

## Pupil Premium Strategy – 2020-21

Summary information v 28.7.20 for September 2020					
School	Harting Primary School				
Academic year	2020-21	Total PPG budget (financial year)	£12,760	Date of recent review	26.2.20 (prior to lockdown) <i>Review postponed to Autumn term</i>
Total no of students	121 (projected number – pending house moves)	Number of pupils eligible for PPG	10	Date of next internal review	30.9.20 (following post-lockdown assessments) Then 11.20

Y1-6 pupil progress review (to assess wk. beg. 21.9.20 - reviewed 30.9.20; further review 11.20)	Pupils eligible for PPG	Pupils not eligible for PPG	Gap
% achieving in reading			
% achieving in writing			
% achieving in maths			
% achieving in R, W and M			
Additional information: <i>Progress for group not reviewed formally in Summer term, due to lockdown</i>			

1. Barriers to future attainment for pupils eligible for PPG, including high ability (2020-21)	
In-school barriers <i>(issues to be addressed in school eg poor language skills)</i>	
a	SEND – social communication, SEMH (including developmental trauma, affecting behaviour)
b	Maths attainment
c	English attainment
d	Vocabulary gap
2. External barriers <i>(issues that require action outside school eg attendance)</i>	
e	Developmental trauma / significant emotional needs affecting self-esteem or behaviour
f	Estranged/absent parents
g	Attendance due to coronavirus and potential need to shield family members

## Pupil Premium Strategy – 2020-21

3. Desired outcomes		
	<i>Desired outcome and how they will be measured</i>	<i>Success criteria</i>
a	Accelerated progress from starting points -all subjects	3BM tracking + standardised assessments + book scrutiny evidence
b	Accelerated maths and literacy progress for all, irrespective of starting points	3BM tracking + standardised assessments + book scrutiny
C	Children with SEMH better able to self-regulate behaviour and engage in curriculum	Progress in all subjects Reduced number of incidents and support – evidenced through behaviour log, support (provision mapping records)

4. Planned expenditure				
Academic year	2020-21			
i. Quality of teaching for all				
Desired outcome	Action/approach	Evidence/rationale for approach	Implementation? Review date	Staff lead
1.Good progress in all subjects	CPD: - inset reviews of PSHE curriculum (E4S) - review of school writing protocol  - ongoing supervision by EP (ELSA training)	- Keeping safe curriculum will enable teachers to plan RSE and PSHE effectively  - Use of writing protocol to improve teaching of writing  - ELSA supporting emotional needs to enable access to curriculum, guided in her approach	RSE/PHSE review: 10.20 CPD by PSE Lead – E4S audit shared; review access to resources E4S curriculum11.20 Writing teaching and learning: review of effectiveness of writing protocol 12.20 Performance review 9.20 Half-termly meetings	HK   HK/FM  FM
2. Improve maths learning and progress	Provide support: 1:1/small groups in class pre/post-learning	- Improve confidence and re-visit concepts/ learning, linked to best practice approach - Both TAs and teachers support groups to ensure that additional teaching provided to enable good progress, evidenced by PUMA. TAs well- trained for positive impact	Review needs following post-lockdown assessments: 30.9.20 Maths scrutiny: 10.20 Provision mapping: 9.20, review 11.20 Pupil progress reviews: 11.20, 3.20	Maths Lead, class teachers, TAs, SENCO, FM

## Pupil Premium Strategy – 2020-21

3. Develop literacy skills and increase vocabulary and knowledge	Additional reading conferences	Regular review of reading and additional support by trained volunteers and TAs  Volunteers to read to children information texts to develop cultural capital and increase contexts for vocabulary	Pupil progress reading + summative data reviews: 11.20, 3.21, 6.21 Provision mapping reviews 10.20, 11.20, 3.21, 6.21	Class teachers, SLT, SENCO
	In class TAs (and teachers) to provide small group	Both TAs and teachers support groups, to ensure additional teaching provided in-class, to enable good progress. In class – additional reading comprehension weekly to accelerate and support progress	Pupil progress reading + summative data reviews: 11.20, 3.21, 6.21 Termly STAR reading assts, linked to Accelerated Reader Provision mapping reviews 11.20, 3.21, 6.21 STAR analysis 9.20, 2.21, 5.21	SENCO, SLT, class teachers, TAs
	Additional phonics support	In-class phonics and catch-up SEND additional phonics provision – in-class sessions	Class phonics/spelling assessments half-termly PiRA reviews termly/teacher assts Pupil progress reviews: 11.20, 3.21, 6.21	Class teachers SENCO
	Weekly newsround	Weekly sessions KS2: morning starters to develop dialogue about issues and widen knowledge Continue 'show and tell' in KS1 Knowledge groups – dialogue to deepen understanding	Review 1.20: evidence of impact – children's voice/ ?increased participation in class discussion	Class teachers
	CPD: Modelled writing and in-class interventions	TA sessions: - linked to school writing protocol; - provision mapping	9.20 Half-termly updates	HK SENCO

