

Pupil premium strategy statement (primary)

1. Summary information					
School	Haseltine Primary School				
Academic Year	2019-20	Total PP budget	£262995	Date of most recent external PP Review	4.6.19
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	

2. Current attainment		
KS2 outcomes 2019	<i>Pupils eligible for PP (in this cohort)</i> 58	<i>Pupils not eligible for PP (Haseltine non-PP)</i>
% achieving in reading, writing and maths	56%	62%
% making progress in reading	65%	68%
% making progress in writing	68%	82%
% making progress in maths	79%	93%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children entering the school with gaps in vocabulary knowledge and understanding, this in turn impacts negatively on children's comprehension and therefore on their reading attainment and on any subject requiring strong reading skills
B.	Children entering school with limited enrichment experiences causing children to have greater gaps in their understanding of the world and therefore the wider curriculum. This in turn impacts negatively on their ability to write about a range of subjects with greater depth
C.	Children's confidence & resilience levels can be affected negatively because of a difference in the communication & interactions between families in the home
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Housing issues, including: families living in hostels, poor housing or in temporary housing out of area – this impacts on attendance & punctuality

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To accelerate the progress of the knowledge & understanding of vocabulary of PP children in order to close the gaps between our PP and no-PP in all areas at the end of KS2	For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading

B.	Enrichment from visits and trips ensuring children have access to, and a better understanding of, different genres when reading and an improved understanding of the context they are writing in.	For PP to be broadly in line with non-PP at Haseltine and nationally, especially in writing at expected and at greater depth
C.	To ensure all pupils, especially disadvantaged, approach challenges and difficulties with increased resilience, articulation & confidence (see SDP)	Data for disadvantaged children without SEND to be in line with non-disadvantaged children without SEND throughout every year group
D.	To reduce persistent absences (PA) for PP children	Our PP PA to be reduced from 6.33% (2018-9) to 5% (non-PP PA in 2018-19 was 4.36%, national PA was 8.4% in the same year)

5. Planned expenditure

Academic year

2019-20

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.

i. Quality of teaching for all

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?
A	For the two deputies to ensure that teachers have everything they need to enable PP children are making progress and, where appropriate, to run intervention groups.	<ul style="list-style-type: none"> These deputies oversee and track the progress of PP children in their phase groups. They help teachers to develop interventions for children whose only barrier to learning is PP (see above), for children who are SEND + PP they work with the SENDCo to ensure that all children are able to access their learning. 	<ul style="list-style-type: none"> Tracking of progress through termly assessments & Pupil Progress meetings and through the SEND/PP tracking spreadsheet Regular book looks Lesson observations 	EW & AS	Half-termly
A	Bespoke CPD and training for teachers and LSAs	<ul style="list-style-type: none"> To ensure that all teachers have the knowledge and the skills and their teaching practice is developing so that they can provide quality first teaching to all children and personalised learning for PP & SEND To ensure that the use of LSAs in class have maximum impact on children's progress 	<ul style="list-style-type: none"> Tracking the progress & attainment of all PP children across all subjects Lesson observations 	SM, CF SLT	Half-termly
A, B & C	Training & conferences for leadership (e.g. SSAT conference for HT) on tackling social injustice	<ul style="list-style-type: none"> SLT to ensure that they are thinking progressively and making strategic decisions about how to make maximum positive impact on reducing the gaps for our disadvantaged pupils 	<ul style="list-style-type: none"> Evaluations towards the SDP to always address PP gaps and to ensure that targets are achieved 	SLT	Half-termly

