**Harrold Primary Academy Pupil Premium Strategy- 2020/21**

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| 1. **Summary information** | | | | | | | | |
| **School** | | Harrold Primary Academy | | | Date of most recent PP Review | | June 2020 | |
| **Academic Year** | | 2020/21 | **Total PP budget** | £13,450 | Date for next PP Strategy Review | | June 2021 | |
| **Total number of pupils** | 138 | | **Number of pupils eligible for PP** | 5 | LAC | 0 | FSM  E6 | 5 |
| **Percentage of PP pupils** | 4% | |

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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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| 1. Barriers to future attainment (for pupils eligible for PP) | | |
| Academic barriers (*issues to be addressed in school*) | | |
| A. | Loss of learning due to COVID-19 | |
| B. | Increased gap in reading, writing, phonics and maths | |
| Additional barriers (*including issues which also require action outside school*) | | |
| C. | Managing the mental, well-being of vulnerable children | |
| D. | Supporting the attendance of pupil premium children | |
| E. | Safeguarding and welfare issues | |
| F. | Children struggling with remote learning due to lockdown or self-isolating | |
| 1. Intended outcomes (*specific outcomes and how they will be measured*) | | Success Criteria |
| A. | To ensure that the progress figure across the curriculum for all pupils is at least at national average and to diminish any differences between disadvantaged and other pupils.  All disadvantaged pupils have access to an enriched curriculum provision | * Progress and attainment for PP meets national expectations and gap between PP pupils and non-PP pupils diminishes * Pupils to make good progress from baseline assessment * 2 x Year 6 (1 make accelerated progress, 1 to make expected progress) * 2 x Year 4 (1 make expected progress, 1 to make progress based on teacher assessment of improvement in recalling numbers to 10, letter sounds and sign language for key words) * 1 x Year 2 (make expected progress such that meets end of year expectations) * Enrichment activities are mapped out and priority given to disadvantaged pupils where appropriate. * Additional support through intervention 1:1 in reading, maths and phonics increases progress due to targeted support. * Pupils enjoy learning experiences and are engaged. * Children’s knowledge and confidence will be deepened |
| B. | To raise the percentage of pupil premium children working at the expected level or beyond in reading, writing, phonics and maths.  To enhance the Speech and Language provisions for PP pupils in EYFS and Key Stage 1 | * Increased percentage of pupil premium children working at age expected or above compared to the previous recorded academic year. * TA’s used effectively to work with targeted children twice a week * Class teacher works with targeted children three times a week, across the curriculum * Feedback for key children remains specific, accurate and clear. * Books will demonstrate deeper depth of marking and feedback with response marking included. * SEND lead will continue to develop and build supportive relationships with families and children * Families and staff continue to work together to support the child and their learning journey   **Reading**   * Year 6, 50% attain GDS at the end of KS2; 50% attain EXS at the end of KS2 * Year 4 50% reaches end of year expectation * Year 2 100% attains age expected at the end of Key stage 1   **Phonics**   * Year 2, 100% passes phonics screening check   **Writing**   * Planning scrutiny to ensure spelling and grammar is being explicitly taught on a regular basis for all children * Progress in Writing for pp children is in line with progress rates for non- pp children, from baselines   Year 6, 100% achieve age expected standards at the end of KS2  Year 4, 50% achieved end of year expectations  Year 2, 100% met end of year expectations   * Marking will show explicit and clear next steps in the development of writing   **Maths**   * Year 6, 50% attaining GDS, 50% working towards the expected standards * Year 4 attaining the expected standards at the end of the academic year * Year 2, attaining the end of year expected standard   A review of the impact of TTrock Stars, Bug club, through pupil and parent voice, to highlight impact of support packages and resources on attainment and progress.   * Increased attainment of speech and language supports outcomes for the screening check, improves use of reading strategies for decoding * Attainment and progress meet national expectations. * Improvement in the confidence of children * Staff confident in their delivery of Talking Success. |
| C. | To develop and implement resilience through Growth Mind-sets in pupils eligible for PP in order to improve levels of self-esteem, determination and independence.  Development of nurturing outdoor areas  Improve and give purpose to the school allotment  To offer regular KS1 and KS2 nurture sessions, forest school and gardening clubs | * Specific children better prepared for transitions. * Pupils able to use a range of strategies for managing anxieties * Vulnerable ‘nurture groups’ – through Relax Kids - in place and impact on minimising barriers to learning for children. Progress made by all children from on-entry to end of year data. * Boxall used to identify specific needs and concerns * Targets used to correlate with social/emotional needs identified. * Pupil voice - evidencing that children feel better, are able to manage challenges. Increased confidence and resilience monitored by staff * Building rapport with appropriate adult in order to develop strategies that will enable key PP children to manage anxieties around SATs and transition to secondary. * Classes are able to use their allotment patch to support collaborative learning, wellbeing, achievement and inclusivity * Problem solving activities planned, during nurturing groups, incorporating the playgroup equipment (following the school COVID RA) * Pupils’ emotional needs are met and they feel more confident and supported * PSHE will support the explicit teaching of SEL skills * - Self- awareness * - Self-regulation * - Social awareness * - Relationship skills * - Responsible decision-making * Key skills will be taught in everyday teaching. * Skills will be transferable across the curriculum. |
| D. | Attendance officer to track the attendance of PP pupils and to meet DB weekly to monitor and ensure highest attendance possible for PP children. | * Maintaining the low level of PP children who are PA * Fewer letters sent out to vulnerable families who may not be PP but are vulnerable. Reduce this by 50% |
| E. | Safeguarding and welfare | * Regular Circle time is delivered across the school * PSHE reflects and reinforces Protective Behaviours * Worry boxes used in all classes * CPOMS continues to be used in timely manner * All concerns continue to follow process agreed by staff |
| F. | Learning platforms supports the learning in school and children enjoy the opportunity of being supported in their learning through this platform.  Remote learning engages the children | * Remote accessibility is possible for all PP children. * All PP and vulnerable children able to access digital technology. * The number of children engaging in learning at home increases * The number of children practicing their times table, reading, extending the learning from the classroom into home increase * Better dialogue between teacher and child. |

