**Harrold Primary Academy Pupil Premium Strategy Review- 2018/19**

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| 1. **Summary information** | | | | | | | |
| **School** | Harrold Primary Academy | | | Date of most recent PP Review | | June 2019 | |
| **Academic Year** | 2018/19 | **Total PP budget** | £19,800 | Date for next PP Strategy Review | | June 2020 | |
| **Total number of pupils** | 162 | **Number of pupils eligible for PP** | 13 | LAC | 2 | FSM  E6 | 5 |

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| **Pupil Premium at Harrold** |
| The funding is allocated to initiatives to ensure pupils reach their full potential, both academically and socially.  We strive to ensure that all pupils at Harrold Primary Academy make expected levels of progress each year.  Pupil Premium funding is spent on supporting individual pupils in the classroom by providing Quality First Teaching, targeted intervention, pastoral support through a behaviour lead, behaviour support and curriculum enhanced activities and experiences. |

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| **Mission Statement** |
| Pupil Premium is an allocation of additional funding provided to schools to support groups of children who have previously or are now receiving free school meals. At Harrold Primary Academy we aim to meet the needs of every individual and we strive to ensure that they all achieve their full potential. The funding is used to support and enhance the educational experience of pupils designated as Pupil Premium. Through research into effective ways to spend this funding and looking at our pupils needs, we have developed a plan linked to our school which outlines how we have chosen to allocate this money. The provision we provide is monitored and evaluated in terms of academic progress and outcomes, well-being and their readiness for the next steps in their education.  As a SLT we set high expectations and lead by example. We hold all staff responsible for raising attainment rather than accepting low aspirations and variable performance. |

