PUPIL PREMIUM STRATEGY

2022- 2023

Debonair Brown

Pupil premium strategy statement

School overview

Metric	Data
School name	Harrold Primary Academy
Pupils in school	116
Proportion of disadvantaged pupils	6% (6)
Pupil premium allocation this academic year	£11,080.00
Academic year or years covered by statement	2022-2023
Publish date	December 2022
Review date	December 2023
Statement authorised by	Debonair Brown
Pupil premium lead	Debonair Brown
Governor lead	Samantha Ward

% Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	R = 75% (4) W = 50% (4) M = 50% (4) SPAG = 50% (4) RWM = 25% (4)
Achieving high standard at KS2	R = 25% W = 0% M = 0% SPAG = 25% RWM = 0%
Children to be line with national expectations at end of year. Achieving a scaled score of 100+ in RWM	Year 1 – 100% (1) Year 3 – 0% (1) Year 4 – 100% (1)
Phonics	Year 1 – 100% (1)

Measure	Activity
Priority 1 - Reading	Reciprocal reading approach embedded so that all groups of children can access and understand high quality texts. Long term planning reflects text choice. Update training from specialist Burnell University (Look, clue, thinking questions, mapping the text etc)

	Daily, timetabled opportunities for staff to hear children read.
	Intervention reading groups in each year group.
Priority 2 - Writing	Training for No Nonsense Spelling systematically taught and implemented across the school.
	Systematic teaching of grammar through discrete lessons and embedded within Talk for Writing.
	Retrieval opportunities planned for the beginning of all grammar lessons
Priority 3 - Maths	Working with colleagues to enhance and extend WRM Maths and mastery maths teaching.
	Building maths learning environments that promote more manipulatives in all classrooms.
Priority 4 - Phonics	Improve children's decoding skills in EYFS and KS1 so that greater focus can be given to comprehension development in Year 2 and beyond.
	Appropriate staff deliver appropriate RWInc.
	1:1 tutor session in place for daily interventions of specific children.
	Scheme effectively implemented across Key stage 1 and EYFS.
Barriers to learning these priorities address	Attendance
	Health and well being
	Ensuring staff baseline and tracking rigorously impacts on any interventions.
Projected spending	£3,080

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 2023
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 2023
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 2023
Phonics	All children to pass screening in Year 1	July 2023

Targeted academic support for current academic year

Measure	Activity
Priority 1 - Reading	- Embed the use of reading comprehension strategies through reciprocal reading across the school to increase reading outcomes for children. - Clearly identify specific difficulties for struggling readers and timetable small group interventions. - Explicitly and consistently teach a wide range of strategies and approaches to narrow gaps in learning. - Continue to embed a culture of reading for pleasure across the school. Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions
Priority 2 - Writing	- Embed Talk for Writing across the school such that children are able to understand and effectively use the structure and elements of written language. - **Spellings** to be taught explicitly. These are to be relevant to a topic or based on the genre being taught. - Grammar to be taught through discrete planned lessons and embedded within Talk for Writing Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1
Priority 3 - Maths	- 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. - Feedback to children will be effective and developmental. - 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. - Children will be taught a variety of strategies for solving problems - To ensure that the choice of tasks, activities, investigations, and resources used, challenges, and supports children's mathematics. - Structured interventions are used for additional support. Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback
Priority 4 - Phonics	- Systematic, synthetic phonics is taught from the beginning of Reception. - The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme - Teachers will provide children with sufficient practice in reading and re-reading books that match the grapheme – phoneme correspondences they know. Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics
Priority 5 – Behaviours for learning	- Supporting children to monitor and evaluate their own learning strategies. - Explicit teaching of metacognitive strategies through guided reading lessons, the innovation phase in writing and problem solving in Maths and Science. - Teachers provide sufficient challenge for children to develop effective strategies Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition
Barriers to learning these	- Appropriate and relevant training to support children develop self-regulation and metacognition. - Staff appropriately and regularly trained in teaching Phonics

priorities address	- Ensure staff following Talk for Writing Process
	- Staff confident and secure in their mathematical subject knowledge.
	- Staff trained in using the reciprocal reading strategies effectively and being able to model these to children.
	- Ensuring teachers receive appropriate training in understanding the importance of providing meaningful feedback.
	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition
Projected spending	£6,000

Wider strategies for current academic year

Measure	Activity
Attendance	- To use Pupil's Attitude to School and Self (P.A.S.S) tool gauge children's attitudes to attendance.
	- Identify the main catalysts for children not attending school.
	- Positively engage with parents so strategies implemented help parents, influence attitudes and improve and change behaviour.
	- Continue to follow schools process on monitoring attendance, ensuring that the attendance of disadvantage children are in line with the national expectations.
Health and Well-being	- To use Pupil's Attitude to School and Self (P.A.S.S) tool gauge children's feelings about school.
	- To make improvements to Enrichment Fridays to broaden learning opportunities for children.
	- 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.
Building resilient learners	- To use Pupil's Attitude to School and Self (P.A.S.S) tool gauge children's confidence in learning
	- Classroom teaching and interventions will support children in recognising and understanding that their learning abilities can grow with practice and effort.
	- The learning environment is a 'safe risk' zone for learners where children recognise and see 'getting it wrong' as part of the learning process.
	- Ensure that the school culture praises progress rather than outcome.
Barriers to learning these priorities address	- To use Pupil's Attitude to School and Self (P.A.S.S) tool gauge children's self-efficacy as learners.
	- 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
	- Ensure intervention groups and the learning environment will support in creating and building a sense of calm in the face of stress for learners.
	- The school to work closely and collaboratively with the wider community to strengthen trust in the narrowing the gap for all disadvantaged leaners.
Projected spending	£2,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	- Ensure training is relevant and bespoke in meeting the needs of the learners in the school. - Subject knowledge of staff - Appropriate resources in place - Regular high - quality feedback provided. - Staff attendance	- Use CPD days and staff meetings, and any additional cover for individual support.
Targeted support	- Ensuring subject leaders monitor not only teaching and learning but also interventions.	- Staff absence, SLT to support the monitoring progress
Wider strategies	- Interventions not addressing the outcomes from P.A.S.S due to insufficient staff.	- Prioritising the key elements and utilizing SLT to deliver some of the more important interventions.