



HORBURY PRIMARY ACADEMY PUPIL PREMIUM STRATEGY IMPACT STATEMENT 2019-2020

Accord MAT Strategic Priorities

<p>Key Priority 1 Leading Success Leaders at all levels demonstrate a relentless focus on securing the best possible outcomes for young people across the academy.</p>	<p>Key Priority 2 Achieving Success All students (including identified groups) across all key stages secure at least good outcomes in relation to their starting points</p>	<p>Key Priority 3 Securing Success Teaching, learning and assessment are all highly developed across all subjects and lead to excellent outcomes and progress for all students across all key stages.</p>	<p>Key Priority 4 Developing Success All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high-quality professional development and partnerships.</p>	<p>Key Priority 5 Standards for Success All students maintain the highest standards for success across all aspects of academy life.</p>	<p>Key Priority 6 Supporting Success All students are supported to live balanced, healthy lives that are rich with both academic and extra-curricular opportunities.</p>
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Having reviewed the impact of our 2018-19 Pupil Premium spending, the Educational Endowment Foundation Pupil Premium Toolkit (EEF), the National Foundation of Educational Research (NFER) 'seven building blocks for success' Horbury Primary Academy SDP and The Accord MAT strategic priorities these have been used to underpin our Pupil Premium strategy for 2019-20 and to inform effective use of premium funding.

Pupil Premium Impact Statement - for academic year 2019-2020

Summary information					
School	Horbury Primary Academy				
Academic Year	2019-20	Total PP budget	£62019	Date of most recent PP Review	October 2018
Total number of pupils	406	Number of pupils eligible for PP	46	Date for next internal review of this strategy	September 2020

Year	PP overall number	PP Female	PP Male
LF			
UF	1	0	1
Y1	6	3	3
Y2	5	4	1
Y3	7	2	5
Y4	6	3	3
Y5	8	2	6
Y6	13	8	5
Total	46	22	24

Review of expenditure 2019-2020

The table below has been used to demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and to support whole school strategies. The original plan was devised during Covid-19 and this because a live plan that was monitored during this time. Specific actions that were undertaken during Covid are highlighted in grey at the bottom of each barrier.

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

In-school barriers (issues to be addressed in school)

A.	High number of pupils with poor independent skills, self-efficacy and low aspiration
B.	35% of Disadvantaged children are also classified as having Special Educational Needs
C.	Disadvantaged children across the school are not making enough progress in reading or writing
D.	Disadvantaged children across the school are not making enough progress in mathematics

External barriers (issues which also require action outside school)

E.	Attendance rates for a number of pupils eligible for PP range were below non-PP - whole school average of 96%. This reduces their school hours and is a factor in them falling behind on average.
F.	Many of our Disadvantaged pupils require significant emotional support. If not addressed, emotional needs have a negative impact on pupils learning and progress. 37% of Disadvantaged pupils are currently/recently been subject to CIN plans.
G.	Evidence shows that in some cases, there is a lack of parental engagement/support in child's education

Outcomes

Desired outcomes and how they will be measured

A.	Raise aspirations, improve attitude to learning and understand the attributes necessary for learning	Gap narrows between disadvantaged and non-disadvantaged pupils
B.	Improve outcomes for disadvantaged pupils who have SEN in R, W and M	Academic achievement data
C.	Progress will be within the National acceptable progress range in Reading and Writing	Academic achievement data
D.	Progress will be within the National acceptable progress range in Maths	Academic achievement data
E.	Improve attendance and punctuality of disadvantaged pupils	Attendance of disadvantaged pupils will increase and be in line with national (96%)
F.	Enhance children's emotional well-being	Children will have access to short-term and long-term intervention in order to support their emotional health and well-being.
G.	Parents engage with school to support their child's education	Parents attend parents' meetings and 2-way communication exists

