



1. Summary information

Metric	Data
School name	Hardwick Green Primary Academy
Pupils in school	288
Proportion of disadvantaged pupils	59%
Pupil premium allocation this academic year	£236,760
Pupil premium expenditure this academic year*	£247,600
Academic year or years covered by statement	2019-2020
Publish date	September 2019
Review date	July 2020
Statement authorised by	Chris Story – Principal
Pupil premium lead	Chris Story – Principal
Governor lead	Academy Improvement Committee

* Expenditure is greater than income due to lag in funding as we are a school with an expanding PAN (30 to 60).

2. Current attainment – 2019 data

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
EYFS GLD	45%	77% (LA)
Year 1 PSC	58%	84%
KS1 % achieving expected standard or above in reading, writing & maths	16%	79%

KS1 % achieving higher standard or above in reading, writing & maths	0%	13%
KS2 % achieving expected standard or above in reading, writing & maths	16%	71%
KS2 % achieving higher standard or above in reading, writing & maths	0%	13%
Progress measure reading: KS1-KS2	-8.5	0.3 (2018)
Progress measure writing: KS1-KS2	+1.0	0.2 (2018)
Progress measure maths: KS1-KS2	-4.3	0.3 (2018)

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Attainment in reading, writing and maths on entry and exit to all key stages (EYFS, KS1 and KS2) for PP learners is low when compared to peers, both in school and nationally.
B.	Reading, particularly decoding, is a barrier to accessing the wider curriculum in school.
C.	Poor oral language skills / limited vocabulary.
D.	Lack of emotional resilience
E.	Higher proportion of PP learners with SEN compared to their peers

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

F.	Lower attendance rates – 94.5% compared to their peers’ 95.3% in 2018/19.
G.	Complex family background / Higher rate of social care involvement at EHA and Child Protection level.

4. Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	Increase the proportion of disadvantaged learners entering KS1 ready to access the full curriculum.	Increase in GLD for disadvantaged learners, closer to national average and their peers.
B.	Improve the proportion of disadvantaged learners leaving Year 1 who are fluent in decoding.	Increase in Y1 PSC pass rate for disadvantaged learners, closer to national average and their peers.

C.	Develop the vocabulary of disadvantaged learners, in general and across the wider curriculum.	Reading attainment for disadvantaged learners at EXS and GDS increases at KS1 and KS2. Children can apply vocabulary to a higher degree in oral and written work.
D.	Increase the emotional resilience and readiness to learn of disadvantaged learners.	Disadvantaged learners are focussed on their learning and as a result make better progress across the academy.
E.	Improve the attendance and punctuality of disadvantaged learners.	Attendance for PP learners increases from 94.5% closer to 96%.

5. Planned expenditure - Academic Year 2019-20

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation	Cost
Sustain a high quality phonics provision across EYFS and KS1 to ensure children enter KS2 as fluent readers. Ensure staff are fully trained in the RWI approach and use it to deliver effective phonics teaching.	Y1 and Y2 PSC check remain at least broadly in line with national averages.	'Phonics' has +4 Impact on the EEF Toolkit. Phonics is the most effective way to teach young children to read, and children who can read fluently are better placed to access the wider curriculum.	Engage with support from Westgarth English Hub. Work with allocated SLE with a specific focus on phonics and early reading. SLE to support school leaders in using 'deep dive' methodology to robustly evaluate the quality of phonics provision over the year.	LI	Our estimates for the 2020 PSC would have been still slightly below national. Training accessed in the Spring term did not have enough time to impact before Coronavirus. Reading in EYFS would have been significantly higher, and this was moderated by the English Hub.	£2,600
Develop reading comprehension across the whole school by engaging with the Power of Reading project.	Improvements seen in EYFS, KS1 and KS2 reading reported outcomes – expected standard and higher standard to be moving rapidly closer to national and closing the gap on non-disadvantaged peers. Reading progress measure KS1-KS2 rapidly improves from	'Reading comprehension' has a +6 Impact on the EEF Toolkit. Reading is essential to access the curriculum.	All teachers will receive the full, four-day 'Power of Reading' training from the CLPE. All relevant resources e.g. high-quality texts will be purchased to ensure the approach is implemented with high degree of fidelity.	AJ	The Power of Reading approach has ensured the school's reading curriculum is themed around quality texts. Indications are that reading ARE would have been higher at EYFS and KS2, but staffing turbulence in Autumn term in KS1	£20,000

