

Pupil Premium Strategy Statement

*NB Please be aware that this plan and some actions cannot be implemented immediately due to COVID-19 restrictions

1. Summary information					
School	Horbury Primary Academy				
Academic Year	2020/21	Total PP budget	£57,835	Date of most recent PP Review	Oct 2018
Total number of pupils	437	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Sept 2020

2. Attainment of pupils eligible for Pupil Premium funding at KS1								
	2018/19				2019/20			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	Disadvantaged School	Other pupils nationally	Disadvantaged School	Other pupils nationally	Disadvantaged School	Other pupils nationally	Disadvantaged School	Other pupils nationally
Phonics in Year 1	100	84						
KS1 Reading	57	78	0	28				
KS1 Writing	57	73	0	17				
KS1 Mathematics	43	79	0	24				

3. Attainment of pupils eligible for Pupil Premium funding at KS2								
	2018/19				2019/20			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	Disadvantaged School	Other pupils nationally	Disadvantaged School	Other pupils nationally	Disadvantaged School	Other pupils nationally	Disadvantaged School	Other pupils nationally
KS2 Reading	78	78	33	31				
KS2 Writing	78	83	22	24				
KS2 GPS	67	83	33	41				
KS2 Mathematics	78	84	11	32				

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school)	
A.	Lack of independence and resilience
B.	Disadvantaged children across the school are not making enough progress in reading, writing or maths
C.	Poor oral language skills
External barriers (issues which also require action outside school)	
D.	Attendance of Disadvantaged pupils and impact of school closure in March 2020 due to COVID-19
E.	Increased social and emotional needs
F.	Limited life experiences
G.	Lack of parental engagement

5. Outcomes		
Desired outcomes and how they will be measured		Success Criteria
A.	Children are more resilient and have more aspiration through the use of metacognition and self-regulation strategies. The gap diminishes for vulnerable children who are eligible for Pupil Premium.	Children can work more independently in lessons. They require less elements of support within lessons. More children will be on track for Age Related Expectations at the end of each year.
B.	Improved progress, especially in reading, writing and maths, resulting in more children achieving Age Related Expectations.	From their KS1 results, all children will make at least expected progress in line with national. <u>Attainment</u> Reading - 81% Writing – 74% Maths – 72% RWM – 71% <u>Attainment of Pupil Premium</u> Reading - 63% Writing – 63% Maths – 63% RWM – 63%
C.	Improve the quality of oral language used by children and this will impact positively in their written language	Children will use rich and varied vocabulary during discussions which will be transferred to their written work.

D.	The attendance of Pupil Premium children will improve so that they close the gap with Non-Pupil Premium children, so both groups are over 96%.	Pupil Premium children's attendance to be over 96%. If onsite attendance is not possible, PP children will be prioritised to ensure they can access remote learning.
E.	Children will have strategies to support them in managing and regulating their emotional needs..	Children will be provided with emotional support to access all lessons and fulfil their potential. Children develop a range of self-coping strategies to help them in every aspect of school life.
F.	Increased opportunities for Pupil Premium children to experience extra-curricular activities which enhance learning	Children and families will be supported in order to ensure that they participate in school trips, attend extra-curricular clubs, play a musical instrument, etc.
G.	Increased engagement and support of parents which impacts positively on their child's progress and life within school.	Parents work with the school to improve outcomes. Parents are well informed of their child's progress through meetings with the class teacher. Homework is completed more regularly.

6. Planned expenditure

Academic year	2020/21	
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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?	How will you ensure it is implemented well?	Staff lead And costs	When will you review implementation?
A-G	Executive Principal to attend and participate in a cross-phase Pupil Premium Strategy Group at Trust level. Executive Principal and DHT to meet fortnightly with AHT at MPA to drive forward and embed the strategies of 'Disadvantaged First'	Disadvantaged First strategies ensures that leadership at all levels demonstrates a relentless priority focus on securing the best possible outcomes and opportunities for PP children across the Trust.	Learning walks Work scrutiny Lesson observations Staff meeting – discussion and feedback Data analysis Pupil voice	JT/JW £1227 £2038	Half termly
Total cost				£3265	

A. Children are more resilient and have more aspiration through the use of metacognition and self-regulation strategies. The gap diminishes for vulnerable children who are eligible for Pupil Premium.