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| Quality of teaching and learning | | | | | |
| Action | What this means… | Intended outcome | How will you ensure it is implemented well? | Staff lead | Review date |
| Whole school ethos of attainment for all | * Harrold Primary Academy continues to build an ethos of high attainment for all pupils and avoids stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed. | * 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 | Learning walks  Evaluation of CPD sessions  Lesson observations | SLT and subject leaders | In line with the monitoring timetable |
| Quality first teaching for all – a focus teaching for specific children  Planning clearly identifies the individual needs of key children. | * Planning differentiated to meet specific needs of children * Questions clearly targeted to * clarify and enhance understanding * assess opinions * engage the learner * develop thinking * Waiting time built into lessons for children to gather ideas/thoughts before responding to questions * PPPB * Pair share time with others used as a strategy for children to refine verbal responses * Children’s books marked as a priority * Feedback specific to learning needs, either narrowing gap or extending learning. * Teaching is explicit * Clear teacher demonstration * Guided practice * Independent practice * Questions framed in Blooms * Open ended questioning * Scaffolding will be effectively incorporated in lessons (these can be visual, verbal or written) * A range of cognitive strategies will be explored during learning and teaching and used by children. * Activities are deliberately planned to promote and encourage children to check whether their approach to solving a problem has worked or if an alternative strategy needs to be considered. * Collaborative learning opportunities are planned and delivered in teaching. | * 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. * Learning will be relevant and explicit for all children. * Independent learning will be promoted * Gaps in children’s learning are narrowed * EYFS – Implementation of Early Adopter curriculum supports closing gaps for children. * Year 1 and 2 – Phonics outcome in line or above national expectations * Year 3 – 5 – children make expected progress. * Majority of children working at age expected by the end of the academic year. * Year 6 – Attainment in line with national standards. * Progress remains in line with the national picture. | Monitoring of:  Planning  Book scrutiny  Pupil voice  Pupil progress meetings  Lesson observations  Learning walks  Drop ins | SLT  Subject leaders | In line with monitoring timetable  Termly reviews |
| Targeted support | | | | | |
| Action and building blocks for success | What this means… | Intended outcome | How will you ensure it is implemented well? | Staff lead | Review date |
| Meeting individual learning needs | * Teachers identify each pupils’ challenges and interests. * Teachers provide individual support for specific learning needs and group support for pupils with similar needs. * Ensuring that appropriate adjustments are being made in class for vulnerable children * Feedback will demonstrate: * It was good because you… * Compare what a child is able to do right now with what they did wrong before * Encouragement and further support are given sparingly so that it is meaningful * Specific guidance on how to improve is provided. * There will be evidence of peer and self-feedback. * Ensure our more vulnerable children have access to remote learning or an alternative device | * 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   * PSHE taught by class teachers * Social/nurture groups – Relax Kidz (summer term 21)   Learning   * Talking Success * 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 (Spring Term21)   Feedback   * Marking and feedback provide clear development steps/guidance for children. * Marking and feedback is more relevant in meeting the needs of the child. * Children are able to say ‘www’ (what went well) and ‘edi’ (even better if). * Assessment will be accurate * Assessment will be tightly woven into planning, differentiation and challenges set for children. * Children able to access learning remotely. * Most learning to be viewed by class team. * Digital devices made available to support remote learning. | Monitoring planning  Evaluating outcome of intervention groups  Monitoring/observation of intervention groups  Reports from play therapist and SEND through Boxall outcomes  Feedback from pupils and sixth formers  Monitoring of intervention folders  PP meetings with staff  Pupil progress meetings | Class teachers  SEND  Subject leaders  SEND/SLT  Class teachers/ SEND  Key Stage 2 leader  Early Reading Leader  Subject lead  Office Staff | Weekly  SATs/ end of term outcomes  Termly  Ongoing  Termly  Termly |
| Addressing behaviour and attendance | * Effective, efficient and timely responses to poor attendance. * Varied and exciting enrichment programmes. * Zero tolerance for bullying and good procedures for dealing with it. | * 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 2020 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 via Microsoft 365. * Private channels created for PA children. Protocols to be followed | Children able to discuss and take responsibility for the outcome of their behaviour  Attendance Officer and AP to monitor children weekly identifying patterns and children who are at risk.  Continue to celebrate attendance during Celebration Assemblies. Ensure that percentages are displayed in the hall | SENDCo and class teachers  Attendance Officer  AP  AP | Daily and weekly  Daily  Weekly/termly |