## Pupil Premium Strategy – 2020-21

ii. Targeted support				
Desired outcome	Action/approach	Evidence/rationale for approach	Implementation? Review date	Staff lead
1. Improve maths reasoning and skills	Pre-maths/post-maths teaching by HLTAs/TAs	Children grouped for additional vocabulary/concept teaching to accelerate progress	Review: 10.20, 12.20, impact Further review: pupil progress meetings (11.20, 3.21, 5.21)	Class teacher, HLTA, SENCO, Head
	Specific maths feedback	Identified pupils with additional needs/younger pupils – extra verbal feedback	From 9.20. Review at pupil progress meetings 11.20	TAs/ class teachers SENCO
2. Improve literacy skills	Additional phonics support	Group work, in-class, support	On-going reviews  Pupil progress meetings (11.20, 3.21, 5.21)	Class teachers/TA SENCO/H
	Specific literacy interventions	Dyslexikit, wordshark, additional reading,	On-going reviews	SENCO, class teachers
	1:1 writing conferencing for pupils without SEN	Regular monitoring of progress and opportunity for individual feedback enables progress to be supported by qualified teacher	KS2 pupils Pupil progress meetings	Head
3. Support emotional needs/ regulate behaviour	Support children's emotional needs	ELSA, in tandem with EP service, supports pupils' emotional needs Counsellor provides weekly support for identified pupils	Half termly reviews  Termly reports	Head
	1:1/ class support	Support needed for some pupils to regulate own behaviour to access main curriculum	Pupil progress meetings; provision mapping	Designated teacher, SENCO, class teacher
4.. Provide width of opportunities	Enable width of curriculum and opportunities	Provide range of clubs and opportunities for those eligible for PPG including music, sport and enrichment (as able, depending on COVID)	Review following enrichment Free clubs offered and pupils prioritised for RV enrichment	Head/class teachers

## Pupil Premium Strategy – 2020-21

iii Other approaches				
Desired outcome	Action/approach	Evidence/rationale for approach	Implementation? Review date	Staff lead
Support parents to meet children's needs	Provide breakfast/ after school care to enable pupil attendance	Enable parents to work and provide breakfast/ wrap-around care	On-going	Head
	Additional parent/school meetings	Ad hoc meetings with SENCO/Head and teachers to improve outcomes and support family life; Early Help plans as appropriate	On-going Early Help: review meetings Termly pupil progress meetings Additional meetings: looked after	Head, SENCO CLA designated teacher
	Liaise with families who have had to shield relatives	Provide clear risk assessments and share school's approach with parents – communicate clearly Monitor daily attendance and liaise as appropriate	Review attendance week 1/2 of term	Head
Developmental trauma	Liaison with families and other agencies	Work with agencies to tailor to pupils' needs	Termly pupil progress Last review meeting 7.19	Designated teacher for CLA + SENCO
Total budgeted cost				£15,450

## Pupil Premium Strategy – 2020-21

5. Previous expenditure			
Academic year	2019-20		
i. Quality of teaching for all			
Desired outcome	Action/approach	Impact	Lessons learned
a.Good progress in all subjects	CPD: - mental health inset training	- Teaching staff aware of signs of anxiety, etc: ELSA referrals to support specific children. Colleagues supported each other during COVID period so all able to work	Some of training impacted on staff’s abilities to support each other during COVID crisis
	- inset on cognitive load theory and memory - inset on Keeping safe curriculum, including PSE, SRE	- Understanding of cognitive load impacted on pedagogy: lesson style and curriculum planning  Keeping safe curriculum – county launch delayed. RSE/PHSE curriculum audited using the E4S tool (7.20)	Further CPD to re-visit how cognitive load can affect learners. Further review medium term planning  Purchased but delayed launch, along with COVID lockdown slowed ability to use resources. Audit revealed minor gaps in curriculum route map, now added
	-inset TeamTeach	TeamTeach training has enabled all staff to de-escalate ‘flight’ behaviours of those with developmental trauma, etc and record effectively when ‘positive handling’ needed	Shift in management of dysregulated behaviour. Staff better able to determine if the behaviour is due to fear and significantly greater level of independent learning and engagement by one pupil
b.Improve maths learning	CPD: weekly meetings to review use of manipulatives and mathematical models	Improved use of manipulatives and models in KS2 (especially the latter) – evident in book scrutiny, lesson observations and planning	Next steps – to ensure that children’s reasoning captured
	In class TAs (and teachers) to provide small group	Both TAs and teachers support groups to ensure that additional teaching provided to enable good progress. TAs well- trained for positive impact. Reviewed at termly progress meetings 11.19, 2.20	Further reviews needed in September to ensure that home learning has supported progress well