B	An author in residence to work 2 days per half term to support writing of PP children across year 4	<ul style="list-style-type: none"> To develop the knowledge, skills & understanding of the teaching of writing of the teachers & LSAs in year 4 	<ul style="list-style-type: none"> Termly tracking of the writing assessments in year 4 Termly book looks 	OF	Half-termly
A	A supply teacher to work for 3 days per week £15,840	<ul style="list-style-type: none"> To provide an hour of CPD time per week for all teachers in order for them to research using the EEF toolkit and develop an approach to teaching that will impact on progress and attainment for the PP in their classes 	<ul style="list-style-type: none"> Pupil Progress meetings & half termly data drops to monitor impact of interventions on progress and attainment 	CG & SLT	Half-termly
Total budgeted cost					£92,206
ii. Targeted support					
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?
A	LSAs running lunchtime learning clubs	<ul style="list-style-type: none"> To support PP children with phonics learning in year 1 	<ul style="list-style-type: none"> DHT & phase leader to monitor the impact of the intervention Phonics tracking 	AS	Half-termly
A	Beanstalk scheme supporting readers in Yr6	<ul style="list-style-type: none"> To support yr6 PP children with their reading – particularly with those children who do not receive support at home 	<ul style="list-style-type: none"> Year 6 teachers to monitor the effectiveness of the volunteers PiXL tracking (year 6) 	HP & EW	Half-termly
A	Lexia licenses for up to 250 pupils in years 3-6 from September 2019 LSAs to run interventions to support PP children where there are gaps	<ul style="list-style-type: none"> To support PP children with their reading – particularly with those children who do not receive support at home Interventions to provide extra teaching to support children where there are gaps 	<ul style="list-style-type: none"> Reading assessments (progress and attainment) Lexia tracking 	EW & SLT	Half-termly

A & B	PiXL programme & employment of 4 LSAs (£4295) over 4 days to plan and run interventions	<ul style="list-style-type: none"> To support PP children's progress & attainment through specific tracking & assessment and targeted interventions, initially across year 6 and then moving this programme across years 3, 4, 5 & 6 	<ul style="list-style-type: none"> Raising standards leader (HP) & 'supervisor' appointed to oversee the implementation & impact of the programme Tracking of progress and attainment assessments 	HP & EW	Weekly monitoring through the intervention group meetings and half-termly assessments
A	PP support teacher £16,713	<ul style="list-style-type: none"> To support targeted PP children with their learning & confidence through growth mindset, in class or in individual sessions 	<ul style="list-style-type: none"> PP support teacher to feedback to SLT attainment & progress data 	CJ & SLT	Monthly feedback meetings
A	3 new LSAs (supply agency) to provide extra support in vulnerable year groups (Reception, year 1 & year 4) £43,200	<ul style="list-style-type: none"> To support targeted PP children to close gaps in reading, writing & maths 	<ul style="list-style-type: none"> Pupil Progress meetings & half termly data drops to monitor impact of interventions on progress and attainment 	CJ & SLT	Half termly
A	Speech & Language support from Lewisham's SALT £5,940	<ul style="list-style-type: none"> To provide support for children in EYFS entering the school with speech & language difficulties: through screening & intervention programmes 	<ul style="list-style-type: none"> Nursery & Reception staff to monitor impact of interventions & then closely monitored by the Inclusion Lead 	HT	Half termly
Total budgeted cost					£78,525.98

iii. Other approaches

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?
B	Funding trips (for all PP) & School journeys (Yr5 PP) for our PP children	<ul style="list-style-type: none"> Enrichment and visits and trips which all help to widen the experiences of disadvantaged pupils who may not access these easily through home To broaden children's vocabulary range 	<ul style="list-style-type: none"> Tracking of progress and attainment in writing 	SM & SLT	Termly

