

Harpenden Academy Pupil premium Strategy 2020-2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	July 2020	Date of next pupil premium review:	July 2021
Total number of pupils:	236	Total pupil premium budget:	£17,800
Number of pupils eligible for pupil premium:	8	Amount of pupil premium received per child:	Varying due to Service and PP

STRATEGY STATEMENT
<p>Nationally there is a significant difference between the achievement of students who are eligible for Pupil Premium support and those who are not. Harpenden Academy uses pupil premium funding as means to reduce the achievement gap that may otherwise exist between disadvantaged pupils and their peers. We have found that the most effective strategies are as follows:</p> <ul style="list-style-type: none">• Booster classes in literacy and numeracy, combined with in-class support across the curriculum where required;• Provision of resources such as equipment, uniform and books for families unable to fund these directly;• Financial support for curriculum trips and extra-curricular activities to ensure all pupils have equal access to these valuable learning opportunities; and• Provision of nurture, key adult and mentors to support wellbeing of pupils to maintain good levels of attendance and promote effective learning. <p>These core approaches will be continued throughout 2020-2021.</p>

Assessment information

EYFS		
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
% reaching age related expectations Literacy	50%	76%
% reaching age related expectations Maths	50%	82%
% reaching age related expectations in Understanding the world	100%	100%
% reaching age related expectations Expressive arts and design	100%	100%

END OF KS1		
	Pupils eligible for PP	Pupils not eligible for PP
% reaching age related expectations in Reading, Writing and Maths	N/A	69%
% making expected or better than expected progress in reading	N/A	81%
% making expected or better than expected progress in writing	N/A	75%
% making expected or better than expected progress in maths	N/A	83%

END OF KS2

	Pupils eligible for PP	Pupils not eligible for PP
% reaching age related expectations in Reading, Writing and Maths	50%	71%
% making expected or better than expected progress in reading	100%	81%
% making expected or better than expected progress in writing	50%	77%
% making expected or better than expected progress in maths	50%	74%

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Raising Attainment To raise attainment and accelerate progress of pupils, therefore narrowing the gap between disadvantaged pupils and their peers. This will involve continuing to improve the quality of reading, writing and maths to help all PPG children achieve
B	Reducing barriers to learning To meet the personal, social and emotional needs of the pupils so that their learning can take place. A continued focus on children's mental health where they will have opportunities to develop their health & well-being
C	Enrichment To maximise access to experiences that widen children's knowledge and skills for life.

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Target children with external barriers to learning outside of school and low attendance as needed, including Covid impacts
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INTENDED OUTCOMES

Specific outcomes	Success criteria
<p>A</p> <ul style="list-style-type: none"> • To raise attainment and accelerate progress of pupils therefore narrowing the gap between disadvantaged pupils and their peers. • To secure quality first teaching for all. • Disadvantaged pupils are identified in each year group within 'class profiles' and Identify students who are not making expected progress and intervene swiftly • Leaders of learning and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles. • Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential. 	<ul style="list-style-type: none"> • Progress for reading, writing and mathematics outcomes of disadvantaged pupils for 2020 are in line with identified year group targets. • Children who receive targeted interventions, make the expected progress and maintain the gains post intervention. • Disadvantaged pupils' attainment is in line with national 'other' or more.
<p>B</p> <ul style="list-style-type: none"> • Children will work on their social skills, communications, life skills and experiencing new things. They will be able to access their learning inside the classroom. • A continued focus on children's mental health where they will have opportunities to develop their health & well-being • Children feel happy to come to school and engage in learning. • Promote positive mental health for the children, school and community • Emotional resilience to be improved for targeted pupils to enable children to access learning. 	<ul style="list-style-type: none"> • Children are able to regulate and understand their emotions • Children's progress academically is seen, as they are 'Ready to learn' and engaging in their learning. • With the right support, pupils are happy, secure and able to learn and make good progress. • Pupils will have consistently positive attitudes to learning by coming to school 'ready to learn'. Children will feel supported and know how to seek support if they require it.

