



Hardy Mill Primary pupil premium strategy statement review 2020-2021

1. Summary information

School	Hardy Mill Primary				
Academic Year	2020-21	Total PP budget	£35,280	Date of most recent PP Review	June 2021
Total number of pupils	342	Number of pupils eligible for PP	27	Date for next internal review of this strategy	October 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Some PP children will have gaps in learning due to lockdown in reading, writing and maths
B.	Some children are entering school with a narrow vocabulary which will impact on their future ability to achieve across the curriculum
C.	Some cultural experiences are not financially accessible
D.	% of PP children achieving GD is lower than national at KS2 in reading and maths

External barriers

E.	Attendance and punctuality for a small number of children eligible for PP is below national. This reduces their school hours and impacts on their achievement.
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3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	PP children will have closed any gaps in learning in reading, writing and maths.	PP children will make rapid progress in reading, writing and maths. PP children targeted for ARE+ will be back on track.
B.	EY children acquire a wide vocabulary and communicate effectively to give them the foundations for future learning, especially in preparation for them to become confident and fluent readers.	Progress for children in Speech and Language in EY is accelerated and the vocabulary base is extended.
C.	All children have access to a broad experiential curriculum to widen their cultural understanding	Our PP children are equipped with the cultural capital they need to succeed
D.	More PP children will be identified and targeted to achieve GD	25% KS2 PP children achieving higher standard in reading 20% KS2 PP children achieving higher standard in maths
E.	Increased attendance and punctuality rates for all pupils eligible for PP	Reduced number of children eligible for PP whose attendance is below national average.

4. Planned expenditure

Academic year

2020-21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	June update
<p>A. PP children will have closed the gaps in learning in reading, writing and maths.</p> <p>D. More PP children will be identified and targeted to achieve GD</p>	<p>Training – how to ensure learning is transferred to long term memory across the curriculum</p> <p>Training - developing vocabulary across the curriculum</p> <p>Training – Pre-teaching of vocabulary</p> <p>Bespoke programme of training for teaching assistants to support intervention at the point of learning.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>Improving staff subject knowledge on how to secure learning to long term memory and how to expand a child's vocabulary will enable them to support all children to achieve their full potential and to close the gaps in learning from lockdown.</p> <p>Research on TAs delivering targeted interventions one-to-one or in small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p>	<ul style="list-style-type: none"> • Training on long term memory and developing vocabulary has been moved into Autumn term as school will be engaging in a school to school project. • KS1 and KS2 staff have completed training on pre-teaching of vocabulary. This new strategy has been implemented. • Support staff CPD programme has been disrupted by COVID-19 and has been rescheduled for the Summer term. • Teaching staff have deployed support staff effectively to secure KPIs (Key performance indicators) from current year group expectations.

Summer 1 2021 achievement:

Year group (no. PP in cohort)	Reading %		Writing %		Maths %	
	Attainment at *ARE+	Already caught up to meet end of year targets	Attainment at *ARE+	Already caught up to meet end of year targets	Attainment at *ARE+	Already caught up to meet end of year targets
Year 1 (3)	100 (3)	67(2)	100 (3)	33(1)	100 (3)	67(2)
Year 2 (4)	75(3)	75(3)	25(1)	25(1)	75(3)	75(3)
Year 3 (9)	89 (8)	89(8)	89 (8)	100(9)	89 (8)	67(6)
Year 4 (5)	80(4)	80(4)	80(4)	80(4)	60(3)	60(2)
Year 5 (7)	71(5)	71(5)	71(5)	71(5)	57(4)	57(4)
Year 6 (6)	50(3)	50(3)	17(1)	17(1)	50(3)	50(3)
*ARE - Age related expectations						