	significantly below national to at least in line with national.		The leader will be fully supported by the Deputy Principal of a CLPE associate school.		prevented an improvement being predicted here (see below).	
Ensure high levels of staffing in KS1 by keeping an additional teacher on a one-year FTC, reducing class size and eliminating the need for mixed age classes.	Improvement in all outcomes for disadvantaged children at the end of KS1 based on 2018-19 data. Attainment at the expected standard and higher standard to be moving rapidly closer to national and closing the gap on non-disadvantaged peers.	'Smaller class sizes' has a +3 Impact on the EEF Toolkit. Keeping two pure Y1 and two pure Y2 classes will allow more focussed and precise intervention to close the gaps in learning.	CAP (Class Attainment and Progress) meetings with teachers to drill down into in-year data to adapt practice in real time.	CS / AJ	Long term absence in the Autumn term affected the rate of progress, and the general closure at end of Spring 1 before intervention could be completed meant that accelerated progress was not made in KS1 and estimates are that results would have remained similar to 18-19.	£41,000
Total budgeted cost						£63,600

ii. Targeted academic support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation	Cost
Ensure high levels of staffing and support in Early Years to ensure effective early years intervention . Additional Level 3 TA and apprentice TA to reduce ratio from 1:13 to 1:8. SENDCo to spend additional time in EYFS to ensure early identification of additional needs and ensure provision is put in place.	EYFS practitioners are able to identify children with additional needs upon entry to school and support is put in place swiftly to ensure they make good progress. More children leave the EYFS ready for KS1, as demonstrated by an increase in GLD. Parent – school relationships are strengthened, and parents feel confident supporting their children are home with their learning.	'Early Years Interventions' has +5 Impact EEF Toolkit. Historically, children with significant needs have been identified too late in their school journey, and have made poor progress in the lower school before reaching a crisis point. We need to ensure children with additional needs are given the support they need immediately, which will support their learning and social and emotional development.	NM to monitor progress of children in EYFS using Classroom Monitor. SENDCo to support EYFS practitioners with early identification of SEND needs and support around effective intervention.	NM / MW	Estimates are the GLD, would have increased to 58% from 50%. Individual case studies show that children with SEN needs have been identified much earlier than usual in school and support put in place immediately. Classroom Monitor was not an effective data monitoring system and SIMS will be used in 2020/21 in line with the rest of the school. The apprentice role was not effective and apprenticeship	£24,500 £3,000 £11,300

					was terminated in January 2020.	
Develop phonics provision in KS2 by ensuring an effective intervention is in place for children who cannot decode fluently – Project X CODE. The intervention is to be followed with a high degree of fidelity.	Children now in KS2 who did not pass the phonics check by the end of Year 2 receive the targeted support they need to become fluent decoders. These children make accelerated progress towards ARE in reading across KS2.	'Phonics' has +4 Impact on the EEF Toolkit. The toolkit also identifies a number of effective interventions, including Project X CODE. Reading is critical to accessing and succeeding in the wider curriculum. It is crucial that we rapidly accelerate the progress of the lowest attaining 20% of children in KS1.	LI and MW (SENDCo) to monitor the quality of Project X CODE interventions. AJ to track the progress of children on SIMS.	LI / AJ / MW	A more formal assessment of progress in Years 3 and 4 was not possible due to the general closure. The interventions were in place and followed with high fidelity and early, informal data showed children making progress. The interventions will be continued in 2020/21, enhanced with formal training for all staff delivering the programme.	£700
Provide one teaching assistant per year group to support in the delivery of different interventions at wave 2 and wave 3 to accurate progress and close the gaps.	Gaps are closed between disadvantaged and non-disadvantaged children across subjects and year groups through effective intervention. Achievement at the school at all key stages rises towards national averages.	Various successful interventions identified by the EEF, including both academic and social and emotional, need skilled TAs in order to run effectively.	Teachers to monitor the effectiveness of the interventions in their year group by monitoring the data generated by the intervention (pre- and post-assessment) and tracking progress on SIMS.	CS / AJ / MW	EYFS attainment and progress was predicted to be higher in 2020 (GLD 58%). Long term absence in the Autumn term affected the rate of progress in KS1, and the general closure at end of Spring 1 before intervention could be completed meant that accelerated progress was not made in KS1 and estimates are that results would have remained similar to 18-19. Estimates are that KS2 attainment would have been significantly higher in 2020, although still below national.	£74,000
Total budgeted cost						£113,500