C	<ul style="list-style-type: none"> • They will enhance their knowledge of the world, gain interests and have experiences. • Continue to provide enrichment experiences for learning they would not usually experience including local trips, visit to the theatre, residential trips and collaborate working with parents. • Classroom coverage of the curriculum reflects the intent to increase cultural capital 	<ul style="list-style-type: none"> • All pupils will access the same opportunities and have a rich and varied curriculum to promote a love of learning. • Maintained and increased access and participation in wider curriculum opportunities. • Book looks show that children are experiencing cultural capital across the curriculum. • For PPG pupils to achieve good progress in non-core subjects.
D	<p>Covid-19</p> <ul style="list-style-type: none"> • During the pandemic key steps have been taken to ensure that ‘Disadvantaged’ children’s barriers to learning will continue to be overcome wherever possible: <p>1 – Children will attend school - Identify which students have been greatly academically impacted by lockdown, and put measures in place to amend this.</p> <ul style="list-style-type: none"> • Implementation of a recovery curriculum to assist students with the readjustment to school life. <p>2.- Ensure that children have the correct tools to complete home learning, if needed</p> <p>3 – Family support through phone calls, communication and possible home visits. - Social and emotional barriers to learning are targeted due to external influences/experiences to the children</p> <ul style="list-style-type: none"> •Continue to safeguard the most vulnerable students. 	<ul style="list-style-type: none"> • Parents will feel informed and able to support their children in their learning. • Parents will hear their children read regularly and provide help and encouragement with their out of school learning. • Pupils progress in RWM will be accelerated because of the additional support from home. Tracked on a termly basis through pupil progress meetings. • Successful completion of the recovery curriculum. • SLT/Pupil Premium Lead to monitor PPG students. • Distribution of emergency food vouchers prioritized for FSM students

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
<u>Action</u>	<u>Intended outcome</u>	<u>What's the evidence and rationale for this choice?</u>	<u>How will you make sure it's implemented well?</u>	<u>Staff lead</u>	<u>When will you review this?</u>