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
Children can work more independently in lessons. They require less elements of support within lessons.	CPD - Metacognition and Self-Regulated Learning course for PP lead (3-day programme with gap tasks and a range of tools and resources – April 2021-June 2021) Continue to implement metacognition CPD for all staff.	Research shows that disadvantaged pupils on average are less likely to believe they can control events that affect them. The EEF identifies that metacognition and self-regulation approaches have consistently high levels of impact, Metacognition and Self-Regulation (EEF +8 months)	Monitor delivery phase 1 of metacognitive approaches through learning walks, lesson observations and book studies (ongoing from previous year) Identify phase 2 of metacognition approaches and deliver further CPD Disseminate appropriate training to TAs Pupil progress meeting discussions to ensure correct intervention provided and adapted as needed Data Analysis	SLT £1900 FA/AM £1520	Termly
			Total cost	£3420	

B. Improved progress resulting in more children achieving Age Related Expectations.

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
Quality first teaching to ensure all children make progress.	<ul style="list-style-type: none"> External training courses for teachers. Weekly staff meetings. Pupil progress reviews. Appraisals. Feedback and marking. Teaching Assistant support within classes. Weekly success criteria with clear progression of learning. 	High quality first teaching is shown to be the most effective in promoting higher achievement so that 'catch up' is not required. Variety of learning styles used in lessons (EEF + 2months) Feedback and marking (EEF +8 months)	Termly data cycle. Learning Walks and Lesson observations Book monitoring to ensure a high standard of work and high expectations. Moderation to ensure assessments are accurate.	SLT and Subject Leads	Termly

	<ul style="list-style-type: none"> • Several levels of challenge within lessons. • Variety of learning styles used in lessons including metacognition. • Scaffolded resources so that all children can access and excel in the lesson. 				
Pupil Premium children are tracked termly, and gaps are identified, and support is in place according to need.	<ul style="list-style-type: none"> • Robust termly data cycle. • Several levels of challenge within lessons. • Variety of learning styles including metacognition used in lessons. • Scaffolded resources so that all children can access the lesson. • Learning gaps identified and planning adapted accordingly. 	Children are individually tracked to ensure gaps are identified and changes to provision is in place, including intervention where necessary. Individualised programs (EEF + 3 months)	Termly data cycle. Learning Walks and Lesson observations. Pupil progress meetings termly Book monitoring to ensure a high standard of work and high expectations. Moderation to ensure assessments are accurate.	SLT and Subject Leads £6294 £640	Termly
Individual resources used to support and maximise learning.	<ul style="list-style-type: none"> • Writing slopes. • Pencil grips. • Concentration aids. • Seating support. • Handwriting books. • Sets of books (individual reading scheme). • P.E kits/sporting equipment. 	All learners have different needs so tailoring their learning experience can greatly improve progress. Individualised programs (EEF + 3 months)	Learning walks and Lesson observations to ensure individual needs are catered for in the classroom. Book monitoring to show impact.	JW/HC £500	Termly
			Total costs	£7434	

C. Children will use rich and varied vocabulary during discussions which will be transferred to their written work.

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
<p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary.</p>	<p>Staff to identify high quality texts to use for themes where a rich vocabulary is available</p> <p>Vocabulary displayed for children to access when working independently</p> <p>Love for reading developed through the school through stimulating, relaxing and enjoyable reading areas in each classroom.</p> <p>Staff will read aloud to children and discuss books, explicitly extending children's spoken vocabulary.</p> <p>Continue to implement WellComm programme (Speech and Language Toolkit)</p> <p>SENCo will evaluate impact of programme through review of basic language skills and building vocabulary</p>	<p>Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve</p> <p>Updating the books in classrooms and reading scheme help create a 'love for reading'</p> <p>Reading areas developed to help create a stimulating, relaxing and enjoyable reading environment in each classroom promoting encouraging all to read and promote a love for reading. This again exposes children to a greater range of rich vocabulary which they can include in their writing.</p> <p>The increased reading will also provide imagination stimulus and a wider base for children to call upon when writing own fiction texts</p> <p>Complete further activities to engender a love of reading eg class novels, library visits, author visits, peer reading, Fiction Express and drama.</p> <p>Purchase Rising Stars online to further encourage</p>	<p>Ensure that reading is high profile across school and that it engenders a love of reading.</p> <p>Ensure that classroom environments are language and vocabulary rich, reading is actively talked about.</p> <p>Celebrate more effectively the book led curriculum that we use.</p> <p>Monitor the delivery and impact of the teaching of reading and interventions as appropriate.</p> <p>Quality assure the daily reading sessions and work in reading journals.</p> <p>Complete a reading questionnaire with pupils and use this to enhance reading resources.</p>	<p>English team</p> <p>£3200</p> <p>£704</p> <p>£910</p> <p>£132</p> <p>£985</p> <p>(from catch up funding)</p>	

		<p>home reading and to enable this during Covid restrictions</p> <p>Read stories every day and make story time more exciting by using secret readers when possible</p> <p>Encourage book swapping by introducing a book swap box into every class when possible</p> <p>Complete peer reading sessions when possible</p> <p>Have a good book box in every classroom-make it special</p> <p>Continue to promote reading with parents through further parent partnership meetings when possible</p> <p>Oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.</p> <p>Oral language intervention (EEF + 5 months)</p>			
			Total costs	£5931	

D. The attendance of Pupil Premium children will improve so that they close the gap with Non-Pupil Premium children, so both groups are over 96%.

