

Harwell Primary School

Pupil premium strategy statement 2021 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Harwell Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	19 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Bryn Gibson
Pupil premium lead	Bryn Gibson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45175
Recovery premium funding allocation this academic year	£8487
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53662

Part A: Pupil premium strategy plan

Statement of intent

At Harwell School Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach (evidenced by the EEF toolkit), with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to school plans for education recovery (Focused within the RAP), notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

To underpin all of these approaches, supporting pupil wellbeing and improving confidence is fundamental to sustaining any success.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Observations and discussions have identified lower confidence and self-esteem. This has been identified across age ranges. These challenges particularly affect disadvantaged pupils, including their attainment and emotional regulation which is a barrier to pupil engagement.
2	<i>Assessment (marking and feedback) and monitoring have identified that physical coordination and fine motor control impact the engagement and success of disadvantaged pupils.</i>
3	Early language, speech, particularly with disadvantaged pupils in the early years and KS1 has been identified through observations and external professional involvement.
4	While significant improvements in phonics attainment in previous years, early reading has continued to be a barrier that negatively impacts their development as readers. Assessments show that disadvantaged children in Year 1 and 2 achieve lower attainment than their peers.
5	sequencing processing organisation of thoughts
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures

	<p>to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. 60% in reading, 80% in writing and 68% in Maths are below ARE.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Improved confidence amongst disadvantaged pupils, leading to improved (and sustained) emotional resilience and emotional regulation.</i>	<p>Baseline metric - Roseberg or Boxall and comparative end of year equivalent shows the improvement in wellbeing</p> <p>Data from student voice & teacher observations show a decrease in SEMH concerns, leading to increased confidence and self-esteem, evidenced by comparative assessments and a reduction in dysregulated behaviours.</p> <p>Improvement in participation of curriculum and extracurricular activities</p>
Monitoring evidence improved gross and fine motor control	Feedback from targeted individuals is reflected in PPEP targets being achieved.
Improved oral language skills and vocabulary among disadvantaged pupils.	Early years measures show an increase in the attainment of vulnerable children
Improved reading attainment among disadvantaged pupils.	Accelerated Phonics attainment from baseline compared to the starting point.
To achieve sustained improvements in supporting organisational skills	<p>Feedback from targeted individuals is reflected in PPEP targets being achieved.</p> <p>Comparative assessments show an improvement in organisations, sequencing skills.</p>
To reduce the knowledge gaps in core learning subjects	<p>Successful engagement with the tutoring programme</p> <p>The assessment shows an increase of children at ARE</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focus on quality first teaching</i>	Access to high-quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF toolkit)	1,2,3,5,6
<i>Release time for subject leads</i>	Middle leaders are crucial to supporting teachers to develop subject-specific knowledge and pedagogy to support quality first teaching.	6, 1, 4
<i>National college</i>	Training for staff and tutors is essential for success. (EEF) Teaching assistants can provide a large positive impact on learner outcomes (When deployed effectively)	1, 2, 3, 4, 5, 6
<i>Read-write inc training</i>		
<i>Talk for writing training</i>		
<i>In-school CPD costs including class cover</i>		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tutoring</i>	Small group tuition is effective if it is targeted at pupils' specific needs. (EEF)	6, 3
<i>1-1 targeted support</i>	One to one tuition and small group tuition are both effective interventions (EEF)	6, 4,
<i>Additional support in Early years</i>	Teaching assistants can provide a large positive impact on learner outcomes (When deployed effectively) (EEF)	3
<i>Phonics materials & training</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	4

<i>Additional phonics tutoring</i>	(though not necessarily comprehension), particularly for disadvantaged pupils: (EEF)	4, 3
<i>Boxall Diagnostic assessment tool</i>	Support diagnostic evidence approach	1
<i>Update assessment materials</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing club</i>	Metacognition is a low cost, high impact intervention (EEF toolkit)	1
<i>Blue sky book club</i>	Reading comprehension strategies are high impact (EEF)	4, 5
<i>Nutrition (FSM, milk)</i>		1
Supporting enrichment activities	Enrichment approaches can directly improve pupils' attainment (EEF)	1, 2, 3
Drama/arts	Arts participation approaches can have a positive impact (EEF)	1, 3
Forest school	Collaborative learning approaches have a positive impact (EEF)	1, 2, 3
First access	arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. (EEF)	1,2, 3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020 2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

Below is an outline of the priorities for that year and a review of the successes.

