



Pupil premium strategy statement 2020-2021

School overview

	Data
School name	Hardwicke Parochial Primary Academy
Pupils in school	417
Proportion of disadvantaged pupils	72
Pupil premium allocation this academic year	£77,180
Academic year or years covered by statement	2020-2021
Publish date	Autumn Term 2020
Review date	Spring Term 2021
Statement authorised by	Mrs Wendy D'Arcy
Pupil premium lead	Mrs Heather Gregory
Governor lead	Ms Vanessa Moore

Disadvantaged pupil progress scores for academic year

**Covid-19 and the closure of Schools meant that the end of KS2 SATs 2019/2020 did not take place*

Measure	Score* *2018-2019 End of KS2 results
Reading	- 5.33 (vs. school XXX)
Writing	- 0.05 (vs. school XXX)
Maths	- 2.95 (vs. school XXX)

Disadvantaged pupil performance overview for academic year

**Covid-19 and the closure of Schools meant that the end of KS2 SATs 2019/2020 did not take place*

Measure	Score *2018-2019 End of KS2 results
Meeting expected standard at KS2 (RWM)	58%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Priority	Activity

1. Close the gap between disadvantaged pupils and non-disadvantaged pupils in RWM	<p>Through monitoring, support and challenge means Quality first teaching is evident and consistent across the school.</p> <p>Impact of Quality First Teaching and Interventions carefully monitored and reviewed so that outcomes for vulnerable pupils improve.</p> <p>Transparent and early identification of target pupil is reviewed through regular Pupil Progress Meetings.</p> <p>All teachers and staff have received training to ensure consistency in approach to the teaching of Reading and Mathematics across the school.</p> <p>The gap between disadvantaged pupils and others will be reduced.</p>
2. Attendance for Pupil Premium pupils is at least 96%	Rigorous monitoring of attendance so that it improves for all pupils, particularly Disadvantaged and SEND pupils
Barriers to learning these priorities address	<ul style="list-style-type: none"> a. Quality first teaching inconsistent across the school b. Teachers having a clear understanding of the graduated pathway c. Family Support/Aspirations
Projected spending	£1445

Teaching priorities for current academic year

**Statutory Assessments did not take place 2019-2020 due to the closure of schools.*

Aim	Target	Target date
To improve the Progress in Reading for disadvantaged pupils	KS2: Progress in Reading for disadvantage pupils to be at least in line with the National Average.	July 2021
To improve the Progress in Maths for disadvantaged pupils	KS2: Progress in Maths for disadvantaged pupils to be at least in line with the National Average	July 2021
Measure	Activity	
The gap between disadvantaged pupils and non-disadvantaged pupils in Reading and Mathematics will be closed.	<p>Through weekly monitoring, support and challenge will mean Quality First Teaching is evident and consistent across the school.</p> <p>The impact of Quality First Teaching and carefully planned interventions means that outcomes are improved.</p> <p>Transparent and early identification of target pupils are reviewed regularly through Pupil Progress Meetings.</p> <p>All teachers and staff will have received training to ensure consistency in the approach for the teaching of Reading and Mathematics. Weekly learning walks will evidence precise technical vocab, Scaffolded teaching sequences and carefully planned questioning develop through the training provided.</p> <p>Lesson Plans will highlight target pupils, and indicate how their needs and gaps in their learning will be addressed.</p>	
Barriers to learning these priorities address	<ul style="list-style-type: none"> a. Quality first teaching inconsistent across the school b. Teachers having a clear understanding of the graduated pathway c. Family Support/Aspirations 	
Projected spending	£25735	

