**Harrold Primary Academy Pupil Premium Strategy Review- 2019/20**

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| 1. **Summary information**
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| **School** | Harrold Primary Academy | Date of most recent PP Review | June 2020 |
| **Academic Year** | 2019/20 | **Total PP budget** | £12,880 | Date for next PP Strategy Review | June 2021 |
| **Total number of pupils** | 152 | **Number of pupils eligible for PP** | 8 | LAC | 1 | FSME6 | 9 |

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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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| **COVID-19**  |
| Due to the COVID-19 pandemic, there have been changes to our educational provision. The detail in the schools Pupil Premium strategy has been subject to review since March 2020. During the pandemic, the school has attempted to maintain the actions of this strategy, where possible, and has ensured that we have adapted elements to meet pupils’ needs as they have arisen. From lockdown (1) to full school re-opening, the following key steps have been taken to ensure that barriers to learning for our disadvantaged pupils remain minimal.* Children attended school regularly
* Children being able to access remote learning
* Children having the correct tools/resources to complete home learning
* Family/teacher support through daily/weekly contact (virtual)
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| Review of expenditure (June 2021) |
| Academic Year | 2019-20 |
| 1. Quality of teaching for all
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| Action | Intended outcome |
| Whole school ethos of attainment for all | * Improvement in teaching key skills in the curriculum to enhance attainment and progress.
* Provide greater opportunities for challenge in children’s learning
* Delivery of high quality, quality first teaching CPD.
* Enhanced pedagogical understanding
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| Quality first teaching for all – a focus teaching for specific children before additional strategies | * Subject knowledge of teachers is good.
* Providing resources and additional CPD to support QFT which will impact upon the attainment and progress of all groups of children
* Providing high quality CPD from the MAT and across the borough to support QFT
* Regular high-quality feedback (verbal and written) for pupil premium pupils
* Interventions that are specifically focused on narrowing the gaps in learning for pp children.
* Collaborative learning approaches that promote talk and interaction between learners in class, during group work, across year groups
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| 1. Targeted Support
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| Action | Intended outcome |
| 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
* High-quality intervention offered by qualified teachers

SEMH – well being* Play therapy
* PSHE taught by class teachers
* Social/nurture groups – Relax Kidz
* A lunch-time club for vulnerable children twice a week

Learning* Lift off to Language
* Sign language to continue to be taught across the school
* Appropriate staff to be trained using the BSL
* Intervention on handwriting and spelling
* Additional phonics intervention
* Reading interventions
* Pre-learning in key curriculum areas
* Enrichment Fridays continue to provide further engagement of the curriculum
* Greater number of after school clubs provided for children

Financial* Support for educational visits and residentials.
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| Addressing behaviour and attendance | * Behaviour expectations continue to be followed by staff and children.
* 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 2019 national average
* Continue to celebrate attendance weekly and termly for classes and individual children

When known absences occur, learning outside of the classroom is to be shared with parents and carers |
| 1. Other approaches
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| Action | Intended outcome |
| Deploying staff effectively – developing skills and roles. | * TA’s in a better position to effectively meet the needs of key children
* Over time the gap is narrowed between PP and non-pp children
* Staff being more confident in delivering a curriculum that is exciting and engaging for children
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| Estimated total spend  | £12,880 |
| PP Income | £12,880 |
| Remaining | £0 |