PRIORITY 1 EARLY READING					
Member of staff responsible:	Early Year and Phonics Leads				
Objectives	Actions to be taken	By whom	Resources needed	Progress indicators	Success criteria by the end of 2021
1.	<p>To ensure that consistency of approach in the teaching of early reading is maintained and built upon</p> <p>Staff training needs to be identified and training booked</p> <p>Resource gaps to be checked</p>	Phonics leads	<p>Additional resources for Foundation stage (RWI books) and KS1</p> <p>Additional training for New TAs from RWI</p> <p>Friday release time during assembly to prepare and update regular assessment times (release) to check on progress and realine groups (when possible)</p>	<p>Additional resources and training resources deployed effectively. The second lockdown did impact on progress but phonics was continued throughout through home learning. In FC 100% of PP children made expected attainment in reading.</p> <p>Phonics screening check cancelled but Yr 2 did proceed (data not submitted) 100% yr 2 achieved required level.</p>	<p>100 % of children PP make expected progress in FS reading with 50% making accelerated reading progress).</p> <p>80% of PP children achieve the required standard at end of Yr 1 and Yr 2 to be in line to peers</p>
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	Phonics baseline assessment completed	All PP children make expected or better progress in phonics in Yr 1

			Additional training for new support staff to improve phonics skills	Autumn 1 data showing progress Phonics screening check cancelled but phonics was taught consistently and rigorously throughout lockdowns.	
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 75% of target children achieved required standards for ELG in SP and 100% in listening.	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:	HT & Subject leads				
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 curriculum to suit the current cohort needs. connections across the curriculum to support engagement	Teaching staff	Staff meeting time to review plans ahead of the coming term. Peer to peer support within tiers to adjust approach to support creative, connected curriculum Gap analysis of core subjects - especially writing to identify gaps	Connections becoming more established. Peer to peer support has been challenging due to restrictions.	<ul style="list-style-type: none"> MTPs on website show clear connections and opportunities to be both creative and ambitious 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		Staff release time to identify curriculum needs and costing implications Budget support to fund curriculum resources	Additional curriculum resources to engage learners successfully completed.	Curriculum design supported by engaging resources Each project to have well resourced and engaging activities with associated resources Spend completed in a timely manner

	boost recovery and support re-engagement		Budget support to fund wider curriculum enrichment		
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 Key staff confident to make judgements at data capture points Staff ability to identify appropriate next steps Links to other subjects made and engage pupils Next - additional training to support less experienced staff	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 Additional TA hours purchased above initial estimate - overspend. However, additional TA hours supported positive engagement.	Staffing ratios reflect level of need

PRIORITY 3					
Member of staff responsible:	SENCO				
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	Impacted due to pandemic.	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) OXsIT support wellbeing club	Wizard x 2 completed supporting KS2 Play therapy engaged in supporting 6 children across 2 terms Oxsit support - beneficial Supporting SENCO with advice to enhance provisions. Wellbeing club cancelled due to pandemic	Range of additional therapies to support SEMH to be deployed Pupil voice 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 OXSIT support and EP support to ensure classrooms as SEMH accessible as possible	EP support deployed remotely, did not have a significant impact due to the nature of delivery.	ITP reviews indicate improved SEMH wellbeing leading to improved outcomes
5.					

Evaluation

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. This has been successfully moved forward. Staff knowledge of Early ready development coupled with a relentless drive to deliver high-quality phonics, has lead to fewer gaps despite the pandemic. This is a continuing focus due to the importance of early reading and fluency on prospective chances.

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. While some improvements have been able to be made, the pandemic resulted in some further challenges. The remote learning that the school were able to provide, coupled with the additional technology deployed meant that consistent learning and direct teaching was able to happen. Children were able to engage with the learning and staff were

creative in adapting it to fit the learning model at the time. The type of monitoring was not able to be as in-depth as typical and this is a rare to further this year.

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.

Significant steps to support emotional wellbeing were undertaken. In addition to the interventions and therapies, additional support staff were deployed to support emotional vulnerabilities. The impact of this has been a positive year, despite the difficulties and uncertainties.

PP spend overspend by £11750

Impact of FSM taken by OCC Catering resulting in the reduction in the amount of PP funding available to impact learning.