

Hartwell Primary School Pupil Premium Plan 2020-21

Our Intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. This is in accordance with the [DfE 'Policy Paper – Pupil Premium'](#)

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing any attainment or progress gaps between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour and access to extra-curricular activities
- Ensuring that the PPG reaches the pupils who need it most

Barriers to Future Attainment

Various data sources that can help to identify barriers to attainment in schools including: 'Get information about schools' ([GIAS](#)); the Education Endowment Foundation (EEF) [Families of School database](#); [FFT Aspire](#); staff and pupil consultations; attendance records; recent school Ofsted reports and guidance.

The table below gives examples of some of the possible barriers for disadvantaged pupils.

| Academic barriers to attainment | Non-academic barriers to attainment |
|---|--|
| Low levels of literacy | Poor attendance |
| Poor language and communication skills | Poor behaviour |
| 'Outstanding' teaching not present in every classroom | Lack of parental engagement |
| Lack of targeted support | Arriving at school hungry and not ready to learn |
| Lack of school readiness | Lack of focus and confidence due to poor mental health and wellbeing |

Our Implementation Process

We believe in selecting a small number of priorities, based on need and the small budget we receive, in order to give them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan

- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality First Teaching
2. Targeted Academic Support
3. Wider strategies

Within each category, we have chosen a limited number of strategies and interventions. This focussed approach ensures the best chance of success for each intervention.

Quality First Teaching (QFT)

1. Reading is at the centre of the curriculum: staff CPD and enhanced resources to engage all children and diminish the progress differential between PP and all children from 2019/20. This gap is likely to be larger than in previous years due to the impact of COVID-19. Pupil Progress monitoring ensures children make good progress as learning is tailored to need, therefore reducing barriers
2. Staff training provides education effectively delivered using a metacognitive approach enabling children to develop strategies of effective learners thus reducing barriers to learning

3. Teaching Assistants (TAs) effectively support teaching and learning

Targeted academic support

1. High quality SENCO support
2. Small group tuition: Pre-teaching children who require additional input to effectively access QFT
3. One-to-one support: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Equality of opportunity: financial support enabling children to have fair access extra- curricular activities
2. Readiness to learn: Support with uniform & wraparound care
3. Attendance: Attendance strategy resources

Our Funding Allocation

| | |
|---|-----------------|
| Total number of pupils on roll: | 191 |
| Number of children eligible for PPG: | 17 |
| PPG budget: | £30, 245 |

Our review process

Annually each target is reviewed for impact. It is this review that will support informing the plan for the following academic year.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed at termly Pupil Progress Meetings with the class teacher.

Following an annual review of this strategy, a new strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

Quality First Teaching (QFT)

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---|---|--|-------|-----------------|----------|
| Ensure QFT of reading | Children are avid readers and because of this make good progress in reading and all areas of the curriculum because the curriculum is more accessible as reading level is age appropriate or better | Pupil progress measures show good progress for all children and PP make accelerated progress where there are gaps compared to all children | £400 | Sally McCulloch | |
| Pupil Progress monitoring ensures children make good progress as learning is tailored to need, therefore reducing barriers <ul style="list-style-type: none">- Peers observation- Subject leader monitoring- Pupil Progress | Where there are any areas of slow progress, needs are quickly identified and decisive action is taken to diminish differences | Individual pupil progress targets are met by the end of the academic year | £1500 | Jamie Pardon | |

| | | | | | |
|--|--|--|--------------|-----------------|--|
| meetings | | | | | |
| Staff training provides teaching is delivered using metacognitive pedagogies | <p>Staff deliver learning to promote effective metacognition</p> <p>Children develop metacognitive strategies making them resilient and independent learners</p> | Children have positive learning behaviours and attitudes to learning – good and accelerated progress is made | £1000 | Sally McCulloch | |
| Total spend: | | | £1900 | | |

Targeted Academic Support

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--|---|---|-------|------------------------------|----------|
| New SENCO to gain NASENCO | SENCO to work effectively to support children with SEND/vulnerable | <p>Specific needs of children identified early.</p> <p>Children with SEND achieving IEP targets</p> | £6745 | Jamie Pardon/Chantelle James | |
| Targeted intervention groups to address gaps in learning | Gaps in learning addresses to diminish differences and ensure good progress | Individual children achieving their progress targets for the intervention and the year | tbc | Chantelle James | |

| | | | | | |
|--|--|---|-----|------------------------------|--|
| 1:1 support for specific learning needs, e.g. Switch On reading intervention | PP children, along with all children, make good progress and attain well for their age and stage | Children with specific barriers to learning make good and accelerated progress to diminish differences in attainment between them and their peers | tbc | Chantelle James/Jamie Pardon | |
| Total spend: | | | tbc | | |

Wider Strategies

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--|---|---|-------|--------------|----------|
| Parents allocated 20% of PPG: <ul style="list-style-type: none"> - Uniform - Clubs - Music lessons - Wraparound care | Children have positive wellbeing as a result of a sense of belonging and being 'school' ready | Children have positive self esteem Children make good progress as a result of being learning ready | £6049 | Lara Bruce | |
| Support for families where attendance is of concern | PPG children's attendance is 95% or above | Children do not develop gaps in learning as a result of missing school | £0 | Jamie Pardon | |

Total spend: £6049