B	All PP children in KS2 to be given the opportunity to learn a musical instrument and to be able to hire an instrument to practise at home	<ul style="list-style-type: none"> To increase opportunities for PP children so that they can advance in music, which will in turn engage them in their learning in the rest of the curriculum 	<ul style="list-style-type: none"> Music leader to monitor & quality assure the music tuition & provision Music assessment tracking 	FD	Termly music assessments
A	Home-learning packs for all PP children EYFS bags to support fine motor skills	<ul style="list-style-type: none"> To ensure that all PP children have the resources they need at home to access the home learning To ensure that PP children in EYFS are developing their fine motor skills to help them hold a pen for writing 	<ul style="list-style-type: none"> Teachers to ensure all children have the resources they need 	SLT to monitor	Weekly checks on whether children are doing their home-learning
D	Continuation of Breakfast Club at Haseltine – free to all children from 8am	<ul style="list-style-type: none"> To ensure that all children coming to school are well fed, and are therefore more ready for learning To aid in the process of getting children to school on time To support our parents who are wishing to go back into work or college, therefore reducing the need for FSM/PP 	<ul style="list-style-type: none"> SLT to work alongside BC leader to ensure that provision is high quality Magic Breakfast supporting the school with food purchases and provision Attendance team to direct parents with poor punctuality to the BC 	AJ to lead and SLT to monitor	Termly
D	Subsidised places for PP/LAC children in the After School Club until 6pm	<ul style="list-style-type: none"> To provide extra opportunities for PP living in poor housing – providing exercise for example To support our parents who are wishing to go back into work or college, therefore reducing the need for FSM/PP To support CLA with opportunities to make friends & socialise 	<ul style="list-style-type: none"> SLT to agree the places according to need and existing provision for PP/CLA ASC leader to ensure that provision suits need and is of a high quality 	MJ to lead and SLT to monitor	Termly and according to need
C	Sessions with Learning Mentor	<ul style="list-style-type: none"> To ensure that vulnerable PP children are provided with the emotional support they need to be able to fully engage with the learning 	<ul style="list-style-type: none"> LM to liaise with the inclusion team & at the Vulnerable Families meetings to ensure that no child 'slips through the net' 	VM & Inclusion Team	Monthly Vulnerable Families meetings
D	Employment of 2 members of staff to support families with getting children to school regularly and on time	<ul style="list-style-type: none"> To reduce persistent absences (PA) for PP children so that they are broadly in line with Haseltine's non-PP (already below national) 	<ul style="list-style-type: none"> One member of attendance team to liaise with the inclusion team & at the Vulnerable Families meetings 	EB & SLT	Monthly Vulnerable Families meetings Termly updates to governors

			to ensure that no child 'slips through the net'		
D	One of these members of staff to also run The Hub	<ul style="list-style-type: none"> To support parents with housing/family support issues and with returning to college/work To engage PP parents in school life and in how to support children at home 	<ul style="list-style-type: none"> Hub leader to liaise with the inclusion team & at the Vulnerable Families meetings to ensure that no child 'slips through the net' 	EB & SLT	Monthly Vulnerable Families meetings Termly updates to governors
D	Hardship fund to support families with clothing, school uniform & book bags, transport costs (when moved to temporary housing)	<ul style="list-style-type: none"> To ensure that every child is fully equipped and ready for learning To ensure that every child can attend school daily 	<ul style="list-style-type: none"> All staff help to monitor who needs school uniform and equipment and all staff encouraged to feed this information to SLT/Inclusion Team and to the Vulnerable Families meetings 	Inclusion Team	Monthly Vulnerable Families meetings
C	Debate Mate	<ul style="list-style-type: none"> To ensure all pupils, especially disadvantaged, approach challenges and difficulties with increased resilience, articulation & confidence (see SDP) through the teaching of debating skills, an increased range of vocabulary and how to use it and through entering competitions 	<ul style="list-style-type: none"> Debate Mate Leader to work alongside the university students to quality assure the club Debate Mate Leader to also feed back to staff on games & initiatives that will impact on children's learning in the classroom 	MH	At the end of the year – before signing up to another year of the club
C	Senior LSA to run the Pupil Parliament	<ul style="list-style-type: none"> To raise the number of PP children involved with Pupil Parliament (64% in 2019 from 38% in 2018) in order to ensure all pupils, especially disadvantaged, approach challenges and difficulties with increased resilience, articulation & confidence (see SDP) 	<ul style="list-style-type: none"> SLT to work with Pupil Parliament Leader to ensure that as many opportunities as possible are accessed and that pupil voice (especially PP pupil voice) at Haseltine is strong 	KOH & SLT	Termly updates for governors
All areas	External PP review	<ul style="list-style-type: none"> To ensure that the funding plan is effective and that PP children are getting the best possible opportunities to close the gaps between themselves and their non-PP peers 	<ul style="list-style-type: none"> Review to feed directly into SEF and therefore SDP for 2020-21 	SLT	Yearly

