

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Harrold Primary Academy
Pupils in school	134
Proportion of disadvantaged pupils	6% (8)
Pupil premium allocation this academic year	£8,070.00 + £103.50 = £8,173.50
Recovery Premium Funding	£2,000
Academic year or years covered by statement	2021-2022
Publish date	December 2021
Review date	December 2022
Statement authorised by	Debonair Brown
Pupil premium lead	Sharon White
Governor lead	Samantha Ward

## % Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	R = 100% (1) W = 100% (1) M = 100% (1) RWM = 100% (1)
Achieving high standard at KS2	R = 0% W = 0% M = 0% RWM = 0%
Children to be line with national expectations at end of year. Achieving a scaled score of 100+ in RWM	Year 3 – 100% (2) Year 4 – 0% (1) Year 5 – 50% (4)
Phonics	Year 2 – 100% (1)
GLD	Reception – 100% (1)

Measure	Activity
Priority 1 - Reading	<p>Staff training in Reciprocal reading.</p> <p>Reciprocal reading approach implemented so that all groups of children can access and understand high quality texts.</p> <p>Daily, timetabled opportunities for staff to hear children read.</p> <p>Intervention reading groups in each year group</p>
Priority 2 - Writing	<p>Staff training on Talk for Writing and Story-telling schools.</p> <p>Spelling tools systematically taught across the school.</p> <p>Systematic teaching of grammar through discrete lessons and embedded within Talk for Writing.</p>
Priority 3 - Maths	<p>Working with colleagues to embed WRM Maths and mastery teaching.</p> <p>Building maths learning environments that celebrate and promote problem solving.</p>
Priority 4 - Phonics	<p>Improve children's decoding skills in EYFS and KS1 so that greater focus can be given to comprehension development in Year 2 and beyond.</p> <p>All staff receive RWInc training</p> <p>All staff delivering RWInc phonics scheme effectively.</p>
Priority 5 – GLD in EYFS	<p>Ensure staff are following effective Early Adopters</p> <p>Staff trained for the new framework.</p> <p>Ensure that teaching and learning in the EYFS is systematic and effective in supporting children's achievement and progress.</p>
Barriers to learning these priorities address	<p>Attendance</p> <p>Health and well being</p> <p>Ensuring staff baseline and tracking rigorously impacts on any interventions.</p>
Projected spending	£8,000.00

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Year 6 - Progress to be above 0 (or at least within average range) Key stage 2 - Progress of children in each year group to be in line with expected or above.	July 2022
Progress in Writing	Year 6 - Achieve in line with national average Progress to be above 0 (or at least within average range) Key stage 2 - Progress of children in each year group to be in line with expected or above.	July 2022
Progress in Mathematics	Year 6 - Achieve in line with national average Progress to be above 0 (or at least within average range) Key stage 2 - Progress of children in each year group to be in line with expected or above.	July 2022
Phonics	All children to achieve pass screening in Year 1 and 2	July 2022
Other	All children to make GLD by the end of EYFS	July 2022

## Targeted academic support for current academic year

Measure	Activity
Priority 1 - Reading	<ul style="list-style-type: none"> <li>- Embed the use of reading comprehension strategies through reciprocal reading across the school to increase reading outcomes for children.</li> <li>- Clearly identify specific difficulties for struggling readers and timetable small group interventions.</li> <li>- Explicitly and consistently teach a wide range of strategies and approaches to narrow gaps in learning.</li> <li>- Continue to embed a culture of reading for pleasure across the school.</li> </ul> <p>Evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>
Priority 2 - Writing	<ul style="list-style-type: none"> <li>- Embed Talk for Writing across the school such that children are able to understand and effectively use the structure and elements of written language.</li> <li>- <b>Spellings</b> to be taught explicitly. These are to be relevant to a topic or based on the genre being taught.</li> <li>- Grammar to be taught through discrete planned lessons and embedded within Talk for Writing</li> </ul> <p>Evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>
Priority 3 - Maths	<ul style="list-style-type: none"> <li>- To use assessment to build on children's existing knowledge and understanding to plan effectively to meet the needs of learners and provide focus targeted support.</li> <li>- Feedback to children will be effective and developmental.</li> <li>- Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) will be used purposefully and appropriately to have an impact on learners.</li> </ul>

	<ul style="list-style-type: none"> <li>- Children will be taught a variety of strategies for solving problems</li> <li>- To ensure that the choice of tasks, activities, investigations, and resources used, challenges, and supports children's mathematics.</li> <li>- Structured interventions are used for additional support.</li> </ul> <p>Evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>
Priority 4 - Phonics	<ul style="list-style-type: none"> <li>- Systematic, synthetic phonics is taught from the beginning of Reception.</li> <li>- The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme</li> <li>- Teachers will provide children with sufficient practice in reading and re-reading books that match the grapheme – phoneme correspondences they know.</li> </ul> <p>Evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>
Priority 5 – GLD in EY	<ul style="list-style-type: none"> <li>- Ensure that teaching and learning in the EYFS is systematic and effective in supporting children's achievement and progress.</li> <li>- Ensure there is high quality adult-child interactions (adults talking with children)</li> <li>- Different approaches will be used to develop early reading such as storytelling, singing and rhyming activities to develop phonological awareness.</li> <li>- High quality assessment will be used to ensure that all children make good progress.</li> </ul> <p>Evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>
Priority 6 – Behaviours for learning	<ul style="list-style-type: none"> <li>- Supporting children to monitor and evaluate their own learning strategies.</li> <li>- Explicit teaching of metacognitive strategies through guided reading lessons, the innovation phase in writing and problem solving in Maths and Science.</li> <li>- Teachers provide sufficient challenge for children to develop effective strategies</li> </ul> <p>Evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Appropriate and relevant training to support children develop self-regulation and metacognition.</li> <li>- Staff appropriately and regularly trained in teaching Phonics</li> <li>- Ensure staff following Talk for Writing Process</li> <li>- Staff confident and secure in their mathematical subject knowledge.</li> <li>- Staff confident and trained in creating a learning environment that actively promotes and engages in problem solving and reasoning.</li> <li>- Staff trained in using the reciprocal reading strategies effectively and being able to model these to children.</li> <li>- Ensuring teachers receive appropriate training in understanding the importance of providing meaningful feedback.</li> </ul> <p>Evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>