iii. Wider strategies

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation	Cost
Provide a Specialist Safeguarding Officer (SSO) to identify children who may need early help or be at risk of harm, and secure the help these pupils and families need.	<p>Children feel safe in school and school does everything it can to keep them safe outside of school.</p> <p>Because children feel safe, they are able to better concentrate on their work and make better progress.</p> <p>Disadvantaged children's attendance improves.</p>	<p>Children can only learn when they are in school and currently disadvantaged children at this school attend less well than their peers.</p> <p>Many disadvantaged children in school have difficult family circumstances and are known to social care. The SSO supports parents and also acts as the voice of the child for the school by attending meetings such as strategy meetings or core groups as part of the safeguarding process.</p>	<p>Attendance will be monitored by the Assistant Principal to look for an improvement.</p> <p>SSO to have effective supervision from the Trust.</p>	CS / AJ / JH	<p>Safeguarding is effective in school and there is a culture of vigilance and care.</p> <p>Individual case studies show that where serious concerns have been raised and children have needed help, school has been instrumental in working with social care to provide that help. These children have been able to make better progress as a result of this help.</p>	£35,000
Provide a Learning Mentor to allow children with significant barriers (either social emotional and mental health or cognition and learning) to access their learning and make progress.	<p>Disadvantaged children with SEND make accelerated progress.</p> <p>Teachers are better equipped to meet the needs of <i>all</i> children in their class.</p>	7% of disadvantaged children are on the SEND register, compared to 3% of non-disadvantaged children.	<p>Teachers to carefully monitor the progress of SEND children using SIMS.</p> <p>SENDCo to line manage the learning mentor.</p> <p>SLT to monitor and evaluate good practice for SEND children through the academy monitoring cycle.</p>	MW / JW	A full review of the attainment of SEND children across school was impossible due to the general closure however individual case studies show the positive impact of the learning mentor role on attainment and behaviour.	£25,000
Behaviour intervention – Implement Jigsaw R.E.S.T (Resilience & Engagement Toolkit).	Children's resilience and engagement with their learning improves – the toolkit generates quantitative data on this which can be used to track improvement in individuals and cohorts as a whole over the course of the year.	<p>'Behaviour interventions' have +3 Impact on the EEF Toolkit.</p> <p>A higher proportion of disadvantaged children in the academy struggle with their behaviour or have social, emotional and/or mental health issues.</p>	<p>Teachers reporting on the impact, including creating case studies where appropriate. Internal data generated by the intervention.</p> <p>Analysis of behaviour data from Class Dojo / CPOMS.</p>	JS / MW / JW	Jigsaw R.E.S.T. has not been implemented yet as it was due to be brought in during the Summer term. The scheme will be implemented in 2020-21.	£1,925

Develop the Social & Emotional learning – Purchase and Implement Jigsaw PSHE scheme of work, including assemblies.	Children are able to discuss and manage their own feelings and behaviour, to allow them to focus on their learning.	'Social and emotional learning' has +4 Impact on the EEF Toolkit. The academy did not have a coherent and well-planned PSHE curriculum in place.	PSHE curriculum monitoring by PSHE Lead and curriculum leader.	JS	The PSHE curriculum is effective, coherent and well-planned. Behaviour is improving across the academy, as evidenced by learning walks and enquiries.	£3,500 £75
Increase disadvantaged children's arts participation – Rocksteady music.	Children's confidence and cultural capital is improved by taking part in Rocksteady music sessions each week.	'Arts participation' has +2 Impact on the EEF Toolkit. This will provide the opportunity to learn a musical instrument beyond the national curriculum that disadvantaged children may otherwise not be able to access.	Arts leader to monitor effectiveness of Rocksteady through use of Pupil Voice.	HF	Case studies show the positive impact that taking part in Rocksteady has had on children's behaviour and self-esteem.	£2,000
Provide targeted therapy to disadvantaged children with social, emotional and mental health issues – The Bungalow Partnership.	Children's mental health improves allowing them to access more learning and make faster progress.	Children with social, emotional and mental health issues in the academy struggle to access their learning and do not often make adequate progress across the academy.	Evaluation of qualitative and quantitative data between SENDCo and class teacher.	MW / JH	Case studies show the positive impact that taking part in therapy is having on their behaviour.	£3,000
Total budgeted cost						£70,500

6. Additional detail

Due to turbulence in leadership over 2017-2019, the academy has seen a widening of the gap between the achievement of disadvantaged children and their peers, when compared to national data and in-school groups. The academy has used the EEF toolkit to inform its decision making around the spending of the pupil premium funding in order to reverse this trend.

Evaluation of the 2019-20 spend is difficult to compare to previous years' due to the impact of the COVID-19 related general closure of 2020.

Funding details:

Funding metric	Data
Funding received p.a. 2019/20 – (Autumn census)	£236,760
Children now eligible for PP (January 2020 census)	190
Amount received per child	£1320
Funding entitlement p.a.	£250,800
Funding lag 19/20	£14,040

Pupil Premium Numbers - as of Autumn 2019:

Year Group	Total Number	PP Number	PP %
F2	42	26	62%
Year 1	41	24	59%
Year 2	46	23	50%
Year 3	50	32	64%
Year 4	50	38	76%
Year 5	30	21	70%
Year 6	29	23	79%
Totals	319	190	60%

SEN Numbers - as of Autumn 2019:

	Total number	EHCP	SEN Support	Total SEN	SEN %
Disadvantaged	190	2	26	28	15%
Non-disadvantaged	129	2	8	10	8%
Totals	319	4	34	38	12%