Impact of Pupil Premium Spending 2019/20		£62019	
Desired Outcome	Cost	Strategies employed	Continued?
Raise aspirations, improve attitude to learning and understand the attributes necessary for learning	£20589	Employment of a Learning mentor*	Yes
Improve outcomes for disadvantaged pupils who have SEN in R, W and M	£203 £1710 £10615 £1160	DHT time to analyse the data and support with provision mapping for PP children TA interventions Y6 PP Teacher intervention Letterbox Trust	Yes
Progress will be within the National acceptable progress range in Reading and Writing	£3000 £2553 £215 £740 £888 £237 £143 £2917 £1677 £400	Purchase of reading books Phonics interventions Spelling interventions/IDL Wellcomm screening Wellcomm intervention Fine and Gross motor skills intervention Rainbow words intervention Other writing interventions Other reading interventions English lead time to analyse data and complete monitoring of literacy	Yes
Progress will be within the National acceptable progress range in Maths	£1061 £342	DHT/subject leads time to analyse the data and support with provision mapping for PP children TA interventions Y2 PP	Yes
Improve attendance and punctuality of disadvantaged pupils	£79	Learning mentor time* Admin monitoring of attendance/Priority PP phone calls	Yes
Enhance children's emotional well-being	£2703	Learning mentor time* Regular weekly phone calls during school closure by SLT and learning mentor. DSL team tracker meetings	Yes
Parents engage with school to support their child's education	£3431	Learning mentor time* FEET -not completed due to school closure Extra learning mentor to support parental calls in June 2020	Yes
Other strategies for raising aspirations and support mental health, well being Horbury Backpack 100 'positive comments' Trip subsidies Music lessons Uniform Milk	£279 £1920 £1050 £100 £944	1000 professional printed booklets and associated posters	Yes

		33 children had daily milk before school closure in March 2020	
Staff Training	£2380 £966 £203	Metacognition Trust based 'Disadvantaged First strategy' HT/DHT attendance at Trust development group Governing body training with DHT	Yes
Total costs	£62505	PP budget	£62019

Strategy and intended outcome		Lessons Learned	Impact	To be continued 2020/21
	Quality of Teaching and Learning			
Attend and participate in a cross-phase Pupil Premium Strategy Group at Trust level Devise and implement a Trust-wide approach identified as ' Disadvantaged First '	<ul style="list-style-type: none"> To drive forward this important agenda across the Trust - with an integral focus on the quality of provision, alignment of strategy and associated impact for disadvantaged pupils. To ensure that disadvantaged pupils are at the heart of developments in terms of provision and outcomes. Leadership at all levels demonstrates a relentless focus on securing the best possible outcomes and opportunities for disadvantaged young people across the Trust. 	<p>Leadership weekend (Sept 2019) allowed us to specifically focus on what the Disadvantaged First agenda looked like in practice and how we could demonstrate this as leaders on a day to day basis.</p> <p>We completed a whole terms worth of monitoring for all children-but felt that we could more specifically focus feedback on disadvantaged children.</p> <p>We could also ensure and include specific work scrutiny for disadvantaged children. Regular staff meetings are required to keep it at the forefront of everyone's mind to ensure we always put disadvantaged children first!</p>	<p>SLT were able to keep the agenda of Disadvantaged First at the forefront of staff minds. It permeated the priorities that we had on the SDP.</p> <p>Outcomes for disadvantaged children were carefully monitored by use of a separate sheet on the RAP.</p>	Yes

		It's key that a member of SLT is a disadvantaged children's champion, kept the agenda at the forefront of the vision and ethos of the school.		
Continue to implement CPD around metacognition	<ul style="list-style-type: none"> All staff acquire the professional understanding and skills to develop their pupils' metacognitive knowledge. 	<p>There are a whole host of strategies for metacognition. We focussed our training on those that worked well with other SDP priorities.</p> <p>Training allowed staff to focus specifically on an alternative way of teaching. Small changes made a big difference.</p> <p>The 'I do we do you do' worked well with our 6Bs.</p> <p>The appointment of 2 metacognition champions ensured that there was someone delivering the training and driving the implementation.</p> <p>We need to implement phase 2 of the metacognition training using the research and CPD that was done by the metacognition champions. We need to think of how this fits into EYs practice-eg use of Little Bs which then feeds into 6Bs.</p>	<p>Lesson observations and learning walks saw evidence of teachers using metacognition in their lesson delivery.</p> <p>Children were able to explain what the strategy was and said that they liked it and that it helped their learning.</p> <p>Evidence of the 6Bs seen in lesson observations, classroom environment and book scrutinies.</p>	Yes
Improve young children's vocabulary through communication and language approaches	<ul style="list-style-type: none"> On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to 	In Early Years and Year One, staff read aloud to children and discussed books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and	Staff are more specifically focussed on ensuring the development of language through the use of stories and the love of reading. Regular discussion and reference back	Yes