Projected spending	£9,173.50
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## Wider strategies for current academic year

Measure	Activity
Attendance	<ul style="list-style-type: none"> <li>- To use Pupil's Attitude to School and Self (P.A.S.S) tool gauge children's attitudes to attendance.</li> <li>- Identify the main catalysts for children not attending school.</li> <li>- Positively engage with parents so strategies implemented help parents, influence attitudes and improve and change behaviour.</li> <li>- Continue to follow schools process on monitoring attendance, ensuring that the attendance of disadvantage children are in line with the national expectations.</li> </ul>
Health and Well-being	<ul style="list-style-type: none"> <li>- To use Pupil's Attitude to School and Self (P.A.S.S) tool gauge children's feelings about school.</li> <li>- To make improvements to Enrichment Fridays to broaden learning opportunities for children.</li> <li>- To improve the climate for learning such that children are supported in preparing for their learning; decide on the strategies they will use to achieve their goals or outcomes and be able to reflect on their successes and mistakes.</li> </ul>
Building resilient learners	<ul style="list-style-type: none"> <li>- To use Pupil's Attitude to School and Self (P.A.S.S) tool gauge children's confidence in learning</li> <li>- Classroom teaching and interventions will support children in recognising and understanding that their learning abilities can grow with practice and effort.</li> <li>- The learning environment is a 'safe risk' zone for learners where children recognise and see 'getting it wrong' as part of the learning process.</li> <li>- Ensure that the school culture praises progress rather than outcome.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- To use Pupil's Attitude to School and Self (P.A.S.S) tool gauge children's self-efficacy as learners.</li> <li>- Ensure interventions and the learning environment and choice of tasks and activities in lessons help to develop and build a love of learning through feelings of success and achievement for all children</li> <li>- Ensure intervention groups and the learning environment will support in creating and building a sense of calm in the face of stress for learners.</li> <li>- The school to work closely and collaboratively with the wider community to strengthen trust in the narrowing the gap for all disadvantaged learners.</li> </ul>
Projected spending	£1,173.00

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>- Ensure training is relevant and bespoke in meeting the needs of the learners in the school.</li> <li>- Subject knowledge of staff</li> <li>- Appropriate resources in place</li> </ul>	<ul style="list-style-type: none"> <li>- Use CPD days and staff meetings, and any additional cover for individual support.</li> </ul>

	<ul style="list-style-type: none"> <li>- Regular high - quality feedback provided.</li> <li>- Staff attendance</li> </ul>	
Targeted support	<ul style="list-style-type: none"> <li>- Ensuring subject leaders monitor not only teaching and learning but also interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff absence, SLT to support the monitoring progress</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>- Interventions not addressing the outcomes from P.A.S.S due to insufficient staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Prioritising the key elements and utilizing SLT to deliver some of the more important interventions.</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome
KS2 progress to be in line with National in R, W and M	<p>EXS</p> <p>R = 67%</p> <p>GDS = 33%</p> <p>W = 67%</p> <p>M = 33%</p> <p>RWM = 33%</p> <p>Maths – 67% made expected progress from KS1, 0% made accelerated progress, 33% did not make sufficient progress.</p> <p>GLD</p> <p>R = 33%</p> <p>W = 33%</p> <p>M = 0%</p> <p>RWM = 0%</p>
Improve phonics outcomes by the end of year 1	<ul style="list-style-type: none"> <li>- 0% of PP children passed in Autumn 2020 (Summer screener did not take place due to COVID)</li> </ul>
Children to receive equal opportunity for high quality home learning	<ul style="list-style-type: none"> <li>- Children and families supported weekly, resource packs sent home to families, devices provided where necessary</li> </ul>
<p>Children's wellbeing to be supported by developing the school's allotment.</p> <p>Developed Enrichment Curriculum to ensure outdoor learning and challenges supported the wide</p>	<ul style="list-style-type: none"> <li>- Children were able to reap their produce and make vegetable soup for the Harvest Festival</li> <li>- Excess produce shared out in the community.</li> <li>- Vegetables donated to Food Bank.</li> <li>- Forest Schools extended to Year 1 and 2 children.</li> <li>- Sports Week celebrated in the school</li> <li>- All children taking part in Bollywood Dancing</li> <li>- PSHE/Circle Time sessions involved creating outdoor learning teaching and learning spaces</li> <li>- Invest in an outdoor learning classroom to support the well-being of children struggling to manage with re-establishing friendship groups and structure of school days</li> </ul>
Attendance to be in line with all other National.	<p>Whole school – 97.4%</p> <p>PP – 93.62%</p> <p>Continue to work with and support families</p>