

HARWELL PRIMARY SCHOOL

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION

Pupil Premium Strategy Plan

CURRENT PUPIL INFORMATION [PPG 2019/20]

Total number of pupils:	201	Total pupil premium budget:	£
Number of pupils eligible for pupil premium:	43 (37 x PPG + 5 x Service + 1 x LAC)	Amount of pupil premium received per child:	£1345 (FSM and ever 6) £310 (service child) £2345 (Looked After Child)

COHORT INFORMATION (BASED ON 2019/20 CENSUS DATA FOR BUDGET PURPOSES)

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP	
Boys	22	51.1	
Girls	21	48.8	
SEN support	19	44.1	
EHC plan	5	11.6	

EAL	0		
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Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Three year trend		
				2017-18	2018-19	2019-2020
Good level of development (GLD)	No data due to Pandemic	No data due to Pandemic	No data due to Pandemic	67	64	No data due to Pandemic
Average points				33.9	35	
Reading				73.3	67.9	
Writing				70	67.9	
Number				80	82.1	
Shape				83.3	85.7	

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Three year trend		
			2017-18	2018-19	2019-2020
No Data			70	83	No data

END OF KS1

	Pupils eligible for PP	Pupils not eligible for PP		Three year trend		
		School average	National average	2017-18	2018-19	2019-2020
% achieving expected standard or above in reading, writing and maths						No Data
% making expected progress in reading				83	74	
% making expected progress in writing				66	58	
% making expected progress in maths				83	65	

END OF KS2

	Pupils eligible for PP	Pupils not eligible for PP		Three year trend		
		School average	National average	2017-18	2018-19	2019-2020
% achieving expected standard or above in reading, writing and maths	No data	No data	No data	78	74	No Data
% making expected progress in reading				96	97	
% making expected progress in writing				78	77	

% making expected progress in maths				91	90	
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OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	Data affected due to home learning.	
Behaviour data		

LONG-TERM PLAN (3 YEAR TIMESCALE):

Due to the global pandemic and the national lockdown, children were absent from school for 6 months. Although the school did its utmost to continue the learning of its children, this will have had an impact on all of the children, the most vulnerable most of all.

The following areas are considered to be the most vital in supporting a recovery for the children. This will take time to create a positive impact.

1) Early Reading Development

While significant improvements have been made in securing success in early reading, this is not yet fully embedded and secured. Children missed large portions of their phonics teaching, leading to gaps of knowledge and skills. Additional staff training, specialist support and resources are required to continue the impact of previous progress.

2) Supporting children’s engagement through a creative, ambitious and engaging curriculum.

Children have missed a large portion of their learning time from the previous year. Previously writing outcomes have been targeted due to a gap of attainment. This attainment gap will have worsened (shown by historic data). A creative and engaging curriculum will support this re-engagement and recovery during the ongoing pandemic.

3) Emotional support

Due to the time out of school, and the lack of social interaction, one of the barriers to achievement is the social and emotional wellbeing of some of the children identified as PP. PP children also have identifiable SEMH needs which have been exacerbated by the national lockdown.

PRIORITY 1 EARLY READING					
Member of staff responsible:					
Objectives	Actions to be taken	By whom	Resources needed	Progress indicators	Success criteria by the end of 2021
1.	To ensure that consistency of approach in the teaching of early reading is maintained and built upon Staff training needs to be identified and training booked	Phonics leads	Additional resources for Foundation stage (RWI books) and KS1 Additional training for New TAs from RWI		100 % of children PP make expected progress in FS reading with 50% making accelerated reading progress).

	Resource gaps to be checked		Friday release time during assembly to prepare and update regular assessment times (release) to check on progress and realine groups (when possible)		% of PP children achieve the required standard at end of Yr 1 and Yr 2 to be in line to peers
2.	Additional early specialist support to target FC and Yr1 PP early reading 1:1 and 1:2	Bg & JL	additional time purchased for support staff Additional training for new support staff to improve phonics skills	Phonics baseline assessment completed Autumn 1 data showing progress	All PP children make expected or better progress in phonics in Yr 1
3.	A barrier to early reading is early language acquisition - to target speaking and listening activities	KW	Additional support hours to target speaking and listening Planning specific language-rich activities to support language - i.e. helicopter stories	Baseline data in	Targeted FC children make rapid progress in speaking and listening as shown by accelerated progress in reading Speaking and listening progress accelerated from baseline

PRIORITY 2 Supporting children's engagement through a creative, ambitious and engaging curriculum.

Member of staff responsible:					
Objectives	Actions to be taken	By whom	Resources needed	Progress indicators	Success criteria
1.	Curriculum redesign has been undertaken but there is still some time that is needed to adapt the	Teaching staff	Staff meeting time to review plans ahead of the coming term.		<ul style="list-style-type: none"> MTPs on website show clear connections and opportunities to be

	curriculum to suit the current cohort needs . connections across the curriculum to support engagement		Peer to peer support within tiers to adjust approach to support creative, connected curriculum Gap analysis of core subjects - especially writing to identify gaps		both creative and ambitious <ul style="list-style-type: none"> • Feedback from staff • Attendance data for PP group (high attendance = engagement)
2.	Curriculum engagement will need additional resources to fully engage children- additional budget allocation to support creative approaches Additional curriculum enrichment activities to boost recovery and support re-engagement		Staff release time to identify curriculum needs and costing implications Budget support to fund curriculum resources Budget support to fund wider curriculum enrichment		Curriculum design supported by engaging resources Each project to have well resourced and engaging activities with associated resources Spend completed in a timely manner
3	To support cross curricular application of writing skills To support new subject leadership in English	All staff	Staff meeting time Moderation through partnership and quad Targeted support to identify cross curricular engagement and link across the curriculum	Staff training needs met Staff confident to make judgements at data capture points Staff ability to identify appropriate next steps Links to other subjects made and engage pupils	Staff training up to date Cross Moderation reflects accurate assessments PPEPS identify appropriate next steps Curriculum planning and delivery reflect a creative and engaging approach (Pupil voice and book monitoring)

4	Additional staffing support to enable closer support for PP children	HT & AH	Additional PP & SEND crossover of 45% additional TA hours required to support precision teaching	precision teaching targets (PPep & ITP) met	Staffing ratios reflect level of need
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PRIORITY 3

Member of staff responsible:					
Objectives	Actions to be taken	By whom	Resources needed	Progress indicators	Success criteria
1.	Regular pupil progress meetings to update PPEP underachievements	DR & teaching staff	6-8 days release time per year for lead + teaching staff release Barriers will identify new areas to develop which may identify additional costs/resources/training		Targets being met and new targets being added (reflected in Ppep)
2.	Additional ELSA training to be undertaken to support pp children in particular	EP + identified staff	release time +EP days Elsa supervision through EP time	Successful engagement in Elsa course EP supervision organised.	Completion of elsa training and sessions ready to start
3.	Identify additional SEMH support strategies	SENCO BG	Wizard theatre Pet therapy (when possible) Play therapy (clear blue/independent)		Range of additional therapies to support SEMH to be deployed Pupil voice

			OXCIT support wellbeing club		ITP reviews indicate improved SEMH wellbeing leading to improved outcomes
4.	Identify additional SEMH support strategies in class	BG SENCO	Additional training needs identified through OXCIT support and EP support to ensure classrooms as SEMH accessible as possible	Pupil voice indicates	ITP reviews indicate improved SEMH wellbeing leading to improved outcomes
5.					