

## Harleston C of E Primary Academy

### Pupil Premium Strategy Autumn Term 2019

The Government provides schools and academies with 'pupil premium' which is additional to main school funding. This funding is provided to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools and academies are held accountable for the spending of these monies; performance tables will capture the progress and achievement of disadvantaged pupils covered by the Pupil Premium funding.

At Harleston C.E Primary Academy we are committed to meeting the pastoral, social and academic needs of all students within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need. Our core principles emphasise that there should be no underperforming groups of pupils and we want all students to make at least expected progress.

1. Summary Information					
School	Harleston CE Primary Academy				
Academic Year	2019 - 20	Total PP Budget	£135,600	Date of most recent PP Review	July 2019
Total Number of Pupils	451	Number of pupils eligible for PP <i>(Including Ever6, Ever6 service child, LAC, Post-LAC/special guardianship and adopted)</i>	100	Date for next internal review of this strategy	January 2020

### 2. Attainment and Progress 2018 - 19

#### By the end of Key Stage 2

##### Headlines

- The average scaled score shows a 3 year positive upward trend, narrowing the gap with non-disadvantaged pupils.
- Progress for disadvantaged pupils has increased from 2018.

##### Attainment

- Reading: There is a 3 year upward trend of the percentage of pupils meeting the expected standard.
- Maths: The percentage of pupils attaining expected standard has increased from last year.
- Writing: The percentage of pupils attaining the expected standard remained consistent with 2018.
- Grammar, Punctuation, Spelling: The percentage of pupils attaining the expected standard remained consistent with 2018.

##### Progress

- Reading: There is a 3 year upward trend (-4 to +7) in pupils making expected progress.
- Maths: There is a 3 year upward trend (-4 to +17%) in pupils making expected progress.
- Writing: The percentage of pupils making progress from 2018 to 2019 has increased from -13% to -8%.

##### Year 1 Phonics

Disadvantaged pupils outperformed their peers, with significantly better marks in the test.

<b>3. Barriers to future attainment (for pupils eligible for PP) Term 1</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills) – insert as required.</i>	
1a	Many pupils eligible for PP funding begin school at a literacy and numeracy disadvantage compared to their peers. Literacy skills, but particularly writing and wider reading is lower for some learners eligible for PP funding when compared to other learners. This can be a barrier to them achieving targeted outcomes and making similar progress as other learners who have similar starting points as they progress through school. For some pupils this stems from slower language development or communication difficulties. Some pupils are finding it difficult to transfer skills into independent work.
1b	Aspirations, self-belief and confidence – within the group of children eligible for PP funding there is a need for some of them to believe that they can achieve and have high expectations of themselves. Characteristics of effective learning are not consistent for some learners eligible for PP funding when compared to other learners.
1c	For some learners eligible for PP funding, lack of confidence, receptivity and motivation may be influenced by lack of access, due to financial limiting factors, to enrichment opportunities that are provided for other children inside and outside school hours.
<b>External barriers</b> <i>(issues which also require action from outside school, such as low attendance rates) – insert as required.</i>	
1d	Some pupils have issues regarding home and family relationships which affects their receptivity, levels of resilience and motivation to learn. This can lead to being emotionally unready to learn, an over-reliance on adults and a negative impact on social, emotional and academic progress.

<b>4. Expected Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
1a	Improved outcomes in Literacy skills, but particularly writing and wider reading. Evidence of skill transferral through opportunities for rehearsal, collaborative learning and investigation. Improve language acquisition and understanding across school. Pupils talk enthusiastically about their reading and writing and recognise the progress they have made.	Greater progress made in reading, writing and vocabulary acquisition. The difference diminishes between PP and non-PP pupils. Pupils display greater interest and enthusiasm for reading and writing. Greater contributions and confidence in classroom. Parents are able to support and encourage pupils more.
1b	Resilience and independence are improved. The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions in the classroom, parent and pupil voice and feedback.	The resilience and motivation of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved and compares favourably with non-PPG nationally including those who are more able by end of KS2.
1c	All Pupil Premium pupils will have been given the opportunity to take part at least one extra-curricular activity. Children will have experienced a broader curriculum and know that opportunities are available that develop, value and recognise individual skills and talent.	Pupils are supported financially with attending school residential visits and receiving music tuition. A greater number of pupils take part in an after school or extra-curricular activity.
1d	Children are supported and ready to access curriculum positively. Pastoral notes. Pupil and parent views. Progress in class. Positive contributions made to lessons.	Pupil Premium eligible pupils display progress in their emotional development and resilience. Pupils show a positive approach towards their learning.