<p>A. To raise attainment and accelerate progress of pupils</p>	<p>Identify those disadvantaged pupils that are under performing to provide targeted support in order to accelerate progress.</p> <p>To ensure that the gap between disadvantaged and non-disadvantaged pupils is diminished.</p>	<p>School SEF identifies the need to accelerate attainment and progress by improving teaching and learning across the school.</p> <p>Ongoing assessment data demonstrates that targeted interventions have impacted upon the students learning, self-esteem and ability to engage in lessons.</p> <p>Pupil voice and teacher reports for example CPOMS</p> <p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p>	<p>Termly pupil progress meetings to track and identify individuals and groups to set key actions.</p> <p>Monitoring on a termly basis through data collection.</p> <p>Moderation across all subjects termly. Assessments to be reviewed by SLT as part of Pupil Progress meetings.</p> <p>Maintaining standards for interventions monitoring by the Inclusion lead and SLT.</p> <p>All interventions carried out to a high standard. Resources targeted for PPG children to facilitate this e.g. more able or differentiated.</p> <p>Book scrutiny, learning walks and observations termly will maintain standards and consistency. Enabling prompt and timely intervention for teachers and children.</p>	<p>INCO SLT Teachers</p>	<p>Formally/when intervention concluded.</p> <p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
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<p>A. To raise attainment and accelerate progress of pupils</p>	<p>Targets are set for end of year outcomes.</p>	<p>Identify those disadvantaged pupils that are under performing to provide targeted support in order to accelerate progress.</p> <p>Evidence indicates small groups are an effective means of intervention due to the greater amount of feedback from the teacher, more sustained engagement and work very closely matched to learners needs. Groups of children to be carefully selected and to work with a qualified teacher to target their needs</p>	<p>Leaders of learning supported by Assistant Principal to set robust, individual and cohort targets.</p> <p>Pupil Progress Reviews on a termly basis.</p> <p>Subject leads and Teachers support in targeting pupils early and providing opportunities in class and through wider experiences.</p> <p>To ensure that the gap between disadvantaged and non disadvantaged pupils is diminished.</p> <p>Book scrutiny, learning walks and observations termly will maintain standards and consistency.</p> <p>Ongoing tracking within each session to be monitored and feedback to class teachers. Shared at half termly pupil progress meetings and effectiveness monitored.</p>	<p>SLT Inclusion Lead Teachers</p>	<p>Dec 2020 April 2021 July 2020</p>
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<p>B. A continued focus on children's mental health where they will have opportunities to develop their health & well-being.</p>	<p>Children learn to deal with their emotions, build on their self-esteem and enhance their social skills</p> <p>They are happy to come to school and engage in learning</p>	<p>We recognise that some of our children are not held back by academic ability but rather mind-set, taking responsibility and adopting a positive attitude.</p> <p>Identify those disadvantaged pupils that are under performing to provide targeted support in order to accelerate progress.</p> <p>Some children, particularly pupil premium children, are making less progress than others due to lack of experiences and opportunities</p> <p>Often children with PP come from chaotic homes and some also have SEND. These children find it really beneficial to attend a quiet, structured, targeted group.</p>	<p>Teacher observations</p> <p>Pupil views</p> <p>Book looks, Pupil Progress reviews to make sure the child is accessing their learning.</p>	<p>Inclusion Lead</p>	<p>December 2020</p> <p>April 2021</p>
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<p>C- Enrichment To maximise access to experiences that widen children's knowledge and skills for life.</p>	<p>Ensure all PPG pupils have the same opportunities to enrich their curriculum as peers, including attending educational visits, trips, workshops, music lessons and clubs with a focus on providing writing opportunities.</p>	<p>Ofsted research (summary 2019) shows the importance of long term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and 'the same knowledge and cultural capital they need to succeed in life'</p> <p>PPG children have access to an enriched curriculum which supports their learning and enables them to make expected progress as measured by Teacher assessments and external tests</p>	<p>Educational visits planned in advance. Termly monitoring of wider curriculum provision across year groups.</p> <p>Lesson observations and learning environment reviews show learning is linked back to the classroom e.g. vocabulary, displays, written work</p> <p>For PPG pupils to achieve good progress in non core subjects.</p> <p>Evidence in book scrutiny of children drawing on broader experiences and related language.</p> <p>Pupil and staff consultation</p>	<p>SLT Teachers</p>	<p>December 2020</p> <p>April 2021</p>
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<p>D. Target children with external barriers to learning outside of school and low attendance as needed, including Covid impacts</p>	<p>Covid needs and official requirements to keep the children safe are implemented.</p> <p>Continue to track all areas of children's attendance (late, absence, etc).</p> <p>Identify barriers – work with families to remove barriers.</p>	<p>Support those parents of children where attendance is less than 90%</p> <p>Covid is ever changing and therefore, need is evolving continuously for each family/child.</p> <p>External barriers arise outside of school continuously so it is important that families get the support they need.</p>	<p>Children will have an increased understanding of the importance of learning and school by seeing their parents support them.</p> <p>Children will make progress through increased reading and doing homework.</p> <p>Attendance will also be reviewed at half termly pupil progress meetings. The HT or INCO will continue to work with affected families</p> <p>Reasons for non-attendance are under constant review by our Attendance Officer.</p> <p>Implementation of a recovery curriculum to assist students with the readjustment to school life.</p> <p>Ensure that children have the correct tools to complete home learning, if needed</p>	<p>HT INCo</p>	<p>Half termly</p>
Total budgeted cost:					

Targeted support

<u>Desired Outcome</u>	<u>Chosen action / approach</u>	<u>What's the evidence and rationale for this choice?</u>	<u>How will you make sure it's implemented well?</u>	<u>Staff lead</u>	<u>When will you review this?</u>
<p>A. Continue to improve the quality of reading, writing and maths to help all PPG children achieve</p>	<p>Interventions targeted at PPG children's individual needs/learning. In reading, writing, Maths</p> <p>Work is differentiated appropriately in Reading, Writing and Maths.</p> <p>Ensure all classes have the opportunity to write in depth, at length and in quality across the range of curriculum subjects.</p>	<p>Past acceleration and impact of interventions on their learning when targeted at the right level.</p>	<p>Monitoring on a termly basis through data collection.</p> <p>Adults running interventions to review each session.</p> <p>Pupil voice.</p> <p>Review as needed with adult leading intervention to support and make sure intervention is targeted at right level and any difficulties resolved.</p> <p>Staff meeting agendas will reflect improvements to teaching and learning.</p>	<p>INCO Class teacher Teaching Assistant</p>	<p>Termly formally</p> <p>Informally as needed with adult leading intervention.</p>