B	Curriculum Enrichment – funding for trips and ‘Wow’ events to enrich the curriculum £5,417.48	<ul style="list-style-type: none"> Exciting opportunities to enrich the curriculum and experiences of our PP children 	<ul style="list-style-type: none"> Pupil Progress meetings & half termly data drops to monitor impact of interventions on progress and attainment 	SLT	Half termly
Total budgeted cost					£92,263.02

6. Review of expenditure				
Termly Review				
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)	Cost
A	For the two deputies to ensure that teachers have everything they need to enable PP children are making progress and, where appropriate, to run intervention groups.	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> Both deputies are also phase leaders and the impact that they have in their year groups is significant – in terms of the support that they provide to staff to ensure they have everything they need to support their PP children, and in terms of the support that is given directly to children. In-year data shows that at the end of the Autumn term 2019: <ul style="list-style-type: none"> In year 1 80% of PP children made green progress compared to 72% of non-PP in reading; 70% PP compared to 58% non-PP in writing and 50% of PP compared to 70% of non-PP in maths. In year 2 78% of PP children made green progress compared to 59% of non-PP in reading; 67% PP compared to 57% non-PP in writing and 78% of PP compared to 66% of non-PP in maths. In year 3 73% of PP children made green progress compared to 56% of non-PP in reading; 59% PP compared to 67% non-PP in writing and 78% of PP compared to 72% of non-PP in maths. In year 4 77% of PP children made green progress compared to 73% of non-PP in reading; 82% PP compared to 65% non-PP in writing and 88% of PP compared to 68% of non-PP in maths. In year 5 70% of PP children made green progress compared to 79% of non-PP in reading; 68% PP compared to 71% non-PP in writing and 76% of PP compared to 84% of non-PP in maths. This is the year group that the PP support teacher will be working with in the Summer term 2020. In year 6 67% of PP children made green progress compared to 83% of non-PP in reading; 49% PP compared to 73% non-PP in writing and 62% of PP compared to 70% of non-PP in maths. This is in part because of the proportion of SEND in this year group. 	

A	Bespoke CPD and training for teachers and LSAs	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> Training delivered at the January INSET on Access for All is impacting on class teaching (as evident in the SLT observations early in the Spring term). We will continue to deliver access for all CPD throughout the year and monitor impact next term. ALL CPD delivered through staff development meetings and INSET will have a focus on the learning for PP children 	
A, B & C	Training & conferences for leadership (e.g. SSAT conference for HT) on tackling social injustice	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading For PP to be broadly in line with non-PP at Haseltine and nationally, especially in writing at expected and at greater depth Data for disadvantaged children without SEND to be in line with non-disadvantaged children without SEND throughout every year group 	<ul style="list-style-type: none"> SSAT conference was impactful on the CPD of the headteacher. The content of 'Tackling Social Injustice' was extremely relevant to our cohort of children. Headteacher delivered CPD through the January INSET as a result of the conference and the impact of this training is already evident in the Spring 1 observations. 	
B	An author in residence to work 2 days per half term to support writing of PP children across year 4	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally, especially in writing at expected and at greater depth 	<ul style="list-style-type: none"> The teachers in yr4 are confidently delivering the Grammar for Writing program as result 82% of PP children made green progress in comparison to 65% of non-PP. 	
A	A supply teacher to work for 3 days per week £15,840	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> Cover teacher has now started for 3 days per week and teachers have chosen their CPD projects. A range of research projects have been identified, many of which have been taken from the EEF PP toolkit's recommended strategies. We will continue with this approach over the Spring Term and will review at the end of this term to assess whether we will continue into the Summer term and beyond 	
ii. Targeted support				
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)	Cost