## 5. Planned Expenditure Term 1

### Quality of Teaching for all

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity / cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale.	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium funding? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice?	Sutton Trust Evidence Strength V Impact (Teaching and Learning Toolkit)	
							Evidence Strength (1-5)*	Impact (Months)*
<p><b>1a</b></p> <p><i>Literacy skills, but particularly Writing and wider reading are lower for some learners eligible for PP funding when compared to other learners. This can be a barrier to them achieving targeted outcomes and making similar progress as other learners who have similar starting points as they progress through school. For some pupils this stems from slower language development or communication difficulties.</i></p> <p><i>Some pupils are finding it difficult to transfer newly learned skills into independent work.</i></p>								
Additional adult support within classes to support pupils within class and to lead specific interventions including Talk Boost, additional phonics and reading comprehension.	£27 000	Continued activity.	An additional adult in each class enables for more precise grouping, support and intervention within lessons (explaining tasks, pre/post teaching, ensuring vocabulary is understood.)	Targeted pupils/groups will make greater progress in reading, writing and maths. Evidence of more independent transferral of skills across the curriculum.	Observation of interventions, support given in class.  (SENCo, Subject Leaders, HT)	Each year group has over has a significant number of pupils eligible for PP. Trained staff are effective in leading intervention. EEF findings suggest in class intervention is often more effective than setting/ability groups.	<ol style="list-style-type: none"> <li>1. Teaching Assistants</li> <li>2. Small group tuition</li> <li>3. Oral language intervention</li> <li>4. Reading comprehension</li> <li>5. Social and emotional learning</li> </ol>	
							2	1
							2	4
							4	5
							4	5
Impact:								
Year 1 and 2 – weekly reading session with parents.	No additional cost	Continued activity	Once per week, year 2 parents are invited into class to read with their children as part of an early morning routine.	Pupils will see the importance of reading as modelled by the involvement of their parents.	Observation of reading.  Attendance of parents.	Providing children with a positive role model helps to demonstrate the value of the activity.	Reading comprehension	
							4	5
							Impact:	
Read, Write, Spell programme: Texts and online subscription	£500	Continued activity	All pupils from Year 2 to Year 6 will receive daily spelling tuition using the Read, Write, Spell programme, reinforcing phonics and spelling strategies.	Pupils spelling skills improve as a result of the programme.	Spelling scores. Observation in sessions. Spelling in independent work.	A consistent, rigorous approach to phonics teaching has a positive effect.	Phonics	
							5	4
							Impact:	