<p>B. A continued focus on children's mental health where they will have opportunities to develop their health & well-being</p>	<p>Social, emotional and mental health support: This includes a wide variety of targeted interventions to help boost self esteem, deal with emotions, develop social skills, and resources to help facilitate this. Including Nurture group, quiet club, or chatty time.</p> <p>Exploration of growth mindset and mindfulness activities.</p>	<p>This provides support for social and emotional needs experienced as a result of external barriers to learning such as trauma, domestic violence, attendance, abuse etc.</p> <p>Children need to be happy and secure to make the best possible progress.</p>	<p>Pupils will be assessed using e.g. 'Emotional Literacy (KS2), Boxhall Profile, Strengths and difficulties profile at start and end of intervention.</p> <p>Teacher/Adult observations in class or around school</p> <p>Targeted pupils will be tracked through data collection cycles Increase in the engagement.</p> <p>Parental views and pupil views.</p>	<p>Inclusion Lead Head teacher</p>	<p>As needed/as cases arise</p> <p>Formally termly</p>
<p>B. A continued focus on children's mental health where they will have opportunities to develop their health & well-being</p>	<p>Targeted transition work as needed. Especially for Transition support to secondary school- additional visits, interventions/social skills/transition programme:</p>	<p>Children are able to transition and settle to their new environment quickly.</p> <p>Transitions are an unsettling time and clear plans need to be put into place to make sure they are smooth.</p>	<p>Parental views and pupil views.</p> <p>Intervention groups</p> <p>Liaison with external school and close working relationships.</p>	<p>Class Teacher Head of school</p>	<p>As needed</p>

<p>C. Enrichment To maximise access to experiences that widen children's knowledge and skills for life.</p>	<p>Subsidised trips and visits (including year 6 residential), workshops and performances.</p> <p>Proactive seeking of funding and free / low cost opportunities.</p>	<p>Our pupils need a context for learning and a stimulus to trigger their interest. This has led to huge improvements in enhancing their writing in particular.</p> <p>Some pupil premium children cannot take up opportunities provided due to economic restraints e.g. music lessons / residential / school trips /clubs / equipment.</p>	<p>Each trip or visit will be evaluated according to its effectiveness by teacher</p> <p>Child's overall engagement in learning and ability to offer a wider range of ideas due to enhanced experience.</p> <p>Pupil and parent view</p>	<p>Head Teacher Inclusion Lead</p>	<p>Termly</p>
<p>C (A, B, D) Enrichment To maximise access to experiences that widen children's knowledge and skills for life.</p>	<p>Funding to support the school in providing wider opportunities through attending a club. e.g. circus skills, drama, art, Karate, learning musical instrument</p>	<p>Children struggling to engage with the curriculum and school life are absent or unproductive in their learning. Support with engaging in classroom and school life through these clubs enables children to be more focused in lessons times.</p> <p>Some pupil premium children cannot take up opportunities provided due to economic restraints e.g. music lessons / residential / school trips /clubs / equipment.</p>	<p>Adult running club evaluation of engagement and progress in the club/activity</p> <p>Child's overall engagement in learning and ability to offer a wider range of ideas due to enhanced experience.</p> <p>Pupil view</p>	<p>Inclusion lead</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>17,800</p>

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
D (A, B, C) Target children with external barriers to learning outside of school and low attendance as needed, including Covid impacts	All children can access the curriculum despite Covid restrictions All children can deal with their mental health despite Covid restrictions	Constant Covid restrictions, news, Government adjustments. Covid is continually changing with rules and restrictions and so impacting all families. Feedback from teachers is that children in these groups are not completing homework or reading at home.	Pupil progress reviews show how children are making progress. Parental engagement School to assess, if remote learning needed who can access learning. School will make sure all children have access to their FSM vouchers School will monitor those children with additional external needs School to keep in regular contact with parents School to add in additional Nurture lessons to help children deal with their emotions.	SLT Inclusion Lead	As needed and December 2020 April 2021 July 2021
Total budgeted cost:					Included in £17,800