## Pupil Premium Strategy – 2020-21

c. Develop literacy skills	CPD – spelling twilight	English Advisor influenced pedagogy for spellings Improved accuracy in homophone spelling and vowel digraphs across all pupil groups	Ensure that children are more precisely taught proof-reading and self-editing skills and ensure feedback and review time closely timetabled
	Additional reading conferences	Volunteers initially read to children information texts, to develop cultural capital and increased contexts for vocabulary development, during reading conferences. This was not sustained	Further volunteer training/reminders to encourage reading to children. Teachers to guide/provide texts, using topics as a theme, to develop children's knowledge
	In class TAs (and teachers) to provide small group	Both TAs and teachers support groups to ensure that additional teaching provided to enable good progress. TAs well-trained: positive impact, especially for those attending during lockdown, for reading and writing	Review progress, following lockdown
	Lunchtime	TV – weekly programme for discussion	Not possible due to recruitment difficulties so unable to release midday meals supervisor and later COVID
	Weekly newsround	Weekly sessions KS2: morning starters to develop dialogue about issues and widen knowledge Continue 'show and tell' in KS1 Knowledge groups – dialogue to deepen understanding	To sustain these, to develop cultural capital and build knowledge  Knowledge groups to be reviewed at next pupil progress meetings 11.20
ii. Targeted support			
Desired outcome	Action/approach	Impact	Lessons learned
b. Improve maths reasoning and skills	Boost maths – Aut term 2 (class supported by HLTA/teacher during session)	Improved confidence and ability to access maths curriculum. PuMA data (2.20) did not show evidence of impact for pupil, eligible for PPG, in this group.	Small group support for this group early Autumn 2020, as appropriate, following assessment
	Specific maths feedback	Identified pupils with additional needs/younger pupils – extra feedback sessions, impacted on confidence positively	To review needs in Autumn 2020
	Specific maths interventions	SEN support in-class or by pre-/post-teaching, specific to class teaching, rather than particular interventions	Following home learning, assessment 9.20, to guide provision for next year

## Pupil Premium Strategy – 2020-21

Provide width of opportunities	Enable width of curriculum and opportunities	Provided range of clubs and opportunities for those eligible for PPG including music, concerts, sport and enrichment All KS2 pupils, eligible for PPG, attended O2 concert, choir and orchestral concert; participants in school council, book club and sports clubs, prior to COVID.	Clubs stopped due to COVID. Some pupils do not participate in after-school clubs, despite availability: review accessibility encourage attendance, if available
iii Other approaches			
Desired outcome	Action/approach	Impact	Lessons learned
Support parents to meet children's needs	Provide breakfast/ after school care to enable pupil attendance	Enabled parents to work and provide breakfast/ wrap-around care: good attendance by children of working parents, impacting on family economics positively	During COVID lockdown, this did not run.
Support parents	Additional parent/school meetings	Ad hoc meetings with SENCO/Head and teachers to improve outcomes and support family life; Early Help plans as appropriate. Liaison with secondary schools for transition specific to children's needs	Knowledge of families aided ability to provide extra food supplies and provide food vouchers, during lockdown, and give emotional and safeguarding support
Developmental trauma	Liaison with families and other agencies	Work with agencies to tailor to pupils' needs: termly meetings enabled parent, school personnel and other agencies to refine support, improving children's behaviour and learning. Progress has been significant for one pupil	Termly pupil parent meetings to be re-instated, following pause during lockdown
<i>Additional need, related to COVID and parental wishes to shield relatives</i>	<i>Monitoring attendance and home learning</i>	<i>90% pupils, eligible for PPG, in school full-time (by June 2020), whilst one pupil shielding (but participating in daily home learning) All pupils monitored by school including 1:1 weekly conferencing on site/updates + telephone guidance Provision of mini laptops for home use + printing Three pupils new to register during lockdown</i>	<i>Momentum for learning difficult for some families to sustain. Accelerated progress by those attending school throughout. Some children with SEMH needs found changing bubble grouping difficult ie returning key workers' children</i>
Total cost			£17,420 +



## Pupil Premium Strategy – 2020-21

2019/20	Pupils eligible for PPG	Non-eligible pupils	Gap
Reading, writing and maths	-	-	-
Final data not captured due to lockdown and absence of some pupils during summer term. Review of children, eligible for PPG, limited by this and comparisons not possible due other children's non-attendance			

6. Additional detail
TAs are well-trained to ensure that classroom support enables learning. Additional support has shifted to in-class provision, to ensure that it is aligned to class curriculum, unless specific interventions indicated. This is reviewed at least termly. The Emotional Learning Support Assistant works with some vulnerable pupils, having completed ELSA training, yet continues to have half-termly professional supervision from Educational Psychologist. Teachers identify vulnerable groups on planning, including PPG. Pupils, in this group, are given priority for enrichment opportunities and clubs to encourage width of opportunity and provide challenge. This includes music and sport (and, in the past, additional swimming for non-swimmers).