



Hardwick Green Primary Academy

Pupil Premium Strategy – 2020/2021



1. Summary information

Metric	Data
School name	Hardwick Green Primary Academy
Pupils in school	308
Proportion of disadvantaged pupils	213 – 69%
Pupil premium allocation this academic year	£259,100
Pupil premium expenditure this academic year	£263,067
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Chris Story – Principal
Pupil premium lead	Chris Story – Principal
Governor lead	Academy Improvement Committee

2. Current attainment (using 2019 data):

	<i>Pupils eligible for PP (Hardwick – 2019)</i>	<i>Pupils not eligible for PP (national average 2019)</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 2020-21

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	Cost
Ensure all teaching is of the highest quality by embedding key signature pedagogies through the Walkthrus programme.	<p>The academy develops key signature pedagogies (e.g. cold call, think-pair-share) that are based on research and used consistently across the academy to raise attainment.</p> <p>This will be evident in end of key-stage outcomes, which rise towards national average.</p>	<p>Increasing the efficacy of quality first teaching (QFT) will reduce the need for interventions as children move through school.</p> <p>Effective QFT will mean that we can address, and even prevent, gaps in learning in the classroom.</p>	<p>Team Leaders introduce one technique per fortnight in team meetings following the ADAPT process so that pedagogies are tailored to age and stage.</p> <p>Principal and Vice Principal will evaluate the quality of teaching across the academy.</p>	CS AP AJ NM LI MC	£350
<p>Ensure vocabulary development is a priority in teaching.</p> <p>Engage with Trust vocabulary CPD package.</p>	<p>Children's vocabulary significantly improves.</p> <p>This is evident in their writing and response to reading across the whole curriculum. Reading and writing attainment at the end of each key-stage, rise towards national average.</p>	<p>Research (e.g. Oxford) suggests that disadvantaged children have a lower vocabulary than their peers, and this can affect their access to the curriculum, particularly reading. Our own monitoring identifies a word gap in our school.</p>	<p>Senior leaders will attend the Enquire Learning Trust's vocabulary development programme and will implement the programme in school with fidelity based on the model disseminated in the sessions.</p>	CS AP AJ	£50

Fund a fully qualified teacher (0.8) from the existing staff to provide high-quality PPA time and management cover for the new middle leadership team.	Middle leaders (EYFS, KS1/Early Reading, KS2/Maths) have dedicated release time so they can improve standards in their area. PPA teaching is of high quality and a well-developed Computing curriculum is in place in the academy.	Using a teacher, rather than TAs, for PPA means that we can develop expert teaching in one specific area (Computing). It also means that TAs are able to continue their interventions to raise attainment rather than cover teachers who need release time. Middle leaders need regular, dedicated release time to allow them to be effective in raising standards in their areas.	Principal and Vice Principal will evaluate the quality of teaching across the academy, including in Computing and monitoring the impact of middle leadership. New middle leaders and the teacher responsible for Computing will be given CPD to develop their effectiveness (e.g. working with subject Hubs, NPQML).	AP SD	£36,534
Provide the Assistant Principal with 0.6 leadership time to focus on developing accurate assessment by funding a 0.6 teacher from the existing staff.	Each class teacher has an accurate picture of both formative and summative attainment in their class. Formative assessment information is accurately used to inform future teaching. Summative attainment data is used to ensure standards rise towards national average – all teachers aware of who their mission critical learners are.	The 2019 SATs data showed that internal data tracking was not accurate. School is now investing in the Assistant Principal to lead on assessment and ensuring the accuracy of both formative and summative assessment in line with trust best practice.	The Assistant Principal will take part in the Trust's leadership development programme and will have supported from the Trust's data and intelligence officer and director of improvement and performance. Support for the new EYFS assessment system (SIMS) from other Trust EYFS leaders.	AJ	£26,916
Total budgeted cost					£63,850

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	Cost
Continue to provide Reading Plus as effective targeted support in reading comprehension at UKS2.	Reading attainment at the end of KS2 risked towards national average.	Reading attainment was significantly below national average at the end of KS2 in 2019 and despite some improvement, remained low in 2020 (Teacher Assessment).	Assistant Principal / UKS2 Lead / English Lead to monitor the effectiveness of Reading Plus through data and observations of the programme's use in class. Training provided by Reading Plus.	AJ	£2,650
Continue to provide access to an Educational	Children with SEND make at least expected progress across the academy because provision	The EEF SEND recommends building an ongoing, holistic understanding of pupils and their needs. EP services make a critical	SENDCo will monitor SEND graduated approach plans and evaluate the efficiency of	MW	£2,520