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| Other additional support | | | | | |
| Action and building blocks for success | What this means… | Intended outcome | How will you ensure it is implemented well? | Staff lead | Review date |
| Deploying staff effectively – developing skills and roles. | * Teachers share and communicate with TA’s more effectively * Teachers use TA’s more effectively * TA receive training from class teachers to deliver appropriate and specific support in delivering interventions for PP children * Develop staff subject knowledge and skill set when working with vulnerable children * Teaching assistant 3 – 5 regular brief sessions (15 – 45 mins) times per week, over 6 – 8 weeks. * Staff receive training from teachers * The intervention groups have structured supporting resources and lessons plans with clear objective. * Teaching assistant will follow the plan and structure of the interventions. * Intervention sessions will help children develop independent learning skills and manage their own learning * Assessments are used to identify appropriate children, guides areas for focus and track pupil progress * Connections are made between the out-of-school learning in the interventions and classroom teaching. | * 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 * Where possible, learning outside of the classroom relates to what is happening inside the classroom. * Gaps in learning are narrowed * Interventions are clear, structured and specific to the needs of key children. * Year 6 – children make expected progress and attain in line with national standards. * Confidence in children is built. * Seamless extension of learning to support in class learning. * Skills gained, supports accessibility to learning. | Intervention records are monitored  Observation of TA’s  Pupil voice. | SEND/CT/AP | Autumn term 20  Spring Term 21  Summer term 21 |

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| PP Income | £13,450 |
| Current Spend (13 weeks) | £ |
| Remaining |  |