Centre and all Year 5 children have started outdoor pursuit sessions regularly, including kayaking, canoeing and off road cycling.</p>	
<p>Develop partnerships between families and school:</p> <p>-Multi Family Group Project</p> <p>(Link with Educational Psychologist)</p>	<p>'Evidence shows that if parents can be supported to better manage their children's behaviour, alongside work being carried out with the child at school, there is a much greater likelihood of success in reducing the child's problems, and in supporting their academic and emotional development' (P21, Mental health and behaviour in schools - Departmental advice for school staff, DFE 2014).</p>	<p>2 days training for School Based Partner (SBP) and senior management (SMT) lead for all schools in the pilot.</p> <p>Whole School training on the principles of Multi-Family Groups in Schools (MFG)</p> <p>Access to the Anna Freud online platform which provides videos, guidance and proformas that support the delivery of MFG.</p> <p>MFG Peer Support Group comprising all the EPs delivering the intervention and the 6 SBPs.</p> <p>An initial Joint Consultation lasting an hour with each of the families and relevant school staff which will include setting targets with the children, their parents/carers and school staff and also allow collection of pre-intervention data and target setting.</p>	<p>All the training for staff leading the MFG took place and a taster session for the first MFG Year 3 parents over the Autumn term.</p> <p>8 parents have committed and took part in the initial joint consultation with class the staff leading the MFG, the child, their parent and child's Class Teacher.</p> <p>Whole school training for all staff took place 8th January with the first of the 12 sessions taking place on 11th January.</p>	<p>The MFG group, cohort 1 has just completed and it was a huge success. It was reviewed weekly by our Educational Psychologist who supported a staff member. This member of staff will now continue this with another year group, most likely the current Year 4s.</p> <p>The governors are due to have an information session on the MFG next term.</p>	<p>Improved behaviour and attendance for children who took part in MFG. Increased parental confidence and parent participation in school activities.</p>

		<p>12 two hour sessions of MFG delivered with between 6 and 10 families.</p> <p>Monthly reviews with key school staff (SMT Lead, SBP & Class Teachers).</p> <p>Post intervention review meeting with each of the families and relevant school staff which will also allow collection of post intervention data and target review.</p>			
Improve attendance of children.	<p>Attendance during 2018/19 reaches target of 96.5%.</p> <p>Attendance of children eligible for the PPG is in line with those who do not.</p> <p>Reduction in the numbers of persistent non-attendance in comparison to 2017/2018.</p>	<p>Pastoral lead to carry out rigorous tracking and monitoring.</p> <p>Clear procedure in place to follow up on absent children through phone calls; letters home; attendance meetings; use of our Attendance Officer; home visits and sessions for targeted groups of parents and carers.</p> <p>Attendance Officer 2 hours per week.</p> <p>Clear systems for rewards in place.</p>	<p>Attendance during Autumn 2018 was 96% which is higher than Autumn 2017 and we are on track to meet our target. The children are motivated by our newly introduced 100% weekly prizes.</p> <p>The numbers of children in the persistently absent during Autumn 2018 was lower than Autumn 2017.</p>	<p>Attendance over Autumn and Spring is 96% so we continue to be on track to end the year above 96%.</p> <p>The attendance prizes weekly to individuals and the introduction of a termly cinema trip for the best class has continued to motivate.</p> <p>The display in the dining hall with the league table is a talking point and children are keen to be at the top.</p>	Overall attendance for 2018-19:
Individual children who are	Children's behaviour and	Strong Pastoral Team which	The Pastoral Team have used an	We have continued the	The work of the pastoral TA

eligible for the PPG children and for whom there are behaviour concerns are identified and targeted for specific support.	emotional well-being will be improved.	includes a Pastoral Lead and 1 fulltime Learning Mentor.	<p>increasing range of external services to support the behaviour and well-being of all those who need the support, including the Re-integration unit, Young Hackney and the Pupil Referral Unit based at New Regents' College.</p> <p>Introduction of Green Time every day for pupils for whom there are behaviour concerns.</p>	<p>successful items from the Autumn term.</p> <p>We have employed, initially on a trial basis, a member of staff to be a pastoral TA and work within the pastoral team to support our key vulnerable children who are displaying outbursts of challenging behaviour.</p> <p>The Sports Coaches continue to meet regularly with key children to mentor and support them.</p>	<p>and learning behaviour mentor has led to improved emotional wellbeing of identified pupils.</p> <p>Behaviour policy adapted to ensure a more visual tracking of behaviour throughout the day and increased reflection time for children. This has led to a reduced number of pupils losing 5 dojos in a day.</p>
Total Budgeted Cost: £92,925					

Total Projected Expenditure	£232,080
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Pupil Premium Strategy for Academic Year 2019-20

Barriers to Future Attainment for Pupils Eligible for the Pupil Premium Grant

Whilst there is an increased likelihood children eligible for the PPG will exhibit these barriers, it is acknowledged that not all children in receipt of this additional funding will do so.

