

Pupil premium strategy statement

This statement details our school's use of pupil premium 2020-21 funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harvills Hawthorn Primary School
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2020-21
Date this statement was published	September 2020
Date on which it will be reviewed	September 21
Statement authorised by	J Sheen
Pupil premium lead	M Soper
Governor / Trustee lead	J Oakley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,885

Part A: Pupil premium strategy plan

Statement of intent

- At Harvills Hawthorn Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential and be the very best they can be.
- We strongly believe that reaching your full potential is about developing the necessary knowledge, skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Harvills, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide a variety of exciting opportunities through our broad and balanced curriculum. Thus, ensuring that every child is well prepared for the next stage of their lives and they can make a positive contribution to their community.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenges	Detail of challenge
1	Children identified as needing academic interventions to diminish the gap in reading, writing and maths.
2	Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally.
3	Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.
4	Children who would benefit from targeted Speech and Language programme in order to accelerate progress.
5	Data analysis indicates that the attendance of our Pupil Premium children is not as good as all other children. Through increased attendance at school children will access the required learning and be better placed to achieve higher attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil Premium children will receive interventions resulting in accelerated progress being made.	Pupil progress data indicates the in-school gap is diminishing.
As a result of Family Support intervention, Nurture, Drama Therapy sessions, Building Blox programme or Therapeutic Mentoring children's well-being will improve and progress and attainment will increase.	The children's resilience skills will be enhanced. Pupil progress data indicates the in-school gap is diminishing. In school questionnaires/interviews will demonstrate that children feel well supported and more confident to learn. The children will be emotionally able to access learning.
Pupil Premium children will attend all visits available to them to further develop life experiences and develop personally.	Children will use residential and other visits to broaden their horizons, raise aspirations and use these experiences as a starting point and/or basis for their learning.
Speech and Language Therapist to support Pupil Premium children across school with language acquisition, specific speech and language difficulties and to develop fluency for EAL children.	Pupil Premium children to be fluent in their speech and language to support their acquisition of phonics and early literacy.
To increase the attendance of Pupil Premium children through partnership work with parents.	The in-school attendance gap between Pupil Premium children and non-Pupil Premium children will diminish.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £66,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The following staff will deliver quality first interventions to ensure accelerated progress:</p> <ul style="list-style-type: none"> • LSA 2 to deliver interventions and support in Year 6 £11,909 • LSP 3 to deliver interventions and support in Year 6 plus Therapeutic Mentoring (part time) £12,939 • LSP 3 to deliver interventions and support in Year 5 £25,879 • LSA 2 to deliver interventions and support in Year 1 £16,070 	<p>Children's needs will be identified using a range of assessment techniques. Interventions will be varied based on the gaps identified.</p> <p>The interventions will include 1:1 intervention based on specific needs/feedback, Phonic small group interventions, reading comprehension strategies individual and small group tuition.</p> <p>These approaches are recommended in the EEF Teaching and Learning Toolkit and demonstrate significant learning gains.</p>	<p>1</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £112,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally.</p> <ul style="list-style-type: none"> • LSP 3 to deliver interventions and support in Year 6 plus Therapeutic Mentoring (part time) • Family Support worker to provide help and support to families e.g. benefits support, housing issues, relationship breakdown support and parenting skills. The Family Support worker leads Early Help meetings and attends Child In Need meetings. She liaises with a multitude of different agencies ensuring all safeguarding issues are dealt with. 4 days per week £24,059 • Drama Therapist in school 5 days per month working with children and families. Individual and family therapy sessions. £12,075 • • 4 x LSP 3 to deliver KS1 and KS2 Nurture provision 5x half days per week £51,759 <p>Total - £88,538</p>	<p>Therapeutic mentoring, Nurture and Drama Therapy are all programmes that will enhance children’s resilience and help develop them socially and emotionally. This will help children to self-regulate and deal appropriately with challenges and disappointments. Behaviour interventions are recommended by the EEF Teaching and Learning Toolkit and evidence suggests academic gains of 4/5 months.</p> <p>EEF evidence regarding Parental Engagement can impact children’s outcomes by an additional 4 months of progress.</p>	2
<p>Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.</p> <ul style="list-style-type: none"> • £3,000 Residential subsidy • £3,000 Coach subsidy • £400 More Able, Gifted and Talented visits 	<p>EEF – Teaching and Learning Toolkit - Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	3