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
Pupil Premium children's attendance to be over 96%	<ul style="list-style-type: none"> • Dedicated attendance lead within Admin team • A clear absence and attendance policy. • Robust monitoring. • Communication with families to improve and support attendance. • Continue with weekly attendance award as part of class champions • Introduce a half termly non-uniform day for the class with the best attendance. • SLT and learning mentor to identify and work with families where attendance has dropped below 95%. • Breakfast club available for families in need. 	To target the attendance of children with attendance lower than 96% in order to maximise the education potential of every child.	Attendance will be closely monitored. Learning Mentor and Admin lead to monitor attendance and punctuality monthly SLT involvement in meetings with families	JT £316 £1224 £600	Half termly
			Total cost	£2140	

E. Children will have strategies to support them in managing and regulating their emotional needs

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
<p>Children are provided with emotional support to access all lessons and fulfil their potential.</p> <p>Children develop a range of self-coping strategies to help them in every aspect of school life.</p>	<ul style="list-style-type: none"> Nurture work with Learning Mentor. Support for child from outside agencies Family support from outside agencies HT to attend local authority inclusion training and disseminate to staff 	<p>It is shown that providing emotional support and building self-esteem helps to form positive relationships with peers.</p> <p>This also supports learners' ability to learn within the classroom environment.</p> <p>Social and emotional learning (EEF + 4 months)</p>	<p>All staff have an awareness of and are mindful to identify children vulnerable to mental health issues.</p> <p>Vulnerable children are identified and interventions/support put in place.</p> <p>Weekly DSL meetings</p> <p>CPOMS</p>	<p>HC, Learning mentor and SLT</p> <p>£9250</p>	Termly
			Total cost	£9250	

F. Increased opportunities for Pupil Premium children to experience extra-curricular activities which enhance learning

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
<p>Children and families will be supported in order to ensure that they participate in enrichment activities</p>	<ul style="list-style-type: none"> Horbury Backpack Music lessons Children are supported with school trips including residential. Children are offered a range of before and after school sports clubs. 	<p>Research shows that children who play a musical instrument can do better in a range of subject at school. It develops creative thinking and motor skills.</p> <p>Sports and arts participation (EEF + 2 months)</p> <p>Evidence shows that taking part in extra curriculum</p>	<p>Children will enjoy weekly music lessons.</p> <p>Review up take of musical instrument lessons.</p> <p>Monitoring of attendance at ASC by PE coordinator and motivators provided to encourage hard to reach pupils</p> <p>SLT follow up on children who have not signed up for trips and residential experience.</p>	<p>JW</p> <p>£1000</p>	Termly

		<p>activities helps to support learning in class.</p> <p>Educational trips (EEF + 3 months)</p> <p>Outdoor Adventure learning (EEF + 4 months)</p> <p>Evidence shows that children improve teamwork and their social interaction through sport. They will also develop healthy activity habits that encourage lifelong participation in physical activity.</p> <p>Sports and arts participation (EEF + 2 months)</p>	Subsidised trips and residential to allow disadvantaged to take part.	£2000	
			Total costs	£3000	

G. Increased engagement and support of parents which impacts positively on their child's progress and life within school

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
<p>Parents are regularly informed and invited to join events and celebrations.</p> <p>Parents attend school events such as parents' evenings, parent</p>	<ul style="list-style-type: none"> Weekly celebration assemblies. Weekly newsletters. Termly curriculum Newsletters. Termly parent Workshops Parents Consultations. FEET (Families enjoying everything together) Stay and Play sessions for LFS and UFS 	<p>There is evidence that well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p>Good communications with school (EEF + 3 months)</p>	<p>Discussions with parents to ensure they feel supported and able to confidently communicate with the school.</p> <p>Discussions with teaching staff to ensure strong positive communication relationships have been developed.</p> <p>Send personal invitations/speaking directly to parents and look for ways to</p>	JW/FL	Termly