Purchase of new phonics reading resources for EYFS	New books: £3147	New	Reading texts are closely matched to children's reading stage. Pupils have access to high quality phonics/reading materials.	Pupils' early reading experiences will be better supported and children will make better reading progress.	Phonics and reading scores.	Secure phonics knowledge provides a good grounding for independent reading skills.	Phonics/Early Reading	
							5	4
Talk For Writing	No additional cost	New activity	All teachers have received Talk For Writing training.  All pupils will be taught using the Talk For Writing model.	Pupils' writing improves across the curriculum.	Book scrutiny. Writing moderation. Observation in lessons.	Consistency across the curriculum promotes continuity. A strong basis in oral rehearsal will help develop vocabulary skills and structural knowledge.	Impact	
1b	<i>Aspirations, self-belief and confidence – within the group of children eligible for PP there is a need for some of them to believe that they can achieve and have high expectations of themselves. Characteristics of effective learning are not consistent for some learners eligible for PP funding when compared to other learners.</i>							
Increase exposure to professionals and enrichment activities across the curriculum.	£300	Continued activity.	Professionals, people in different careers visit to share their career path.	Pupils will understand different potential career paths and how to achieve them.	Assemblies.  (HT / Collective worship lead)	EEF evidence shows that by promoting a growth mind-set, children's academic progress is enhanced.	Aspirational intervention	
							1	0
1c	<i>For some learners eligible for PP funding, lack of confidence, receptivity and motivation may be influenced by lack of access, due to financial limiting factors, to enrichment opportunities that are provided for other children inside and outside school hours.</i>							
Extra-curricular opportunities and wider curriculum experiences as well as basic needs being met.	As required  £2000	Continued activity	Pupils eligible are encouraged to take part in at least one extra-curricular opportunity / enrichment experience, e.g. music tuition, after school clubs, subsidised by school. HT/Pastoral worker to discuss needs of individuals and nature of support needed. Referrals made to external agencies where appropriate.	Pupils gain a wider experience and deeper knowledge through these opportunities.	Attendance on residential visits. Attendance at school clubs and music sessions.  School observations of well-being.	EEF evidence shows that by promoting a growth mind-set, children's academic progress is enhanced.  Maslow hierarchy of needs. Children will progress better if needs are met.	Aspirational intervention	
							1	0
1d	<i>Some pupils have issues regarding home and family relationships which affects their receptivity, levels of resilience and motivation to learn. This can lead to an over-reliance on adults and a negative impact on academic progress.</i>							
Employment of a Christian Pastoral Support Worker to deliver 1:1 support for vulnerable pupils, lead small	£4,260	Continued activity.	Pastoral worker to support individual cases through school referral system or directly from	Pupils are developing strategies to develop their characteristics of effective learning.	Pupil attendance and engagement in lessons.	Many pupils did not start their schooling with us.	Social and emotional learning. Individualised instruction	
							4	4

group pastoral intervention and support vulnerable families. Employment of pastoral TA to support CPSW			parents.	Parents and pupils feel well supported and children's needs are being met.	Pupil/Parent feedback.	Maslow hierarchy of needs. Pupils will progress better if needs are met. EEF evidence shows that by promoting a growth mind-set, pupils' academic progress is enhanced	3	3
Employment of TA to support with pastoral intervention.	£2, 170		Support will include bespoke interventions dependent upon need. i.e. anger management, anxiety  CPSW and pastoral TA lead nurture sessions with small groups.	Improved attendance and participation in opportunities.	Parental engagement with school.  (HT / SENCo)		Impact:	

Planned Expenditure Term 1								
Targeted support								
Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity / cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale.	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium funding? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice?	Sutton Trust Evidence Strength V Impact (Teaching and Learning Toolkit)	
							Evidence Strength (1-5)*	Impact (Months)*
1a	<i>Literacy skills and wider reading (particularly at home) are lower for some learners eligible for PP funding when compared to other learners. This can be a barrier to them achieving targeted outcomes and making similar progress as other learners who have similar starting points as they progress through school. For some pupils this stems from slower language development or communication difficulties. Some pupils are finding it difficult to transfer newly learned skills into independent work.</i>							
Delivery of Talk Boost intervention in Early Years/Year 1.	Cost as part of employment of additional TA provision.	New activity.	Small group intervention 3x per week using Talk Boost materials, for 15 weeks.	Pupils make greater progress against assessment measures. They show greater understanding of vocabulary in guided sessions.	Assessment measures. Pupil / parent views. Increased contributions in class.	Talk Boost is a researched, evidenced intervention. Increased understanding of vocabulary has a positive effect on comprehension in reading and maths.	Oral language intervention	
							4	5
							Impact:	
Specific interventions linked to IEPs and external advice.	Within class staffing structure.	Continued.	Bespoke interventions targeting needs of PP eligible pupils with a special educational need.	Identified pupils show greater understanding when applying skills across the curriculum.	Intervention records. Reading comprehension ages. Termly assessment	Pupils with SEN are not progressing at the same rate as peers.	4	5