<p>Psychologist service (Applied Psychology) to provide teachers of children with additional education needs access to expert guidance to improve their provision for these pupils.</p>	<p>is tailored to meet their needs and help them overcome barrier to the learning.</p>	<p>contribution to this and provide a valuable external expertise.</p>	<p>classroom provision for all children with SEND, providing support where necessary.</p>		
<p>Continue to provide access to Times Tables Rockstars and Numbots for all children in school.</p>	<p>Children improve their ability to recall basic number facts and times tables, thus improving their overall maths fluency.</p>	<p>Cognitive Load Theory – children need to reach automaticity in basic numbers facts in order to effectively learn more sophisticated skills such as long multiplication / addition.</p>	<p>Maths Lead to monitor the use of the apps in school and and at home and promote their use e.g. competitions etc.</p> <p>Maths lead will monitor the Rapid Recall assessment data to judge how well children are learning their maths facts by heart, and will provide support where necessary.</p>	<p>MC</p>	<p>£121</p>
<p>Continue to provide at one teaching assistant per year class (EYFS/KS1) and one per year group (KS2) to support in the delivery of different interventions at wave 2 and wave 3 to accelerate progress and close the gaps in learning. This equates to three additional TAs.</p> <p>Specific interventions used: one-to-one reading (RWI), Project X CODE, Fresh Start.</p>	<p>Gaps are closed between disadvantaged and non-disadvantaged children across subjects and year groups through effective intervention.</p> <p>Achievement at the school at all key stages rises towards national averages.</p>	<p>Various successful interventions identified by the EEF, including both academic and social and emotional, need skilled TAs in order to run effectively.</p>	<p>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.</p>	<p>MW NM LI MC AJ</p>	<p>£79,692 (3x TAs)</p>
Total budgeted cost					£84,983

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	Cost
Continue to 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.	Children feel safe in school and school does everything it can to keep them safe outside of school. Because children feel safe, they are able to better concentrate on their work and make better progress.	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.	SSO to have effective supervision from the Trust. CIOC designated teacher (CS) to monitor the achievement of any CIOC.	CS VP JH	£35,993
Expand the Learning Mentor provision to a senior learning mentor and a KS1 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.	Disadvantaged children with SEND make accelerated progress. Teachers are better equipped to meet the needs of <i>all</i> children in their class.	18% of disadvantaged children are on the SEND register, compared to 10% of non-disadvantaged children. The Learning Mentor can provide support to teachers based on the EEF SEND report.	Teachers to carefully monitor the progress of SEND children using SIMS. SENDCo to line manage the learning mentor. SLT to monitor and evaluate good practice for SEND children through the academy monitoring cycle.	VP MW JW EC	£27,686 £26,564
Establish the new post of Education Welfare Officer (0.5 FTE) to focus on improving attendance and supporting parents with any other issues, including learning at home.	Disadvantaged children's attendance improves, in turn improving whole school attendance. Parents feel more confident supporting their child's learning at home.	Disadvantaged children's attendance is lower than their peers (93.2% compared to 94.7% for 2019/20) <i>This post is 50% funded by Pupil Premium and 50% funded by the 20-21 Catch Up funding allowing the role to be continued into 2021/22 if it proves to be successful.</i>	Attendance will be monitored by the Vice Principal (from Jan 21) to look for an improvement and guide development of the attendance policy. The EWO will be given support and guidance from the Trust in the use of SIMS and monitoring attendance in general.	VP	£5,689 (50%)
Increase disadvantaged children's arts participation through engaging with Rocksteady music and	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	Arts leader to monitor effectiveness of Rocksteady through use of Pupil Voice.	HF	£4,110

tuition from Tees Valley Music (untuned instruments KS1 and ukulele Y3).		disadvantaged children may otherwise not be able to access.			£2,892
Engage with 'The Bungalow Partnership'. Provide targeted therapy to disadvantaged children with social, emotional and mental health issues. Provide ½ day a week 'emotional wellbeing support'. Provide ½ day a week 'parent and child drop in sessions'.	Children's mental health improves allowing them to access more learning and make faster progress. Families with difficult circumstances are able to support each other.	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	£8,335
Renovate the school library to promote reading for pleasure. Install a management system (Reading Cloud), improve the décor to be more conducive to reading and improve the selection of quality fiction and non-fiction.	Children's love of reading improves and children see themselves as readers. Children borrow regularly from the library, and read widely, developing their own reading interests and preferences.	School has a duty to promote a love of reading and an inviting and well-stocked library is at the heart of this. The library will match the aims of our curriculum by exposing the children to high-quality texts, both old and new. Book ownership and the print environment at home is shown to be a strong predictor of reading achievement (National Literacy Trust).	Promote the library including regular time slots for classes, using guidance from the CLPE. Principal and English Lead to monitor book borrowing statistics using the detailed functions in Capita Reading Cloud.	CS AJ RP	£995 £2,000
Total budgeted cost					£114,264

6. Additional detail

This year, the Pupil Premium spending plan should be closely read with the Catch Up Funding spending plan. Both plans are organised around the same tiered approach, but the Catch Up funding aims to spend money on more 'one off' projects with the aim of sustainability, as the funding will likely be only for the 20/21 academic year.

Appendix - data

Funding details:

Funding metric	Data
Actual funding received p.a. 2020/21	£259,100
Children now eligible for PP (January census)	213
Amount received per child	£1,345
Funding entitlement 2020/21	£286,485
Funding lag 2020/21	£27,385

Pupil Premium Numbers - as of January 2021:

Year Group	Total Number	PP Number	PP %
Reception	37	20	54%
Year 1	41	26	63%
Year 2	44	34	77%
Year 3	49	32	65%
Year 4	54	41	76%
Year 5	54	39	72%
Year 6	29	21	72%
Totals	308	213	69%