	<p>benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>drawing attention to letters and sounds.</p> <p>They included approaches more directly aimed at developing thinking and understanding through language.</p> <p>Staff implemented WellComm programme (Speech and Language Toolkit).</p> <p>SENCo needs to continue to evaluate impact of programme through review of basic language skills and building vocabulary.</p>	<p>to previous stories to make comparison and to ensure sticky knowledge.</p> <p>WellComm is a successful intervention for EYs and sometimes for SEND children. Provision maps evidence this.</p>	
<p>Make best use of Teaching Assistants</p>	<ul style="list-style-type: none"> If we have professionally trained Teaching Assistants, working consistently, accessing model professional development and being well led and managed, then they will move across the arc on the EEF graph and become better value for money (Marc Rowland) 	<p>Teaching assistants have benefited from specific training around phonics delivery and correct use of terminology.</p> <p>A bespoke INSET for TAs delivered by experienced teachers ensured that all TAs had some quality CPD appropriate to the needs of the school and its priorities. Ensuring availability of TAs is difficult when they all work different hours and some are specifically assigned to children 1 to 1. Insufficient time available for discussion between TA and Teacher. More training for TAs around Disadvantaged First -this was interrupted due to Covid-19</p>	<p>TAs more able to deliver effective phonic interventions as evidenced by observations and feedback.</p> <p>INSET day was positively evaluated by TAs who felt that it supported them in their role.</p> <p>TAs working hours have been amended to allow time for discussion with class teachers ensuring that they are clear about the expectations for delivery to children each day.</p>	<p>Yes</p>

<p>English and Mathematics leads to work with the SMT to evaluate data and scrutinise work books to ensure accuracy of judgements.</p> <p>Non- contact time for leads to follow up findings and address any variances.</p>	<ul style="list-style-type: none"> Robust analysis of tracking systems enables staff to be coached effectively and increase the quality of teaching which leads to improved outcomes for pupils 	<p>Involvement of subject leader development ensures that they are able to understand the outcomes and progress in their subject.</p> <p>All English leads share in the monitoring of literacy to ensure they understand the full range and of what is happening in all phases-this needs to be developed further particularly between EYs and KS2.</p> <p>Having a member of staff from each key stage within the team works well to support the understanding of where children come from and where they need to get to.</p>	<p>English and maths leads now taking more active role in the evaluation of the outcomes and delivery of their subject.</p> <p>Core subject leaders</p> <p>SMT meetings are now used more effectively to include a weekly monitoring activity.</p>	<p>Yes</p>
<p>SEND training for all staff</p>	<ul style="list-style-type: none"> High expectations for all pupils, regardless of additional need. 	<p>This is an important part of the strategy as 35% of Disadvantaged children are also on the SEND register. Non-negotiables for core subjects support the delivery of quality first teaching in the classroom and ensure for example the targeting of SEND children for extra reading.</p> <p>Targeted deployment of TAs needs to be regularly reviewed in order to ensure that TAs with appropriate skills carry out interventions</p> <p>SEND team collect provision maps half-termly and this supports the review of the impact of the interventions.</p> <p>This training was not fully</p>	<p>PP children with SEND were set appropriate work during school closure.</p> <p>PP children were offered places in Emergency Care Provision, but this was not always accessed. Some PP children completed very little work during school closure despite our best efforts.</p>	<p>Yes</p>