workshops and review meetings.	<ul style="list-style-type: none"> The school will seek to create opportunities to engage with hard to reach families as early as possible in their school journey 		<p>maintain parental engagement throughout the child's education.</p> <p>Calendar specific parental engagement activities.</p> <p>High visibility of SLT at the beginning and end of the day.</p>		
Total budgeted cost					£34440
ii Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
A/B/C	Targeted support from additional teacher	End of KS2 data shows insufficient evidence of closing the gap for disadvantage pupils. Poor progress for disadvantaged children	Children will receive targeted support to achieve ARE/GD and will have made significant progress to ensure the gap closes between them and their peers.	JY £5069	½ termly
B/C	Phonics intervention	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	Regular phonic assessments will indicate whether pupils have a strong phonic knowledge and that basic literacy skills are improving	FL (catch up funding)	Every 6 weeks to determine impact
B/C	Spelling interventions	Regular spelling practice will ensure that pupils make improvements. This should help support writing sessions as spelling becomes more automatic.	IDL and a variety of other spelling interventions. English lead to monitor and review impact through data analysis	PW £257 £320	Every 6 weeks to determine impact

B/C	Writing interventions	Analysis of data shows that writing is often the weakness and preventing children from achieving a combined ARE.	Stronger provision mapping will ensure targeted support for children. Interventions will include: Sentence building group; handwriting support; use of Clicker; writing support. Twinkl for Writing/Reading Interventions	PW (catch up funding) £320	Every 6 weeks to determine impact
B/C	Reading Interventions	End of KS2 data shows insufficient evidence of closing the gap for disadvantage pupils. Poor progress for disadvantaged children	Stronger provision mapping will ensure targeted support for children. Reading Enrichment Activity in Book Week Interventions will include: Comprehension groups, highlighted readers and reading buddies. Twinkl for Writing/Reading Interventions NFER to improve accuracy of assessments	KR £320 (catch up funding)	Every 6 weeks to determine impact
B/C	Rainbow Words (High frequency word recognition)	Immediate recognition of high frequency words results in improved fluency of reading	English lead to monitor and review impact through data analysis	KR £257	Every 6 weeks to determine impact
D/E/G	Employment of a Learning Mentor	PP children need the support for managing and regulating their emotional needs. PP children attendance not as high as other children. Engagement of hard to reach families early in their school journey has a positive impact on outcomes for PP children.	Performance management of learning mentor. Attendance data Engagement of parents improves Monitor impact of FEET	JT £20589	
Total budgeted cost					£27132
Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Introduce 'The Horbury Back Pack' – 100 Things to do	Cultural Capital School has identified that many PP children do not	Idea introduced at Staff meeting and TA meeting. Staff encouraged to suggest things to do.	JT/JW	

	Before you Leave Primary School	have the life experiences that will enhance their ability to have the skills to succeed as a future citizen Sports and arts participation (EEF + 2 months)	Each child has paper copy of the 100 Things and regularly update PP Lead to review gaps for PP children on annual basis and address these		
B/C	Purchase Letterbox Trust packages	Provide access for PP children to quality texts and language and vocabulary enrichments activities. Provide fun maths to support the understanding of basic maths concepts. To encourage parental involvement in their child's learning. Good communications with school (EEF + 3 months)	Identify individuals who would benefit from the resource. Purchase 6 monthly packages and deliver them personally to the children. Engage with and encourage feedback from the children involved.	JW £1160	
A	100 Positive Comments – in line with 'Disadvantaged First', prioritise interactions with disadvantaged pupils.	School has identified that a high number of PP children have poor self-esteem and low aspiration Social and emotional learning (EEF + 4 months)	TAs greet chosen children each morning and ensure positive dialogue. SLT seek out chosen children and provide authentic praise based on feedback from class teachers	SLT	
A	Raise aspirations through Primary Futures project	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 futures enabling all children	Sign up to Primary Futures http://www.inspiringthefuture.org/primary-futures/ Network with local schools who have engaged in the project. Plan event with volunteers messaging via the website and database, supported as appropriate by Primary Futures team members and the Education and	JY/JW	

		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. Social and emotional learning (EEF + 4 months)	Employers charity team based in London.		
	Governor training	Strong governance is critical to schools' successful use of the pupil premium funding to accelerate progress and narrow gaps in attainment.	Train LGB to ensure they challenge leaders around the standards for pupil premium children. Ensure PP is a standing item at Governing Body meetings. Meet regularly with PP governor to discuss progress of children and objectives from action plan. Documented in SDP	JW £203	
			Total cost	£1363	
				Total budgeted cost	£62935
				PP allocation	£57835

Ongoing

Complete