In-school Barriers

1. Spoken English for pupils receiving the PPG, including those speaking English as their first language, is lower than their peers.
2. Lower attainment on entry (to Nursery, Reception and mobile children) than their peers.
3. More pupils receiving the PPG are at risk of exclusion than their peers.

External Barriers

1. Lower attendance levels and higher occurrence of poor punctuality than their peers.
2. Parental ability to support learning at home is less than their peers.
3. Life experiences outside of school are more limited than their peers.
4. More pupils receiving the PPG have additional social and emotional needs.

2019-20 Planned Expenditure

Anticipated PPG Funding Allocation = £190,000

1. Ensuring High Quality Teaching for All Pupils					
Action and/or Approach	Desired Outcome	How we will Ensure it is Implemented Well	Evaluation		
			<i>Reviewed in January 2020</i>	<i>Reviewed in April 2020</i>	<i>Reviewed in July 2020</i>
<p>Staffing structure across the school:</p> <p>-Extra support teacher to support in Year 1 and 2 for reading</p> <p>-Extra support teacher to support in reception.</p> <p>-Additional teacher to support in Year 6 for reading, writing and maths.</p>	<p>All pupils eligible for the PPG will make at least expected progress.</p> <p>Overall attainment for these pupils will be at least in line with the national average.</p> <p>The percentage of children passing the end of Year 1 phonics screening who are eligible for the PPG will be at least in line with the national average.</p> <p>There will continue to be an increase in the numbers of children receiving the PPG achieving Greater Depth in Reading, Writing and Maths by the end of the school year in comparison to 2018/19, diminishing the difference between Harrington Hill children who are eligible for PP funding and other children nationally at the end of the key phases.</p>	<p>Rigorous monitoring and evaluating.</p> <p>Staff training through INSET and phase forums.</p> <p>Regular 'Pupil Data Meetings' and review of 'Raising Attainment Plans'.</p> <p>Regular review of support teachers' timetables.</p>			

<p>Consistent approach for high quality teaching of reading across the school through:</p> <ul style="list-style-type: none"> - Implementation of Read, Write, Inc in EYFS and KS1 - Establishing a new planning framework for reading in Year 2 (for those who 'graduate' from RWI programme) - Further development of Destination Reader in Years 3-6 	<p>All pupils receiving the PPG will make at least expected progress in reading.</p> <p>Overall attainment in reading for these pupils (at the end of the key phases) will be at least in line with the national average.</p> <p>The percentage of children passing the end of Year 1 phonics screening who are eligible for the PPG will be at least in line with the national average.</p> <p>Improvement in children's reading for pleasure</p>	<p>Early Reading Lead and English Lead focus through rigorous tracking and monitoring.</p> <p>Early Read Lead to facilitate reading groups in EYFS and KS1 to ensure consistency in delivery of RWI.</p> <p>Support from Rosie with further developing reading in Years 2-6.</p> <p>Hackney Road Map for children in KS2, evaluated by English Lead.</p>			
<p>Booster groups for Reading and Maths in Yr 6.</p>	<p>All pupils receiving the PPG will make at least expected progress.</p> <p>Overall attainment for these pupils (at the end of the key phases) will be at least in line with the national average.</p>	<p>Fortnightly data meetings in Years 2 and 6 to monitor progress and evaluate strategies for improvement.</p> <p>Monitoring of teaching and planning for booster sessions by phase leader.</p>			
<p>Those identified as higher attaining PP children to receive support to extend their understanding to ensure they achieve greater depth in identified core subjects.</p>	<p>Increased number of higher attaining children who are eligible for the PPG will achieve greater depth at the end of the academic year.</p>	<p>Identified children targeted and challenged in each lesson.</p> <p>Staff training for challenge at all levels.</p> <p>Additional adults in Year 6 allows for smaller groups to take place and children on track to achieve greater depth to be targeted.</p>			

		Additional adults in Year 2 for RWI allows for smaller groups and children on track to achieve greater depth to be targeted.			
Ensure all children entitled to PPG receive focussed additional support in class to help narrow the gap	Accelerated progress of pupils entitled to PPG in core subjects.	CPD for teaching assistants on strategies to support key children in class including targeting questioning, live marking and mini targets.			
Ensure those children who have EAL and entitled to the PPG receive additional support to help narrow the gap.	More children who have a compound disadvantage will achieve the expected standard at the end of the year.	<p>Language Nuts will be used to support those who are new to English.</p> <p>New assessment tool will be used for assessing EAL and tracking progress.</p> <p>PP Lead to undertake rigorous monitoring and evaluation.</p> <p>CPD for staff in how best to support these children within the class setting.</p>			
Total Budgeted Cost: £105,000					

2. Targeted Support for Pupils

Action and/or Approach	Desired Outcome	How we will Ensure it is Implemented Well	Evaluation		
			<i>Reviewed in January 2019</i>	<i>Reviewed in April 2019</i>	<i>Reviewed in July 2019</i>
1:1 Reading with targeted children.	All pupils receiving the PPG will make at least expected progress.	Use of volunteer readers from 'Beanstalk'.			

	More children entitled for the PPG will be working at age expectations by the end of the year in Reading and Yr 2 and 6 will be at least in line with the national average.	Use of Yr 5 and 6 children as 'Reading Assistants'. Rigorous monitoring and evaluating. Regular 'Pupil Data Meetings' and reviewing of cohort 'Raising Attainment Plans.' Parent helpers.			
Nation Sports mentor work with targeted children	Improvement in emotional well-being. Improvement in behaviours for learning and motivation. All pupils receiving the PPG will make at least expected progress.	Rigorous monitoring and evaluation by Pastoral Lead. Mentoring training.			
20 day challenges	Targeted children meet their personal targets and progress is accelerated. Improvement in behaviours for learning, participation in class and motivation.	CPD for teaching assistants on setting and using 20 day challenges. Monitoring and evaluation by SENCo and DHT.			
10 free places for breakfast club and after school clubs	Improvement in emotional well-being, attendance, learning and behaviour.	Monitoring attendance at club. Evaluation of impact for targeted children – teacher, coach and child evaluation.			
Total Budgeted Cost: £41,000					

3. Other Approaches

Action and/or Approach	Desired Outcome	How we will Ensure it is Implemented Well	Evaluation		
			<i>Reviewed in January 2019</i>	<i>Reviewed in April 2019</i>	<i>Reviewed in July 2019</i>
<p>Increase parental engagement through:</p> <ul style="list-style-type: none"> - Weekly coffee mornings. - Parent workshops. - M2E intervention programme. - Increased parent workshops by the school, M2E and through the WAMHs project. - Whole school trips. - Whole school events e.g. family drawing afternoons, summer fayre. - Initiatives to encourage parents to attend school meetings and workshops e.g. raffles where a family voucher for a restaurant is the prize. 	<p>Increased parental confidence and engagement shown through increased attendance at school sessions, events and activities.</p>	<p>Head Teacher, Deputy Head and Assistant Heads are non-class based to lead regular sessions with parents.</p> <p>Outreach and Partnerships Officer to support with increasing parental engagement and strengthening the community.</p>			
<p>Workshops, trips and outings to enhance the curriculum.</p>	<p>Inclusion of all pupils in enrichment opportunities regardless of home background.</p>	<p>All PPG pupils receive financial assistance to attend enrichment opportunities. (subsidised and free placements logged)</p> <p>All pupils go on school trips, as additional support in place to support groups and individuals if necessary</p>			

Improve attendance of children.	<p>Attendance during 2019/20 reaches target of 96.5%.</p> <p>Attendance of children eligible for the PPG is in line with those who do not.</p> <p>Reduction in the numbers of persistent non-attendance in comparison to 2018/2019.</p>	<p>Pastoral lead to carry out rigorous tracking and monitoring.</p> <p>Clear procedure in place to follow up on absent children through phone calls; letters home; attendance meetings; use of our Attendance Officer; home visits and sessions for targeted groups of parents and carers.</p> <p>Attendance Officer 2 hours per week.</p> <p>Clear systems for rewards in place.</p>			
Individual children who are eligible for the PPG children and for whom there are behaviour concerns are identified and targeted for specific support.	Children's behaviour and emotional well-being will be improved.	Strong Pastoral Team which includes a Pastoral Lead, 1 fulltime Learning Mentor and 1 fulltime Pastoral TA.			
Total Budgeted Cost: £91,000					

Total Projected Expenditure	£237,000
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