		<p>completed due to the impact of Covid-19 It was important to send targeted work packs to allow children to access learning during school closure as work set for others was not always appropriate for these children. There was not always the appropriate adult support for some of these children. Regular welfare checks were made to PP children during Covid-19 by SLT and learning mentor.</p>		
	<p>Covid-19 Remote learning initially using the school website and then moving on to Microsoft Teams and Seesaw.</p> <p>Specific websites were identified and log ins for Purple Mash and TT rockstars were shared with all pupils.</p> <p>Children in EYs and Year 1 were directed to daily Phonics teaching.</p> <p>Some children without access to technology were provided with work packs.</p> <p>Social media was used to engage all children with extra challenges, staff videos and bedtime stories.</p> <p>Class teachers used Seesaw to engage with parents and children.</p>	<p>Website although a good platform for providing work didn't allow for the children to get feedback from their teachers.</p> <p>Access to technology caused problems for some.</p> <p>Lack of parental support meant that some children did not access any work.</p> <p>The move to Microsoft Teams was slow to implement as we had to train staff remotely.</p> <p>We need to ensure consistent use of Microsoft Teams so that children do not forget how to use it-weekly homework.</p>	<p>Microsoft Teams is up and running and used by all teaching staff from Years 2-6.</p> <p>Seesaw is used by EYs and Y1.</p> <p>Children are able to use Microsoft Teams.</p>	<p>Yes</p>
<p>Total</p>				

Strategy and intended outcome		Lessons Learned	Impact	To be continued 2020/21
	Targeted support			
Targeted support from additional teacher	<ul style="list-style-type: none"> • End of KS2 data shows insufficient evidence of closing the gap for disadvantage pupils. • Poor progress for disadvantaged children. 	<p>Separation of disadvantaged children on RAP sheets enables us to track the children as a group and as individuals. Outcomes are slow to improve as PP children are often also on the SEND or the safeguarding tracker and sometimes on all 3.</p>	<p>Progress improved last year due to this intervention, although the impact of school closure shows that only progress in writing this year was comparable to all children at -1.5.</p> <p>Large cohort of PP children in this Y6 and 77% of these also on the SEND register (10 out of 13).</p>	Yes
Phonics intervention	<ul style="list-style-type: none"> • Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months of progress 	<p>Prior to school closure a great deal of work was undertaken to improve the teaching of phonics.</p> <p>Phonics interventions were placed outside of the daily phonics sessions.</p> <p>CPD undertaken for all teachers and teaching assistants.</p> <p>Further purchase of reading books that are matched to phonics is required.</p>	<p>Lesson observations showed a consistent approach to the teaching of phonics.</p> <p>All staff are clear about the expectations re phases.</p> <p>Assessments prior to lockdown should that children were making good progress and 81% of children were on track to achieve the phonics screening check</p>	Yes

<p>Spelling interventions</p>	<ul style="list-style-type: none"> Regular spelling practice will ensure that pupils make improvements. This should help support writing sessions as spelling becomes more automatic. 	<p>Regular spelling practice part of the writing non-negotiable and this was monitored.</p> <p>Dictations were completed in order to ascertain whether children developed the automaticity to use their spellings outside of the test.</p> <p>Marking policy updated to encourage children to correct some of their own spellings, particularly when these were expected to be used correctly. This was not completed and impact unable to be measured due to school closure for COVID-19.</p>		<p>Yes</p>
<p>Fine and gross motor skills intervention (Write from the Start)</p>	<ul style="list-style-type: none"> Improved motor control will impact on enthusiasm for writing and improve writing attainment 	<p>Improved provision mapping supports the tracking of interventions and their success. RAP sheets show</p>	<p>RAP sheets allow for targeting PP children as a group within a year group and as individuals.</p> <p>PP children develop fluency when writing due to improved control – this builds confidence and improves engagement</p>	
<p>Writing interventions</p>	<ul style="list-style-type: none"> Analysis of data shows that writing is often the weakness and preventing children from achieving a combined ARE. 	<p>Separation of disadvantaged children on RAP sheets enables us to track the children as a group and as individuals.</p> <p>Outcomes are slow to improve as PP children are often also on the SEND or the safeguarding tracker and sometimes on all 3.</p> <p>Pupil progress discussion sheet</p>	<p>PP children discussed separately as part of pupil progress meetings.</p> <p>RAP sheets allow for targeting PP children as a group within a year group and as individuals.</p> <p>Staff look to target children who have achieved 2 out of 3 in R,W,M.</p>	

