



# Pupil Premium Strategy Statement

1. Summary information					
School	Harlow Green Community Primary School				
Academic Year	2020-2021	Total PP budget	£164,485	Date of most recent PP Review	November 2019
Total number of pupils	381 Excluding nursery	Number / Percentage of pupils eligible for PP	120 / 31%	Date for next PP Strategy Review	N/A

2. Current Y6 attainment – Last set of Results from Summer 2019			
	<i>All Pupils Harlow Green</i>	<i>Pupils eligible for PP Harlow Green</i>	<i>All Pupils National</i>
%/ numbers achieving the expected standard or above in reading, writing & maths	R, W & M = 65% (R = 69%, W = 85%, M = 81%)	R, W & M = 56% (R = 46%, W = 100%, M = 77%)	R, W & M = 64% (R = 73%, W = 78%, M = 79%)
Progress score in reading	-0.6	-1.3	0.0
Progress score in writing	0.0	+2.4	0.0
Progress score in maths	-0.4	0.6	0.0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some children demonstrate gaps in knowledge, skills and understanding. This is for various reasons such as lack of retention, poor working memory, absence etc. However, this has been heightened by the lack of full schooling during lockdown.
B.	Pupils' basic language skills/habits can be low on entry and this has an impact on a wide range of aspects such as attitude to reading, vocabulary acquisition, spelling, writing and general comprehension.
C.	Reasoning in mathematics at the standard required is challenging especially at the amount required in an assessment with children not used to spending such long periods of time being mentally challenged at that level but also the lack of mastering mental fluency which can be applied effectively and efficiently.
D.	

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Low attendance rates.
<b>F.</b>	Complex family backgrounds where parents are struggling with various issues.
<b>G.</b>	Lack of support at home for completing homework or activity supportive of education with a great proportion of children spending time online, especially boys (e.g. games consoles)
<b>H.</b>	Parents/carers not reading with or to their children over a long period of time and reading is not seen as an important aspect of time outside of school.

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Children who demonstrate gaps in learning or are falling behind will be supported through effective adult-supported intervention to catch up. Specific skills will be targeted with assessments at the beginning and end of interventions used to measure progress.	<ul style="list-style-type: none"> <li>• Pupils will be involved in high quality 1-2-1 and small group interventions which will focus upon specific gaps in learning.</li> <li>• Teachers and Teaching Assistants will implement interventions with effectively.</li> <li>• Children will make rapid progress in basic skills.</li> <li>• The skills being supported will be applied in lessons back in the classroom.</li> <li>• Progress rates for PP children by the end of KS2 will be above 0.0</li> <li>• Attainment in KS1 and KS2 for PP children will be in line with non-PP pupils.</li> <li>• Children will work hard within and enjoy the intervention sessions and understand how they support their progress.</li> </ul>
<b>B.</b>	The curriculum will strategically support children's enjoyment and skill development in reading.	<ul style="list-style-type: none"> <li>• Children will indicate that they enjoy reading.</li> <li>• English provision will be strategically structured across the day and provide a range of activity which supports skills development (English teaching, Guided Reading, Spelling, Handwriting, Independent Reading, Class Story, Interventions).</li> <li>• The school will demonstrate that reading is of high priority through displays, newsletters, website, events etc.</li> <li>• Pupils will read for pleasure, on a daily basis, outside of school.</li> <li>• Children will access high-quality narratives on a regular basis within school both inside and outside English teaching.</li> <li>• Termly assessments will show PP children are progressing term by term, year by year towards KS2 assessments.</li> </ul>
<b>C.</b>	Children will demonstrate an increasing vocabulary and show a developing interest in learning new words which they can apply.	<ul style="list-style-type: none"> <li>• Children in Early Years who begin with poor language acquisition will make rapid progress.</li> <li>• Pupils will understand an increasing amount of vocabulary when accessing a range of reading material.</li> <li>• Wider curriculum work will show that children are applying their knowledge of vocabulary e.g. writing outcomes.</li> <li>• Within termly assessments, outcomes of vocabulary-based questions will improve.</li> <li>• The classroom/learning environment will show that vocabulary is valued and children collaborate with adults to share and discuss new words.</li> </ul>
<b>E.</b>	Attendance rates will increase across the school with fewer persistent absentees and an increased number of children attending for 96% or more.	<ul style="list-style-type: none"> <li>• The school attendance rate for PP children will be over 96%.</li> <li>• There will be no PP children attending for less than 90%.</li> <li>• Where there are attendance issues, the school will have clear systems in place which will support and challenge where appropriate.</li> </ul>

5. Planned expenditure						
Academic year		2020-2021				
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	When will you review implementation?	Cost
Pupils make good progress within all lessons, particularly in English/reading, through the support and interaction with teachers who are closely monitoring and responding to each child.	Provide training for teachers regarding techniques associated with Principles of Effective Teaching (Rosenshine) to use within class to provide appropriate support and feedback for pupils during whole class teaching.	Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.	<ul style="list-style-type: none"><li>Implement a programme of training sessions focused on Rosenshine Principles.</li><li>Provide a checklist of success criteria from training for staff to employ in their teaching.</li><li>Specific drop-in monitoring to be used to identify teachers’ use of strategies in lessons.</li></ul>	Mrs Chapman	Termly monitoring/review	Nil