Targeted academic support for current academic year

Measure	Activity
Progress in Reading for disadvantaged pupils to be at least in line with the National Average by the end of Key Stage 2.	<p>Baseline Assessments used as a diagnostic tool to identify 'gaps in learning', and teaching, interventions are planned accordingly. Release time to write interventions that are fit for purpose and based on the individual needs of pupils. Priority readers identified. Additional adults will deliver these teacher designed interventions, to ensure that they are specifically targeting the gaps.</p> <p>Disadvantaged children have access to high quality interventions delivered on a X8 weekly rolling programme</p> <p>Interventions such as speech therapy to be arranged through professional registered providers or to follow EEF assured programmes such as Talk Boost and BLAST (EYFS) in order to address social and emotional aspects of development and increase pupil's articulacy and confidence.</p> <p>Teachers and additional adults are upskilled in targeted approaches such as precision teaching, analysing data.</p> <p>Whole staff phonics training</p> <p>To support Remote Learning, online Reading Platform to be purchased to allow for all pupils to access high quality, ability appropriate books</p> <p>Inclusion lead to carefully monitor, and track progress of targeted pupils. This will make sure pupils are moved on when they are secure with their learning, and there is accelerated rate of progress.</p>
Progress in Maths for disadvantaged pupils to be at least in line with the National Average	<p>All Staff to receive Steve Lomax Training, to ensure excellent understanding of the teaching for mastery approach.</p> <p>Maths Lead and good practitioners of Maths to support teachers who need to develop their subject knowledge through team teaching approach.</p> <p>Maths On Track Sessions to be timetabled daily, to provide deliberate, same day practice and consolidation to 'prevent' and 'address' the gaps. Staff to receive training on this approach.</p> <p>Bespoke interventions designed to address specific gaps in learning, and planned for by the class teacher will be delivered by additional adults.</p> <p>Maths and Inclusion leads to carefully monitor, and track progress of targeted pupils. This will make sure pupils are moved on when they are secure with their learning, and there is accelerated rate of progress.</p>
Barriers to learning these priorities address	<ol style="list-style-type: none"> Quality first teaching inconsistent across the school Teachers having a clear understanding of the graduated pathway Family Support/Aspirations
Projected spending	£40000

Wider strategies for current academic year

Measure	Activity
Priority 1: Close the gap between disadvantaged pupils and non-	The evidence from the EEF indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before

<p>disadvantaged pupils in Reading, and Mathematics</p>	<p>and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p> <p>Disadvantaged pupils have access to a full range of behaviour and emotional support, this will be delivered by the Learning Mentor, external pastoral specialists (Increase the Peace, Child Behaviour Solutions, Ben Bishop) and the Family Support Advisor. Targeted pupils will also receive Play Therapy, Art Therapy to help them address emotional issues, previous trauma and enable the pupils to feel settled and ready to learn. Pupils in receipt of this support will be closely monitored through the use of ELSA Baseline assessments and reviewed at the end of the episode of support to analyse impact. These will be delivered over a half term, and impact will be shared with parents and class teachers. Where little impact is evident, the support will be reviewed and alternatives sort.</p> <p>In-school Emotion Coaching Lead will deliver further training to all staff, to align with the schools newly developed Behaviour Policy (Spring Term). This effective approach will help support pupils to self-regulate and manage their stress responses.</p> <p>Funding of in-school experiences for targeted opportunities- Residential and alternative experiences which build resilience, confidence and self-esteem, such as circus skill days, theatre trips etc. These will be organised during the Summer Term once Government Guidance indicates that Covid Measures can include this type of experience.</p> <p>During Autumn Term 2, EYFS and Y1 will experience Forest School with a Forest School qualified Lead. These year groups have been targeted due to the need for pupils to increase and demonstrate their independence, as well as support the emotional impact of Covid and the reduction of outdoor play.</p> <p>Remote Learning opportunities are considerate of technological needs for disadvantaged pupils. The Inclusion Lead will investigate possibility of individual subscriptions to online Museum/gallery/theatre access. Bug Club online reading subscription purchased for EYFS and KS1, to target Early Readers, and enable all pupils have access to a wide range of texts which are specifically matched according to their ability.</p> <p>Targeted SEMH interventions planned for and delivered by additional adults. SEMH baseline assessments undertaken at the beginning of each intervention to monitor impact.</p>
<p>Priority 2: Attendance for disadvantage pupils is at least 96%</p>	<p>Parenting Classes to be delivered online via TEAMS by the Family Support Advisor. This will enable families who are on the waitlist for Early Help to receive support quickly, and address the needs within the home.</p> <p>The pastoral team will meet weekly to share ideas, support and signpost, which will in turn make sure families receives the appropriate support within the home.</p> <p>Additional school funded places the Breakfast and Afterschool Club will be allocated on a needs basis. For families with</p>