		designed to support staff when target setting and mapping intervention.		
Reading Interventions	<ul style="list-style-type: none"> End of KS2 data shows insufficient evidence of closing the gap for disadvantage pupils. Poor progress for disadvantaged children 	<p>Non-negotiables for reading suggest ways to support children at risk of falling behind.</p> <p>Reading volunteers increased to ensure that we can increase the amount and frequency of children heard read 1 to 1.</p> <p>Separation of disadvantaged children on RAP sheets enables us to track the children as a group and as individuals.</p> <p>Outcomes are slow to improve as PP children are often also on the SEND or the safeguarding tracker and sometimes on all 3.</p>	<p>PP children are heard read more often where appropriate.</p> <p>PP children discussed separately as part of pupil progress meetings.</p> <p>RAP sheets allow for targeting PP children as a group within a year group and as individuals.</p> <p>Staff look to target children who have achieved 2 out of 3 in R, W, M.</p>	Yes
Rainbow Words (High frequency word recognition)	<ul style="list-style-type: none"> Immediate recognition of high frequency words results in improved fluency of reading 	<p>Regular small group interventions with baseline assessment on entry and assessment after 6-week programme tracks progress.</p> <p>Impact on programme is evident during 1-1 reading due to increased fluency</p>	<p>PP children develop fluency due to increased ability to be able to read words on sight – this builds confidence and improves engagement.</p>	
	<p>Covid-19 Social media was used daily to engage all children with extra fun challenges, staff videos and bedtime stories.</p> <p>Children in EYs and Year 1 were directed to daily Phonics teaching and SLT contacted parents of PP children to ensure they were accessing these.</p> <p>Weekly welfare checks were made by SLT</p>	<p>Things improved when we got Microsoft Teams up and running in that staff could respond to pupils and give feedback.</p> <p>Live lessons would have worked even better but we were unable to train staff and ensure that they were able to keep</p>	<p>There were lots of different avenues for children to access remote learning.</p> <p>Many PP and vulnerable children attended school though closure. 25%</p> <p>Laptops were provided for PP</p>	

	<p>and Learning mentor with parents of PP children and others identified as vulnerable.</p> <p>PP children were offered places in Emergency Care Provision.</p> <p>PP children were prioritised for receipt of workpacks.</p> <p>PP children were identified to receive a laptop to support the remote learning process.</p>	<p>themselves and others safe.</p> <p>We needed laptops sooner, although this was out of our control.</p> <p>A further bank of laptops is required due to technology issues when a whole class is self-isolating.</p>	<p>children in Years 4, 5 and 6.</p>	
Total				
Strategy and intended outcome		Lessons Learned	Impact	To be continued 2020/21
	Other approaches			
<p>Introduce 'The Horbury Back Pack' – 100 Things to do Before you Leave Primary School</p>	<ul style="list-style-type: none"> • Cultural Capital • School has identified that many PP children do not have the life experiences that will enhance their ability to have the skills to succeed as a future citizen 	<p>Horbury Backpack professionally produced and was due to be launched just prior to school closure.</p> <p>Reduced to 50 to make it more accessible.</p> <p>Need to launch Autumn 2020.</p> <p>DHT will monitor its completion by PP children in particular.</p> <p>Opportunities to be created in school to allow its completion by all children.</p>		<p>Yes</p>