A	LSAs running lunchtime learning clubs	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> There are currently 2 LSAs running learning support groups for yr1 children. In reading: 80% of PP children have made green progress in comparison to 725 non-PP and in writing it is 70% compared to 58%. 	
A	Beanstalk scheme supporting readers in Yr6	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> Teachers have reported that children involved in this program are growing in confidence in their reading, impact on reading & writing will be evident next term. 	
A	Lexia licenses for up to 250 pupils in years 3-6 from September 2019 LSAs to run interventions to support PP children where there are	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> 96%of the PP children using the Lexia programme made amber & green progress. 51% made green progress. 	
A & B	PiXL programme & employment of 4 LSAs (£4295) over 4 days to plan and run interventions	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading For PP to be broadly in line with non-PP at Haseltine and nationally, especially in writing at expected and at greater depth 	<ul style="list-style-type: none"> Tutoring sessions are running 3 times a week with a meeting with all Yr6 teachers & LSAs running the groups. This allows all learning for individual children to be bespoke and purposeful, data will be available 30.1.2020 	
A	PP support teacher £16,713	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> Interviews for this teacher to take place on 28.1.2020 	

A	3 new LSAs (supply agency) to provide extra support in vulnerable year groups (Reception, year 1 & year 4) £43,200	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> All 3 LSAs have started at Haseltine and are getting to know the children well. All have been given training and support to run interventions and also to support children with their learning in class 	
A	Speech & Language support from Lewisham's SALT £5,940	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> The extra support will come into place in Spring 2, we will be targeted children in the EYFS 	
iii. Other approaches				
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)	Cost
B	Funding trips (for all PP) & School journeys (Yr5 PP) for our PP children	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally, especially in writing at expected and at greater depth 	<ul style="list-style-type: none"> School Journey to Isle of Wight to take place on 2.5.2020 We are ensuring that teachers are planning trips as part of every new topic 	
B	All PP children in KS2 to be given the opportunity to learn a musical instrument and to be able to hire an instrument to practise at home	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally, especially in writing at expected and at greater depth 	<ul style="list-style-type: none"> A total of 78 PP children in KS2 are either learning an instrument or attending choir (3 children in KS1 choir) 	

A	<p>Home-learning packs for all PP children</p> <p>EYFS bags to support fine motor skills</p>	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading 	<ul style="list-style-type: none"> Haseltine continues to ensure that no child is without the resources they need at home – we encourage children to come to us for whatever they need and also children who are struggling to complete home learning are identified and targeted 	
D	<p>Continuation of Breakfast Club at Haseltine – free to all children from 8am</p>	<ul style="list-style-type: none"> Our PP PA to be reduced from 6.33% (2018-9) to 5% (non-PP PA in 2018-19 was 4.36%, national PA was 8.4% in the same year) 	<ul style="list-style-type: none"> PP attendance is currently 95.48% compared to 96.34% non-PP Our PP PA is currently at 12.65% compared to 8.07% but we are working hard to reduce this – much of this is because of unauthorised holidays and chicken pox and so this figure will reduce over the next term 47% of our PAs are PP children Breakfast club continues to provide food and pre-school provision for between 60-80 children a day 	
D	<p>Subsidised places for PP/LAC children in the After School Club until 6pm</p>	<ul style="list-style-type: none"> Our PP PA to be reduced from 6.33% (2018-9) to 5% (non-PP PA in 2018-19 was 4.36%, national PA was 8.4% in the same year) 	<ul style="list-style-type: none"> We currently have 6 children accessing the ASC through PP funding 	
C	<p>Sessions with Learning Mentor</p>	<ul style="list-style-type: none"> Data for disadvantaged children without SEND to be in line with non-disadvantaged children without SEND throughout every year group 	<ul style="list-style-type: none"> 12 PP children are currently working with our learning mentor with speech & language and social & emotional needs 	