	<p>transport difficulties, this will enable they are not having to wait for a length amount of time at the beginning/end of the school day. The hope is that this will create a more positive attitude and improved mind-set towards learning and view of the school. This will also increase attendance.</p> <p>Interventions and support from the additional adults, Family Support Advisory and Learning Mentors (In-house and external) for Disadvantaged children who find friendship/relationships difficult, do not engage well in classroom activities or have difficult relationships with their parents and other adults. These difficulties may impact their attendance to school.</p> <p>Play therapy, Art Therapy and lego therapy to be arranged through professional registered providers in order to address emotional issues, previous trauma and enable pupils to become settled to learn.</p> <p>Ensure that all PP have school uniform, including school shoes.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> a. Quality first teaching inconsistent across the school b. Teachers having a clear understanding of the graduated pathway c. Family Support/Aspirations d. Access to wider learning opportunities
Projected spending	£5000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Is the work challenging and match the planned curriculum?</p> <p>Are disadvantage pupils challenged and supported appropriately?</p> <p>Are there any gaps in pupils learning?</p>	<p>Regular Book Scrutiny and Pupil Conferencing in Reading and Mathematics. Feedback from this shared to all staff, and follow up check carried out.</p> <p>A culture of high expectations is developed.</p> <p>Gaps in learning is identified and bespoke interventions are planned to provide time for these gaps to be addressed. Baseline assessments conducted at the beginning</p>
Targeted support	<p>What are the gaps in the pupils learning? How will these be addressed?</p>	<p>Training on how to create interventions shared prior release time so that teachers are confident. Release dates are set and cover organised to provide release time for teaching staff to write bespoke closing the gap interventions.</p> <p>8-9 weekly pupil progress meetings to monitor the progress and outcomes of the bespoke interventions.</p>
Wider strategies	<p>How will we engage the families who face the most challenges?</p>	<p>Family Support Advisor to work closely with local charities, local schools so that access to successful approaches are shared, and excellent knowledge of support groups is shared. Advisor to develop Case Studies to track the</p>

		<p>engagement and work between herself and the team.</p> <p>School to offer bespoke Parenting courses, to provide opportunities for parents to access support to help them at home.</p> <p>Pastoral Team to have regular meetings with the Senior Leadership to share progress with their caseloads.</p>
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ENGAGEMENT ENJOYMENT ENTHUSIASM = EXCELLENCE.



Review of last year spending (2019/2020)

	Desired outcome	Impact	Cost
Quality teaching for all	Increased in the Progress of Reading and writing to be at least in line with National Progress figures	<p>Due to the pandemic, the end of Key Stage assessments did not take place. In September 2020, baselines assessments will take place to find out the gaps within pupils learning. This 'lost' and 'missed' learning will be analysed and bespoke interventions planned to address this and accelerate progress.</p> <p>Some TAs and Teachers received Precision Teaching Training. This effective practice will be shared across the school staff in the Autumn Term to use as part of the narrowing the gap/catch up programme.</p>	£20,000
	Increased in the Progress in Mathematics to be at least in line with National Progress figures		
	Increased the percentage of pupils who pass the Phonics screening		
Targeted Support	Vulnerable families receive targeted support to improve attendance, and engagement with school	A clear programme of support was created during the Lockdown period for vulnerable families. This ensured that they had regular, weekly contact with the same members of staff. Food bank/fuel vouchers, remote learning support and emotional support was organised by the Pastoral Team.	£84,500

		Parental feedback was very positive during and following this period.	
	Pupils are able to manage their emotions	All staff were trained in Emotion Coaching. For disadvantaged pupils this was an effective way of supporting pupils to manage their emotions. A reduction in exclusions and behaviour incidents supports this, as staff were able to give the pupils the appropriate support. Next steps are for the school to develop a positive behaviour policy which embeds the vision of Emotion Coaching, whilst ensuring that undesirable behaviours have the appropriate consequence.	
	Additional Adult support for targeted pupils	Additional adults were assigned to key families to support pupils with accessing the remote learning (where parents were unable to provide the support at home).	
Wider Opportunities	Pupil accessing Extracurricular activities	Increased participation rates. Pupil conferencing suggested for one pupils this increased her confidence when working with her friends.	£25,577
	Pupils attend school, and are ready to learn	Focus families allocated funded Breakfast and Afterschool club places. This increased the attendance of targeted pupils during the school years.	

		<p>During lockdown, targeted pupils were provided with transport to be able to attend school.</p> <p>Improved disadvantage attendance</p>	
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