£1,500

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	June 2021 update									
<p>A.PP children will have closed the gaps in learning in reading, writing and maths.</p> <p>D. More PP children will be identified and targeted to achieve GD</p> <p>B.EY children acquire a wide vocabulary and communicate effectively to give them the foundations for future learning, especially in preparation for them to become confident and fluent readers.</p>	<p>Small group/ individual interventions – teacher/ TA both in class and out of class</p> <p>Wellcomm</p> <p>Training for EY staff – Wellcomm and Didactic reading</p>	<p>An additional teacher in Year 5 and 6 to enable streaming in both year groups. Teaching in smaller classes is shown to be effective in accelerating progress</p> <p>Three additional TAs employed to support intervention at the point of teaching across Key Stage 2.</p> <p>Some children need targeted support in speech and language to broaden their vocabulary and improve their communication skills. Wellcomm is a programme/ toolkit which has been independently evaluated and shown to be effective in other schools.</p> <p>Didactic reading is an effective teaching strategy for broadening understanding of vocabulary.</p> <p>Teaching assistants and class teachers will deliver small group interventions as identified by the Wellcomm screen and will require appropriate training to ensure that these interventions are effective.</p> <p>Some children identified through the Wellcom toolkit will require specialist intervention.</p> <p>Broadening vocabulary for the most disadvantaged children will diminish the difference with non-disadvantaged</p>	<ul style="list-style-type: none"> Additional teacher to facilitate – 2 smaller parallel Year 5 and 6 groups for English and Maths has been established since September. This was interrupted by the lockdown in Spring term and was resumed again once school fully reopened. Teaching staff have deployed support staff effectively to secure KPIs (Key performance indicators) from current year group expectations. See Summer 1 term achievement 2021 grid in section above for information regarding closing the gaps in reading, writing and maths. The table below shows the comparison between 2019-20 and 2020-21 PPG children identified as greater depth (GD). There has been an increase in PPG children being identified as greater depth. This increase has been seen most significantly with our KS1 children which is an encouraging picture for future years. <table border="1" data-bbox="1111 703 2130 922"> <thead> <tr> <th data-bbox="1111 703 1839 778">Targeted for Greater depth</th> <th data-bbox="1839 703 1977 778">Reading</th> <th data-bbox="1977 703 2130 778">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="1111 778 1839 850">2019-20 – 23 children (KS1 and 2) March 2020</td> <td data-bbox="1839 778 1977 850">5 (22%)</td> <td data-bbox="1977 778 2130 850">1 (4%)</td> </tr> <tr> <td data-bbox="1111 850 1839 922">2020-21 – 34 children (KS1 and 2) December 2020</td> <td data-bbox="1839 850 1977 922">9 (26%)</td> <td data-bbox="1977 850 2130 922">7 (21%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Wellcomm materials being used effectively by early years staff for early intervention with language development. This was having a positive impact on achievement in Communication and Language (CL), Reading and Writing in Autumn term but was disrupted by periods of isolation due to COVID-19. 	Targeted for Greater depth	Reading	Maths	2019-20 – 23 children (KS1 and 2) March 2020	5 (22%)	1 (4%)	2020-21 – 34 children (KS1 and 2) December 2020	9 (26%)	7 (21%)
Targeted for Greater depth	Reading	Maths										
2019-20 – 23 children (KS1 and 2) March 2020	5 (22%)	1 (4%)										
2020-21 – 34 children (KS1 and 2) December 2020	9 (26%)	7 (21%)										
Total budgeted cost			<p>£28,780 +£23,151 of main budget +£21,557 COVID catch up funding</p>									

iii. Other approaches			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	June 2021 update
<p>C. All children have access to a broad, experiential curriculum to widen their cultural understanding</p> <p>D. More PP children will be identified and targeted to achieve GD</p>	<p>Pay for trips, visits and extra-curricular for disadvantaged children.</p>	<p>By broadening the experiences of all children, their cultural capital will improve and their knowledge of the world extended. It is the exposure to these new experiences and vocabulary that allow children to make connections in their learning.</p>	<ul style="list-style-type: none"> • Please see the table above for the comparison between 2019-20 and 2020-21 PPG children identified as greater depth (GD). There has been an increase in PPG children being identified as greater depth. This increase has been seen most significantly with our KS1 children which is an encouraging picture for future years. • Health and Safety restrictions due to the COVID 19 pandemic have limited progress with this outcome as visits and extra-curricular are not currently permitted in the curriculum. This term, KS1 are being visited by Safari Phil for an animal experience, LKS2 are having lawn tennis coaching and have two 'keep active' after school clubs and UKS2 are going on a residential to Robinwood. All children have been included in these experiences. • During restricted opening, 15 DfE laptops have been loaned to PP children so to support remote learning where there is a lack of devices. 9 PP children have been offered places as critical worker or vulnerable children.
<p>E. Increased attendance and punctuality rates for all pupils eligible for PP.</p>	<p>Part time school social worker employed to monitor pupils and follow up quickly on absences. First day response provision. Places at before and after school provision provided where needed.</p>	<p>Missing hours of school for some PP children is having a direct impact on their achievement. In order to accelerate their progress, they must be in school.</p>	<ul style="list-style-type: none"> • Children in all year groups except Year 3 and 4 (28/42 – 67%) have experienced periods of self-isolation due to COVID in Autumn term in addition to the period of remote learning from January due to restricted attendance. <p>Of the 46 PP children currently on role in Rec to Y6 (June 2021):</p> <ul style="list-style-type: none"> • 74% (34 children) have attendance above national average (96.0%) • 83% (38 children) are in line with or above PP children nationally (94.5%). • 0 children have persistently low absence (below 90%). • 12 children with below national attendance will continue to be monitored by school. • Before and after school provision has been provided where required. • School has secured the services of a new school social worker who took over from January 2021 and have half termly meetings scheduled for the rest of the year to support children's attendance.
			<p>Total budgeted cost £5,000</p>