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| Review of expenditure (January 2020) | | |
| Academic Year | 2018-19 | |
| 1. Quality of teaching for all | | |
| Action | Intended outcome | Impact |
| Whole school ethos of attainment for all | * Improvement in teaching of all pupils to enhance attainment and progress. * Improvement in challenges and pace to drive standards and enhance attainment * Delivery of high quality, quality first teaching CPD. * Enhanced pedagogical understanding and lesson observation techniques. | **Writing**   * Year 6 (4) – 75% children at EXS (reported 67%) * 100% made progress in writing from key stage 1 * Year 5 (4) children – 60% children at EXS by the end of the year. * Year 4 (1) children – WTS * Year 2 (1) being able to recognise and remember how to spell her name and to spell two syllabic words and CVC words. * Learn and use sign language comfortably for greetings and simple instructions * Reception (2) – 50% at ELG   **Reading**   * Year 6 – 75% at EXS with an averaged scaled score of 104. * 75% made expected progress from Key Stage 1. * Year 5 – 60% of children at EXS at the end of the year * Year 4 – Making expected progress from their starting point, EXS * Year 2 – able to write own name and recognises a few high frequency words. * British sign language alphabet taught and being used. * Reception (2) – 50% to at ELG   **Maths**   * Year 6 – 75% reached at the end of the year. An averaged scaled score of 102.7. * Year 5 – 80% at EXS teacher assessment * Year 4 – WTS at the end of the academic year * Year 2 – is able to count numbers to 10 * Is able to order numbers to 10 accurately and is beginning to form them accurately * Is able to add and subtract numbers up to 15 * Reception (2) – 50% at ELG |
| Quality first teaching for all – a focus teaching for specific children before additional strategies | * Providing resources to support QFT which will impact upon the attainment and progress of all groups of children * Providing high quality CPD and support from MAT expertise to impact on all pupils. * High quality feedback for pupil premium pupils at all times * Implement metacognition and self-regulation approaches will help children to think about their own learning more explicitly by teaching specific strategies for planning, monitoring and evaluating their learning. * Interventions to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. * Collaborative learning approaches that promote talk and interaction between learners will result in improved outcomes. | * Baseline assessment accurate and pupil premium children taught in focus teaching groups. * Interventions helped with pre learning, children in a better position to access learning * Marking and feedback became more relevant and useful for children * Marking more manageable for staff * Staff trained on White Rose – development of fluency and reasoning skills * Talk for Writing implemented to improve the quality of writing * Learning was made explicit during lessons for key children. * Scaffolding used through the use of Blooms taxonomy to support development and understanding for children * Focused intervention sessions supported the remembering of knowledge * Lessons supported the skill development needed * Improvements in reading appropriate texts enabled children to comprehend and answer more complex questions. * Staff training supported improvements in the teaching of grammar. Marking in writing became more effective * Clear and appropriate next steps in learning consistently used by teaching staff * Growth of confidence in writing and maths in specific year groups * Confident use of phonics in early writing and reading. * Time allocated to class teachers to provide high quality interventions * Interventions regularly monitored and discussions held with SEND lead |
| 1. Targeted Support | | |
| Action | Intended outcome | Impact |
| Meeting individual learning needs | * Booster and intervention to ensure academic attainment and progress * Narrowing the gap in core subjects between pupil premium and non-premium children * Targeted support to ensure the accelerated rate of progress for this group of children with basic mathematics and literacy skills. * High-quality intervention offered by qualified teachers   SEMH – well being   * Play therapy * Mindful Mondays * Social/nurture groups * Sixth form students from secondary feeder school tutoring Year 6 children * Mentoring programme (Bedford Blues/Independent)   Learning   * Lift off to Language * Intervention on handwriting and spelling * Additional phonics intervention * Reading interventions * Reasoning and explanation questions * Pre learning in key curriculum areas   Financial   * Support for school visits | |  |  |  | | --- | --- | --- | | % of pupils achieving end of year expectations in 2018/2019 | |  | |  | In receipt of PPG  (10 children) | Not in receipt of PPG  (122) | | % of pupils from Y1-Y5 achieving end of year expectations in  Reading | 50% | 65% | | % of pupils from Y1-Y5 achieving end of year expectations in  Writing | 40% | 53% | | % of pupils from Y1-Y5 achieving end of year expectations in  Maths | 50% | 63% |  |  |  |  | | --- | --- | --- | | % of pupils achieving expected progress in 2018/2019 (September 2019– January 2020) | |  | |  | In receipt of PPG  (10 children) | Not in receipt of PPG  (122) | | % of pupils from Y1-Y5 achieving expected progress in Reading | 3.4 | 2.3 | | % of pupils from Y1-Y5 achieving expected progress in Writing | 2.2 | 1.7 | | % of pupils from Y1-Y5 achieving expected progress in Maths | 2.4 | 1.9 |  * Bedford Blues mentored key boys, developed self confidence and promoted healthier living style * Mentoring programme provided children with opportunities to work in smaller teams to develop key team player skills * Mentoring supported better and smoother transition for children in Year 6 moving into Year 7. * Promoted skills for life and the future. * Work carried out by Play therapist helped to minimise barriers to learning for key children with specific social and emotional needs. * Well being groups highly engaging for vulnerable children * Children in a better position to articulate feelings or concerns in a more acceptable manner * Lift off to Language - positive impact on children in Year 1 (94%) and Year 2 (50%) phonics screening, Years 1 and 2 (82%) * PP children have all engaged on educational visits and residentials – problem solving activities during residentials, risk taking opportunities, team building as well as confidence boost * The majority (80%) of PP children access afterschool clubs. Confidence built, team work emphasised and used in classrooms |
| Addressing behaviour and attendance | * Appropriate behaviour charts in place * Good and outstanding teaching and learning that makes pupils want to come to school. * Early intervention procedures in place when attendance falls. * Absence rate for PP children the same as non-PP children and better than the 2018 national average * Reception children – encourage parents and carers to attend ‘share and stay’ sessions once a week, so that they are more aware of the learning that takes place (first half term). * Continue to celebrate attendance weekly and termly for classes and individual children | * Learning behaviours improved and increase confidence * Attendance improved for key children * Introducing Enrichment Fridays contributing factor to improved attendance * Forest Schools in school – engaged and promoted improvement in attendance * Increase in competition between classes attendance * Attendance at the end of the academic year remained above national at 98.10% * From January 2019 – January 2020; PP attendance 94.55%, non PP 97.11%, a difference of -2.56% |
| 1. Other approaches | | |
| Action | Intended outcome | Impact |
| Deploying staff effectively – developing skills and roles. | * Short regular sessions per day over a set period of time improves progress and further access to the curriculum * 1:1 tuition interventions helps to reduce the gap in progress and attainment * Self-esteem and self-worth continue to be promoted and celebrated through more specialised tuition | * Teachers have used additional time to work with PP children on intervention strategies effectively. * Pre-learning has taken place for children in order to access their learning * Misconceptions and errors are immediately addressed, post learning * TA have received training from class teachers to deliver appropriate and specific support in delivering interventions for PP children. Gaps are beginning to be narrowed * Older/vulnerable PP children have participated in 1:1 tuition sessions that have supported a smoother transition to secondary school |
| Data-driven and responding to evidence | * Fortnightly PPM with CT and HT or SENCo, gaps in PP children’s learning will be addressed. * Focus group across SAF support the identification of PP collective needs from data. | * Teachers are knowledgeable and understand the data for their classes and children. * Planning beginning to reflect explicit PP provision * Teachers beginning to use the data to identifying pupils’ learning needs * Daily formative assessment provides clear feedback for pupils alongside regular summative assessments. * Teachers use evidence to make decisions about the strategies needed in order to support outcomes. |

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| Average weekly spend | £482.92 |
| Spend since June 2018 - | £19799.72 |
| PP Income | £19,800 |
| Remaining | £0.28 |