<p>Speech and Language Therapist to support Pupil Premium children across school with language acquisition, specific speech and language difficulties and to develop fluency for EAL children.</p> <p>Speech and Language Therapist to work in school 1 day per week. £6,730.</p>	<p>EEF Teaching and Learning Toolkit –</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Most of the studies focus on reading outcomes.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	<p>4</p>
---	--	----------

<p>Data analysis indicates that the attendance of our Pupil Premium children is not as good as all other children. Through increased attendance at school children will access the required learning and be better placed to achieve higher attainment.</p> <p>Attendance Officer 1 day per week £6,106</p> <p>Attendance Administrator 1 day per week £3,814</p> <p>Attendance Rewards £500</p> <p>Three points of contact made, letters, referrals, meetings with parents to support attendance, home visits, collecting children, work with PA children on developing strategies for good attendance.</p> <p>£10,420</p>	<p>Higher overall absence leads to lower attainment at KS2 and KS4</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve national expectations, and 3.1 times more likely to achieve the higher level, than pupils that missed 10-15% of all sessions 	<p>5</p>
---	--	----------

Total budgeted cost: £178,885

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2019 to 2020, and these results will not be used to hold schools to account. Due to the national school closure during the Summer term 2020, the following data are predictions based on teacher assessment

Year Group	Reading			Writing			Maths		
	Cohort	Pupil Premium	Non-Pupil Premium	Cohort	Pupil Premium	Non-Pupil Premium	Cohort	Pupil Premium	Non-Pupil Premium
Year 2	15% GD 53% EX 32% WT	20% GD 48% EX 32% WT	14% GD 54% EX 32% WT	14% GD 52% EX 34% WT	13% GD 47% EX 40% WT	14% GD 52% EX 34% WT	12% GD 59% EX 29% WT	7% GD 60% EX 33% WT	12% GD 60% EX 28% WT
Year 6	30% GD 51% EX 19% WT	25% GD 50% EX 25% WT	31% GD 52% EX 17% WT	13% GD 53% EX 34% WT	0% GD 58% EX 42% WT	17% GD 52% EX 31% WT	28% GD 50% EX 22% WT	17% GD 45% EX 38% WT	33% GD 51% EX 16% WT
Year 1 Phonics	82% of all children met the standard 53% of Pupil Premium children met the standard								
EYFS	43% of all pupils were on track to achieve a 'Good Level of Development' in March 2020 before national closure. 30% of pupil premium children were on track to achieve a 'Good Level of Development' in March 2020 before national closure.								

Key Points

There were no national end of year assessments in 2019 and this data is unvalidated and based on teacher predictions.

Unfortunately, due to COVID, the school was unable to fully implement the planned pupil premium strategy for the whole academic year.

End of Key Stage 1 – In reading, the percentage of children working towards and at expected was in line. The percentage of children working at greater depth was higher in Pupil Premium children. In writing, non-pupil premium outperformed pupil premium children and the greater depth outcomes were in line. In mathematics, the pupil premium children performed, generally, in line with non-pupil premium.

End of Key Stage 2 – In reading, the data indicates that generally pupil premium children perform as well as their peers. In writing, the pupil premium children outperform non-PP at the expected standard but are outperformed at greater depth. The greater depth score has been impacted by the school closure and the evidence gathering process in writing. In maths, non-pupil premium children outperformed PP children.

End of EYFS - The data shows that, in March, our pupil premium children were performing slightly behind in comparison to the whole cohort, in achieving a 'Good Level of Development'.

Attendance

	School Cumulative (HT1-3) 2019-20	LA Cumulative (HT1-3) 2019-20	National Cumulative (HT1- 4) 2019-20
Not eligible for FSM	96.22	96.38	96.50
Eligible for FSM	95.38	94.19	94.10
In-school gap	-0.84		

Children in receipt of FSM attend school in line with their peers. The percentage of FSM children attending at our school is higher than the local and national averages.