<p>100 Positive Comments – in line with ‘Disadvantaged First’, prioritise interactions with disadvantaged pupils.</p>	<ul style="list-style-type: none"> School has identified that a high number of PP children have poor self-esteem and low aspiration 	<p>Discussed with staff to actively encourage seeking out PP children for conversation on a daily basis. We needed to formalise this in order to ensure we were actively making this happen.</p> <p>TAs instructed to meet and greet PP children in their year group each day and to specifically use their name. Each staff given 2 children to actively seek out and begin daily conversation.</p>	<p>PP children are now targeted for daily conversation with at least one adult.</p>	<p>Yes</p>
<p>Involve parents in their children’s learning activities</p>	<ul style="list-style-type: none"> With careful monitoring, evidence shows that developing early effective parental engagement improves children’s attainment. 	<p>SLT and learning mentor made welfare phone calls 1 or 2 weekly dependent on need and parent preference during lock down.</p> <p>School closure due to Covid-19 prevented parent partnership meetings and other parental engagement activities from taking place.</p> <p>Initial discussions took place with learning mentor, PP champion and EYs teachers to introduce FEET type activities, although these were not started due to covid-19.</p>	<p>Parent school relationship improved for some PP children due to regular and consistent support during lockdown.</p>	<p>Yes</p>
<p>Raise aspirations through Primary Futures project</p>	<ul style="list-style-type: none"> The NAHT led Primary Futures project in partnership with the Education and Employers charity, launched in October 2014, aims to support the raising of standards of achievement for all primary age children, broaden horizons and aspirations with regards to their own 	<p>DHT/PP champion due to attend meeting and training but this was not completed due to the impact of Covid-19 and school closure.</p>		<p>Yes</p>

	<p>futures enabling all children to achieve their full potential whilst working to break down social mobility barriers. Helping children to see a clear link and purpose between their learning in primary schools and their futures is at the heart of Primary Futures.</p>			
Trip/Residential subsidies	<ul style="list-style-type: none"> Outdoor learning experiences, especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit) Offer a wide range of trips to all children to improve the life experiences of children. 	<p>Residential did not go ahead due to the impact of Covid-19 and school closure.</p> <p>Trips prior to March PP - children targeted to ensure that they did not miss out due to lack of funds.</p> <p>Need to ensure that the school office and class teachers monitor children not signing up for trips to ascertain the reasons for this.</p>		Yes
Attendance and punctuality support	<ul style="list-style-type: none"> One of the most effective ways to support disadvantaged pupils' achievement is to respond quickly to poor attendance and provide strong social and emotional support, including working with families 	<p>Attendance data monitored by learning mentor and PA referred to SLT to follow up.</p>		
Enrichment activities (during school and after school)	<ul style="list-style-type: none"> Research shows that disadvantaged pupils who attended after school clubs fared better than their peers who did not take part. 	<p>Attendance at after school clubs to be monitored by PE coordinator. Children to be targeted for attendance.</p>		
Pastoral support	<ul style="list-style-type: none"> Children will have access to short-term and long-term intervention in order to support their emotional health and well-being. 	<p>This was never more apparent that during lockdown. PP children identified for weekly welfare calls.</p> <p>Work packs provided where necessary to support the continuation of learning.</p> <p>Children encouraged to attend Emergency Care Provision.</p>		

		Home visits made when deemed appropriate.		
Governor training	<ul style="list-style-type: none"> Strong governance is critical to schools' successful use of the pupil premium funding to accelerate progress and narrow gaps in attainment. 	<p>Governor training to challenge leaders around progress for PP children.</p> <p>PP strategy and outcomes shared with AEC.</p> <p>Governor PP identified Disadvantaged First needs to be revisited with AEC.</p>	<p>PP is a standing agenda item on AEC agenda and governors challenge leaders about their progress and attainment.</p> <p>DHT/PP champion meets regularly with Chair around PP strategy.</p> <p>RAP sheet section for PP children allows for targeted discussions.</p>	
	<p>Covid-19 Social media was used daily to engage all children with extra fun challenges, staff videos and bedtime stories.</p> <p>The Trust was proactive in ensuring that families received food parcels prior to the voucher system being set up and for those families struggling to access the vouchers.</p>	<p>Children and parents responded well to daily challenges and themed challenges.</p> <p>Bed time stories were a real hit with children and parents.</p>	<p>Social media was used effectively as a communication channel for parents and to support children's wellbeing.</p> <p>A large number of food parcels were delivered across the Trust.</p>	
Total				