			Greater focus on reading comprehension and guided reading within class – targeting differentiated groups (Year 1 – 6) and number fluency within Maths.	Pupils make greater progress to close gap with expected attainment for year group.	(NFER) Pupil/Parent views	Small group or individualised intervention is more effective than group or generalised intervention.	Impact:
Additional phonics in Early Years and Key Stage 1.	Additional TA 2x am and 1x pm to enable additional phonics sessions.  £700	Continued specific intervention	Specifically targeted children to develop phonic and spelling skills.	To have quality equipment that can be used for interventions. Improved confidence in finding information in a text.	Intervention records.  (SENCo and Subject lead)	Secure phonics knowledge provides a good grounding for independent reading skills.	Phonics 5   4 Impact:
<i>1b</i>	<i>Aspirations, self-belief and confidence – within the group of children eligible for PP there is a need for some of them to believe that they can achieve and have high expectations of themselves. Characteristics of effective learning are not consistent for some learners eligible for PP funding when compared to other learners.</i>						
Delivery of Goblin Go-Kart programme.	Cost of resources / fees etc. £150	Continued activity	Specifically targeted children to develop effective learning characteristics.	Pupils will be motivated to engage in extra-curricular learning and develop planning/evaluative skills.	Parent / pupil views.  Go-Kart portfolio.  Planning and organisational skills in class.	Some pupils have a specific interest in this area. Some need to develop collaborative and organisational skills.	Aspiration intervention 1   0 Impact:
<i>1c</i>	<i>For some learners eligible for PP funding, lack of confidence, receptivity and motivation may be influenced by lack of access, due to financial limiting factors, to enrichment opportunities that are provided for other children inside and outside school hours.</i>						
Various school visits and extra-curricular clubs on offer to pupils eligible for Pupil Premium funding.  Year 6 homework club / revision club	£750	Continued activity	Various activities and clubs on offer including chess, sports clubs, music tuition, dance, yoga.	Pupils attend at least one enrichment opportunity.	Attendance figures.  Pupil views.	Maslow hierarchy of needs. Pupils will progress better if needs are met.	Aspiration intervention 1   0 Impact:
<i>1d</i>	<i>Some pupils have issues regarding home and family relationships which affects their receptivity, levels of resilience and motivation to learn. This can lead to an over-reliance on adults and a negative impact on academic progress.</i>						
Nurture provision	As part of the cost of Pastoral	Continued.	Small group nurture provision focused on	Pupils are able to contribute more	Intervention records.	We have an increasing number of vulnerable	Social and emotional learning

	worker and TA support.		building self-esteem, tackling separation anxiety, concentration and collaborative skills.	positively to lessons and group work environments.	Pupil views. Receptivity in class.	pupils for whom there are significant social and emotional barriers to learning and therefore require support in order to be ready for, or to cope with, the learning environment.	4	4	Impact:
Pets As Therapy	No Cost	Continued	Small group nurture provision focused on developing confidence, speech and language development and developing basic reading skills.	Pupils are able to contribute more confidently in class and with their peers. Pupils show greater confidence and motivation to read.	Observation in sessions and with peers outside of sessions. Pupil comments. Parental comments. Receptivity in class.	We have an increasing number of vulnerable pupils for whom there are significant social and emotional barriers to learning and therefore require support in order to be ready for, or to cope with, the learning environment. Therapy Dogs have proved to be effective in a range of environments.	4	4	Social and emotional learning Impact:
Art/Play Therapy	No Cost – provision of base and supervisory teacher.	Continued	Individual provision for targeted pupils over Summer Term.	Pupils are able to discuss their feelings and manage emotions more positively.	Observation in sessions. Reduction in behaviour related incidents. Pupil viewpoint.	We have a small number of pupils for whom managing or communicating their emotions presents a significant barrier to their ability to progress academically and to foster good relationships with peers.	4	4	Social and emotional learning Impact:

### Other Approaches

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity / cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice?	Sutton Trust Evidence Strength V Impact (Teaching and Learning Toolkit)
-------------------------	---	--	--	--	---	---	---

				funding? What will it achieve if successful?			Evidence Strength (1-5)*	Impact (Months)*
Learning cafés/Open classrooms/Come and Play sessions	£300	Continued	To engage reluctant readers and support development of reading, each year group to hold a learning café each term.	Pupils and parents continue the practise outside of the school environment. Parents feel able to support their children.	Pupil / parent views. Attendance register. Reading records. (Subject Lead)	Evidence shows that providing a non – threatening environment encourages parent participation and increases the likelihood of improved support at home.	4	5
Impact:								

\*Evidence strength taken from Research by Sutton Trust EEF – the higher the score, the greater the evidence strength around the impact of the particular type of intervention.

Term 1 – Expenditure 2019 – 20: £41 277