D	Employment of 2 members of staff to support families with getting children to school regularly and on time	<ul style="list-style-type: none"> • Our PP PA to be reduced from 6.33% (2018-9) to 5% (non-PP PA in 2018-19 was 4.36%, national PA was 8.4% in the same year) 	<ul style="list-style-type: none"> • PP attendance is currently 95.48% compared to 96.34% non-PP • Our PP PA is currently at 12.65% compared to 8.07% but we are working hard to reduce this – much of this is because of unauthorised holidays and chicken pox and so this figure will reduce over the next term • 47% of our PAs are PP children • Meetings are being held with attendance team and parents with headteacher involved in most persistent absentees 	
D	One of these members of staff to also run The Hub	<ul style="list-style-type: none"> • Our PP PA to be reduced from 6.33% (2018-9) to 5% (non-PP PA in 2018-19 was 4.36%, national PA was 8.4% in the same year) 	<ul style="list-style-type: none"> • Our PA is currently at 9% but we are working hard to reduce this – much of this is because of unauthorised holidays and so this figure will reduce over the next term • There have significant improvements in The Hub. A survey went out to parents asking for what they would like to access through The Hub and a timetable is being set up with a range of new/improved sessions, including: First Aid Training for parents, Baby Groups, Childminder groups, Breast Feeding Support, Financial Support, Messy Play and SEND coffee mornings. A display board goes out in the playground every morning to inform parents what is happening each day. 	
D	Hardship fund to support families with clothing, school uniform & book bags, transport costs (when moved to temporary housing)	<ul style="list-style-type: none"> • Our PP PA to be reduced from 6.33% (2018-9) to 5% (non-PP PA in 2018-19 was 4.36%, national PA was 8.4% in the same year) 	<ul style="list-style-type: none"> • See above for data • Families are also targeted with good quality, second hand uniforms. 	
C	Debate Mate	<ul style="list-style-type: none"> • Data for disadvantaged children without SEND to be in line with non-disadvantaged children without SEND throughout every year group 	<ul style="list-style-type: none"> • Debate Mate started in Autumn 2, children will be attending their first competition in Spring 1 	

C	Senior LSA to run the Pupil Parliament	<ul style="list-style-type: none"> Data for disadvantaged children without SEND to be in line with non-disadvantaged children without SEND throughout every year group 	<ul style="list-style-type: none"> PP are becoming very involved in the running of the school – they have also become involved with campaigns such as: anti-idling outside of school and diverting the lorries away from Haseltine School. 64% of our Pupil Parliament are PP children 	
All areas	External PP review	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally in all areas of learning – especially reading For PP to be broadly in line with non-PP at Haseltine and nationally, especially in writing at expected and at greater depth Data for disadvantaged children without SEND to be in line with non-disadvantaged children without SEND throughout every year group Our PP PA to be reduced from 6.33% (2018-9) to 5% (non-PP PA in 2018-19 was 4.36%, national PA was 8.4% in the same year) 	<ul style="list-style-type: none"> We had a PP review in June 2019. Positives included: <ul style="list-style-type: none"> The headteacher leads on the PPG funding very well and provides passionate, well-informed leadership to staff. She has high expectations of disadvantaged pupils and sets a strong example for all staff to follow The school's strong leadership structures provide a highly effective framework by which to ensure that, not only is the school well led and managed, but in times of change, there are robust systems and procedures to support staff. This has been invaluable over the last year in order to establish a significant number of new teachers, including newly qualified teachers, into the school Targets included: <ul style="list-style-type: none"> The need to improve the pace of learning for some children (hence the CPD delivered through INSET days) The need for greater challenge for higher attaining PP children (hence the access for all CPD delivered through INSET days and in staff development meetings) 	
B	Curriculum Enrichment – funding for trips and 'Wow' events to enrich the curriculum £5,417.48	<ul style="list-style-type: none"> For PP to be broadly in line with non-PP at Haseltine and nationally, especially in writing at expected and at greater depth 	<ul style="list-style-type: none"> Because of this funding we have booked theatre tickets (Matilda & The Lion King) for 4 classes. We have also booked an experience at a chocolate factory for 2 classes who are reading Charlie & the Chocolate Factory and dance workshops for Yr5 	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk