



South Haringay School Pupil Premium Strategy 2018-2019

Amount of Pupil Premium funding received 2018-19

Funding received for the Infants	£55 100
Funding received for the Juniors	£133 320

Identified barriers to educational achievement

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to sound models of spoken and written English outside of school
- Access to the wider curriculum and access to extra-curricular activities
- Emotional well being
- Parental engagement with school - especially in regards to supporting children with homework
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Health and nutrition

Rationale for Expenditure

Core curriculum progress

The school recognises that the majority of our disadvantaged children need to make accelerated progress in order to reach the age expected standards at the end of each key stage. This is because their starting points at the end of their previous key stage, or on entry to the school, are usually significantly lower than those



children that are not classified as disadvantaged. Our expenditure seeks to provide these children with additional support in the core areas of learning during curriculum time. This aspect of our spending ensures that the additional support is provided by our most effective staff and/or by an intervention for which there is evidence to demonstrate positive impact on progress rates. We also recognise that for those children who are classified as high attainers at the end of key stage assessments, and are classified as disadvantaged, it is important that these children remain on track to achieve at the highest levels at the end of each key stage.

Emotional Wellbeing/Behaviour

We recognise that in order to learn well and make good progress children need to be happy and feel safe and secure. Many of our disadvantaged children experience challenges in their personal lives which may be temporary, or ongoing. Our learning mentor and counsellors provide support to these children. This supports their emotional/social challenges and in turn allows them to access the curriculum and their learning opportunities with greater effect. Our learning mentor also supports some children who are having difficulties with behavior and/or social issues.

Access to the wider curriculum and access to extra-curricular activities

Many of our disadvantaged children do not have access to the same cultural and sporting experiences that other children routinely access. Access to some of our after school clubs exposes them to experiences and activities that are enriching in their own right, and also provide English language stimulus in a context they would otherwise not be exposed to. We also buy in various companies that offer on site experiences such as theatre and interactive drama. While voluntary contributions cover part of these costs, we subsidise payments for those that are not able.

Parental Engagement and supporting children with homework

Some of our ethnic minority children fail to get the support they need outside of school as their parents/carers don't speak English, are not fluent in English, or are not confident that their own skills and understanding to directly support their children with homework. We have found homework workshops for parents in a home language can have a positive impact on the progress of children, so when possible we run these for some groups e.g. in Turkish and Bulgarian. As these don't work for all families and sometimes it is less of a language barrier and more a lack of confidence or time on the part of the parent, we have also funded Saturday booster classes for some children. We also arrange our own after school homework clubs run by our own teaching assistants and teachers to support these children.

Health and Nutrition

The benefits of beginning the day with a healthy and nutritious breakfast have been well documented. We don't want any child to come to school hungry, so we offer free priority places for children entitled to FSM to attend our breakfast club. This also ensures that children have arrived at school on time to start lessons. We also subsidise places in some of our after school sports clubs.



Key expenditure – how the allocation will be spent

*Spending allocations are approximate

EYFS and Key Stage 1		
Area of spend	Focus	Total allocation
TAs running Language Link interventions Purchase of language link software	Core curriculum progress	£2,200
TAs running reading intervention program – '15 mins a day'	Core curriculum progress	£4,000
Volunteer readers regularly reading with children	Core curriculum progress	£2,500
Funding for extra-curricular clubs	Wider curricular and extra curricular	£4,600
Counselling service one day a week	Emotional Well being	£9,900
Learning Mentor support	Emotional Well being	£12,580
Funding for school trips and visiting groups	Wider curricular and extra curricular	£2,000
Funding for breakfast club	Health and nutrition	£12,600
Milk	Health and nutrition	£2,700

Key Stage 2		
Area of spend	Focus	Total allocation
Deputy Head; Provide support to specific children in English and maths booster sessions Facilitating and providing ethnic minority parental engagement work and early help.	Core curriculum progress	£17,500



Assistant Head: Maths sets support Provide support to specific children in English and maths booster sessions	Core curriculum progress	£17,000
Additional teacher without class responsibilities: Maths sets support Additional reading group support	Core curriculum progress	£20,500
TAs running Language Link interventions	Core curriculum progress	£2,925
TAs providing homework support to targeted children after school	Core curriculum progress	£3,250
Volunteer readers regularly reading with children	Core curriculum progress	£2,500
Mathletics clubs for targeted children mornings and lunchtime	Core curriculum progress	£750
Yr 6 Boosters	Core curriculum progress	£3,000
Saturday School Tuition	Core curriculum progress	£6,000
Funding for extra-curricular clubs	Wider curricula and extra curricular	£11,560
Counselling service one day a week	Emotional Well being	£9,900
Learning Mentor Support	Emotional Well being	£20,850
Funding for school trips and residential trips	Wider curricular and extra curricular	£3,600
Funding for breakfast club	Wider curricular and extra curricular	£14,000



Area of spend	Intended outcomes – why these approaches were taken	Actions
Senior and middle leaders taking booster groups in core subject areas and teacher led Yr 6 booster groups.	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Pupils have time to complete homework tasks if unable to do at home 	<ul style="list-style-type: none"> • Regular reviews of progress of targeted children in termly Pupil Progress Review (PPR) meetings • Outcomes from PPR meetings shared with governors allowing them to scrutinise the impact of interventions of PPR children. • Regular communication between booster teacher and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources
Language Link support	<ul style="list-style-type: none"> • Improved access to the language required to attain good outcomes in reading, writing and maths. • Improved comprehension of language used in the classroom • Improve confidence with use of spoken language • Improve understanding of concepts, verb tenses, negatives and making associations 	<ul style="list-style-type: none"> • Regular reviews of progress of targeted children in termly PPR meetings • Outcomes from PPR meetings shared with governors allowing them to scrutinise the impact of interventions of PPR children. • Language link assessments carried out yearly to check for overall progress. • On-going reviews to check on pupils progress within units and whether 1:1 intervention is required. • Analysis of impact of the first year of Language Link in the Infant School presented to governors for scrutiny



Funding for extra- curricular clubs	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and available clubs • Capture children's voice to assess impact of clubs from the children's perspective
Funding for school trips and residential	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and teamwork are developed through participation in group activities and over- night stays on residential 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • SLT to liaise with parents and HT regarding specific requests for funding • Teachers made aware of funding available – can approach parents if appropriate
Funding for Breakfast Club	<ul style="list-style-type: none"> • Promote good attendance and punctuality • Healthy and nutritious breakfast so children ready to learn • Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning) 	<ul style="list-style-type: none"> • Inform parents of PP pupils that breakfast club available at no cost (encourage pupils to attend) • Monitor attendance of PP children • Analysis of attendance for the pupil premium children that attend our breakfast club compared to other children
Learning Mentor support	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred for correct programme • Regular opportunities for ELSA/FEIPS to feedback to relevant staff and parents
1 to 1 reading support	<ul style="list-style-type: none"> • To provide dedicated 1 to 1 reading support for children that need additional support but may not be provided that support at home. • To foster enjoyment of reading 	<ul style="list-style-type: none"> • Analysis of progress rates of those that receive 1 to 1 reading support • Regular review of individual need at termly PPR meetings



Homework clubs	<ul style="list-style-type: none"> To provide homework support for children that need additional support but may not be provided that support at home. To support pupils in developing their writing skills. 	<ul style="list-style-type: none"> Regular reviews of progress of targeted children in termly Pupil Progress Review (PPR) meetings Analysis of progress rates for those children that attend
Counselling	<ul style="list-style-type: none"> To provide therapeutic support to pupils that may be experiencing temporary, or ongoing, challenges in their personal lives that is having an impact on their learning 	<ul style="list-style-type: none"> Regular review of pupils that may benefit from counselling Exit strategies developed for pupils once they finish their course of counselling if appropriate Close contact with parents/carers and counsellor
Mathletics Club	<ul style="list-style-type: none"> To provide additional opportunities for children to engage with and benefit from this software or a opportunity for those that may not have internet access or appropriate technology at home. 	<ul style="list-style-type: none"> Analysis of progress rates for those children that attend
Saturday School Tuition	<ul style="list-style-type: none"> To provide tuition for Yr5 & 6 children that need additional support but may not be provided that support at home. To support pupils in developing their reading and writing skills 	<ul style="list-style-type: none"> Regular reviews of progress of targeted children in termly Pupil Progress Review (PPR) meetings Analysis of progress rates for those children that attend

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At our School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place in line with our pupil performance review (PPR) meetings.

When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governor's teaching and learning committee.



Impact on EYFS

School FSM v Haringey FSM v National FSM v School not FSM v National not FSM	2017					2018					2019				
	School FSM	Haringey FSM	National FSM	Sch. Not FSM	Nat. Not FSM	School FSM	Haringey FSM	National FSM	Sch. Not FSM	Nat. Not FSM	School FSM	Haringey FSM	National FSM	Sch. Not FSM	Nat. Not FSM
% of pupils achieving GLD	50%	69%	54%	75%	72%	43%	69%	57%	79%	74%					

Impact Year 1 Phonics

School Disadvantaged v Haringey Disadvantaged v National Disadvantaged v School not Disadvantaged v National not Disadvantaged	2017						2018						2019					
	NP	School Dis.	Haringey Dis	National Dis.	Sch. Not Dis.	Nat. Not Dis.	NP	School Dis.	Haringey Dis	National Dis.	Sch. Not Dis.	Nat. Not Dis.	NP	School Dis.	Haringey Dis	National Dis.	Sch. Not Dis.	Nat. Not Dis.
% of pupils achieving expected standard in phonics		70%	77%	69%	85%	83%		83%	81%	71%	88%	85%						

Data taken from School Profile – National figures are estimates for 2018



Impact End of KS1

School Disadvantaged v Haringey Disadvantaged v National Disadvantaged v School not Disadvantaged v National not Disadvantaged	2017						2018						2019					
	NP	School Dis.	Haringey Dis.	National Dis	Sch. Not Dis.	Nat. Not Dis.	NP	School Dis.	Haringey Dis.	National Dis	Sch Not Dis.	Not Dis. Nat	NP	School Dis.	Haringey Dis.	National Dis	Sch Not Dis.	Not Dis. Nat
% of pupils achieving expected standard reading		68%	73%	63%	77%	79%		55%	71%	61%	82%	79%						
% of pupils achieving expected standard writing		61%	67%	54%	73%	72%		50%	66%	54%	72%	74%						
% of pupils achieving expected standard maths		64%	70%	62%	73%	78%		70%	71%	62%	79%	80%						

Data taken from School Profile – National figures are estimates for 2018



Impact End of KS2

School Disadvantaged v Haringey Disadvantaged v National Disadvantaged v School not Disadvantaged v National not Disadvantaged	2016						2017						2018					
	NP	School Dis.	Haringey Dis.	National Dis	Sch. Not Dis.	Nat. Not Dis.	NP	School Dis.	Haringey Dis.	National Dis	Sch Not Dis.	Not Dis. Nat	NP	School Dis.	Haringey Dis.	National Dis	Sch Not Dis.	Not Dis. Nat
% of pupils achieving expected standard reading	17	65%	64%	76%	82%			55%	67%	63%	77%	80%						
% of pupils achieving expected standard writing	17	88%	76%	81%	82%			77%	75%	67%	87%	83%						
% of pupils achieving expected standard maths	17	88%	72%	79%	85%			65%	69%	63%	87%	80%						

Data taken from School Profile – National figures are estimates for 2018

Impact Per Year Group 2017-18 compared to previous year same cohort

Percentage working at expectation or above expectations																		
Year Group	Reading						Writing						Maths					
	Disadvantaged		Not disadvantaged		Dif		Disadvantaged		Not disadvantaged		Dif		Disadvantaged		Not disadvantaged		Dif	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
1																		
2	69%		74%		-5		63%		67%		-4		69%		77%		-8	
3	55%		80%		-25		55%		75%		-20		55%		75%		-20	
4	66%		71%		+3		57%		67%		-10		40%		52%		-12	
5	39%		56%		-17		46%		59%		-13		39%		50%		-11	
6	37%		73%		-36		32%		70%		-38		37%		60%		-5	

This data is from Target Tracker



Designated staff member in charge: Ayse Thomas

Link Governor Committee: Teaching and learning

Nominated governor: Karen Tate

A full review of the strategy will take place in September 2019