Children within Early Years will have increasingly developed gross and fine motor skills which is supported through a target curriculum.	Create effective outdoor provision through quality resources which are planned and implanted with high impact.	<p>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</p>	<ul style="list-style-type: none"> <li>Evaluate design for the outdoor area.</li> <li>Ensure curriculum plan supports use of indoor and outdoor space appropriately for groups of children.</li> <li>Monitor teaching and learning provision within the new outdoor area.</li> <li>Work with the LA link to develop high-quality practice.</li> </ul>	Mrs Bradshaw	Once implemented, termly.	£12,009
<b>Total budgeted cost</b>						<b>£12,009</b>

<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
Pupils, who are falling behind, make significant progress and catch up to their peers.	Funding will be used to allow the Assistant Head Teacher/SENDCo to be deployed to work with the Y2 cohort and support the staff team to work with the children who are working below expectations.	There are a significant number of children who had not met a Good Level of Development and who subsequently had not completed Year 1. A number of these children also have further development requirements in relation to Behaviour and Attitudes. The Assistant Head Teacher/SENDCo will be able to not only add to the adult/pupil ratio but bring a wealth of experience and knowledge to support teaching and learning for children who require support to catch-up.	<ul style="list-style-type: none"> <li>Identification of role and responsibilities of Mrs Hamilton on a weekly basis/half termly basis</li> <li>PPA time with Year 2 staff</li> <li>Meetings with HT and DHT to identify progress</li> </ul>	Mr Malik / Mrs Hamilton	Half termly	£38,168

	Deployment of Teaching Assistants who will be able to support children within class and through a range of interventions.	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	<ul style="list-style-type: none"><li>• Senior Leaders to timetable TAs appropriately.</li><li>• Auditing what interventions currently work well and which do not.</li><li>• Training sessions for TAs to support their understanding and ability to apply interventions e.g. phonics.</li><li>• Analysing data to identify impact.</li></ul>	Mrs Hamilton	Half Termly	£84,308
	1-2-1 support through the national catch-up programme will be essential in supporting many children to counteract lost learning. The funding we will receive will need to be supplemented due to the number of children in Y5 and Y6 who may require this support.		<ul style="list-style-type: none"><li>• Work with Kip McGrath to set up the programme across the two-year groups.</li><li>• Work with parents to access the provision on a weekly basis.</li><li>• Work with pupils to understand the importance of the programme and how it will support them.</li><li>• Monitor termly assessment results.</li><li>• Evaluate intervention assessments.</li></ul>	Mr Malik / Mrs Chapman	Termly	£10,000
Total budgeted cost						£132,476

<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
Pupils who are facing personal challenges which impact on their learning will have consistent support that will allow them to grow in confidence and focus on school productively.	Employ the services of a counsellor for targeted children through Kalmer Counselling.	There are a number of children who require specialist support beyond the capability of the school staff to support their personal/emotional development. Without this being tackled, these children will not be able to focus to their optimum and achieve their potential.	<ul style="list-style-type: none"> <li>• Discussions with the counsellor.</li> <li>• Regular reviews with children and parents.</li> <li>• Discussion with class teachers.</li> </ul>	Mr Malik/Mrs Hamilton	Termly	£4,000

Children will practise basic skills, through targeted sessions, in an efficient and effective manner which will support rehearsal and lead to retention and ultimately mastery.	Purchase mobile technology (iPads) for Year 5/6 which can be managed by the phase.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. Greater access to technology is required so that pressures on timetables do not impact upon children accessing the programmes invest in by the school to support the development of basic skills in reading and maths.	<ul style="list-style-type: none"> <li>• Use pupil progress planning and timetabling meetings to identify the implementation of tablets for the appropriate programmes</li> <li>• Ensure that Headphones are purchased for each phase which are managed by the phase team</li> <li>• Ensure that charging trolleys are purchased so that all is self-managed</li> <li>• Ensure appropriate baselining and end point measuring is identified and reported.</li> </ul>	Mr Malik / Miss Bradshaw	December 2019	£14,000
Children will further practise basic skills to support mastery of what was taught within the curriculum.	<p>Home Learning will be more specifically targeted to pupils needs against the curriculum, across the basic skills, with quality home learning books.</p> <p>Y6 – Maths, Reading, GPS Y1-5 – GPS</p>	<p>There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment, but this is limited for primary age pupils. Overall the general benefits are likely to be modest if homework is more routinely set.</p> <p>The quality of the task set appears to be more important than the quantity of work required from the pupil.</p> <p>Homework is a high expectation in secondary schools and PP children can find the challenges of this especially high. Children need support to become as independent as possible in preparation for moving to Y7 so that they can develop the habits needed to be successful in this aspect upon transition.</p>	<ul style="list-style-type: none"> <li>• Ensure a clear Home Learning framework is shared with parents/carers</li> <li>• Establish the use of the books as part of scheduled Home Learning, weekly</li> <li>• Support teachers to ensure that the books are identified as being of quality and are to be treated with respect</li> <li>• Support parents with use via online contact (Class Dojo)</li> </ul>	Mr Malik / Mrs Chapman	Half Termly	£2,000
Total budgeted cost						£20,000
Final annual cost						£164,485