Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harvington CE First and Nursery School
Number of pupils in school	175 from YR-Y5
Proportion (%) of pupil premium eligible pupils	29 children=17% Funding for 23 children based on census (Oct 2020)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1 year (2021-22)
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Becky Enstone/Helen Fishbourne
Pupil premium lead	Becky Enstone
Governor / Trustee lead	Dr Chris Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,245
Recovery premium funding allocation this academic year	£3335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£272.99
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,852.99

Part A: Pupil premium strategy plan

Statement of intent

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including the most able, ensuring that the needs of socially disadvantaged pupils are assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We also recognise that pupils who are entitled to the Pupil Premium Grant can be our most able learners.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We aim to ensure the learning needs of individuals will be met, pupils are challenged and any gaps are closed. This work will include the most able PPG pupils.
- Our work will ensure that other pupils, not eligible for funding, will benefit and this will also be reported.
- We have a strategy review each term

Provision

- Provision and use of resources will change according to the needs of the pupils. Details are recorded in the PPG statement.
- PPG pupils will have their progress tracked closely and provision planned accordingly.
- We employ a Home School link to support families and provide interventions in school for children
- We employ a SALT TA to provide specific SALT interventions
- We have an Inclusion team to assess barriers to learning and implement interventions and support class teachers with strategies in the classroom
- We provide extra learning opportunities for our children such as funding school trips and after school clubs and funding music tuition.
- We employ a TA to provide gardening opportunities through our ‘Roots and Shoots’ provision
- We subscribe to a range of sites such as My Maths to support learning both in and out of school
- We provide facilities in the ‘Rainbow Room’ provide behaviour and nurture support
- We provide homework support and nurture support through lunchtime clubs
- We run family learning clubs to support children and parents
- We provide a designated Pupil Premium Lead to audit provision, provide training and monitor progress and attendance.

Success Criteria

- Early intervention and support for all socially disadvantaged pupils
- The overwhelming majority of socially disadvantaged children will meet their targets.
- Improved attendance for this group of children.
- Increase the number of PPG pupils attending clubs and sporting and general school events.
- Children and families have a sense of belonging in the school community by personalised communication and provision of resources.
- Children's mental health needs are identified and supported.
- Improve life chances, experiences and aspirations by following planned cultural capital opportunities.

Reporting

- School will publish information annually on how they have used their Pupil Premium Grant.
- School will publish information annually on how the Pupil Premium Grant has had an impact on all PPG pupils
- School will publish information annually on specific barriers to educational improvement and the plans we have to overcome these barriers this.
- The Headteacher will maintain an ongoing programme of support which will be subject to review and challenge by Governors.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor Communication and Language skills
2	Low baseline scores on entry to EYFS
3	Home Circumstances including SEMH needs
4	Lack of experiences

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading-	To build on an ambitious and exciting reading culture ensuring our children receive the very best in provision and there is challenge for all and the lowest 20% make rapid progress.

	Target from Y1-Y5 PPG (including SEND PPG)-=75% expected+
Progress in Writing-	To build on excellent writing skills across the whole school curriculum by ensuring a structured, consistent approach to both writing and handwriting ensuring the most able are challenged and the lowest 20% make rapid progress Target from Y1-Y5 PPG-(including SEND PPG) =75% expected+
Progress in Mathematics	To begin and embed Times table rockstars across school to develop times table and mental maths skills Target from Y1-Y5 PPG (including SEND PPG) -=75% expected+
Phonics	To introduce and embed the new Phonics Learning programme throughout N-Yr2
To provide extra learning opportunities and experiences for children in school along with home support	Pupil experience a range of skills through attending trips and clubs Pupils develop their social skills further through trips and clubs Pupils develop their talents in other areas Pupils are encouraged to practise and commit to a hobby Equip families with the knowledge and skills to support children at home Give the children the skills to become independent and more confident learners Pupils are able to recognise, understand and regulate their emotional needs

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6672

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
Implement a systematic phonics programme and provide staff training £700-Essential Letters and Sounds Programme resources £600-Essential Letters and Sounds Training package	By ensuring high-quality phonics teaching the government wants to improve literacy levels to: • give all children a solid base upon which to build as they progress through school • help children to develop the habit of reading widely and often, for both pleasure and information Systematic phonics approached explicitly teach pupils a comprehensive set of letter-sound Relationships for reading and sound-letter relationships for spelling-EEF	1,2 New phonics programme in place and all training has been completed.
Speech and Language TA to deliver SALT interventions. 2 days per week-£5372	Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. EEF-On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. Therefore, all children in Nursery and Reception will be screened using Well Comm and interventions put in place where required. The screener will also be used for other identified children throughout the school. We currently have 36 children under the NHS SALT service-this is 18% of our school. This does not include the children identified in our Well comm assessments needing intervention to develop receptive and expressive language. 1:1 interventions will be provided by the SALT TA and small group interventions by class TA's. EEF-Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.	1, 2 SALT TA in place and working with children across the school. This means that all children with SALT targets have 1:1 interventions. Progress and next steps are reviewed each week-this has enabled IEP targets to be extremely accurate.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,836.90

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
To support learning at home and in school through use of learning platforms/sites £339 My Maths £130 Oxford Owl £600 Clicker £167.90 Times table Rockstars	EEF- The average impact of homework is positive across both primary and secondary school. Homework linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning. Homework set is linked to what is being covered in class and staff are able to provide feedback to children.	1, 2 All subscription site information has been shared with parents and children are using at home. TTRS has been a particular success in Year 2 and KS2. We have had really positive feedback from parents and the children are keen to use the site to practise their times tables each day.
To identify barriers to learning and track progress using specific diagnostic tools and provide interventions Assessment programmes and interventions: Wellcomm Yarc Recall Cops/Lass £1600	GL assessments case studies: Key Outcomes 1. Gain an in-depth picture of actual progress/achievement for each child 2. Identify existing skills and barriers to achievement (e.g. dyslexia, dyscalculia, attitudinal barriers) 3. Discover the potential for achievement to help children become determined and avid learners	1, 2 We have started using the assessment tools purchased for identified children and interventions/strategies are in place. The assessment tools have given us key areas to focus on to ensure interventions are specific to the needs of that child.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,596.20

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
Home School Link to work with families and children to support with home circumstances, mental health and learning (£10,000)	37 children are on our vulnerable list within school. HSL supports families to ensure they have the information and equipment to ensure children's experiences are positive. Children are given interventions and time to work on SEMH which will then help their focus and achievement educational. EEF-Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of the academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	3,4 Excellent support given by the HSL-see individual case studies. Intervention plan in place for children identified. Further counselling support has been put in place for key children via three different agencies.
To ensure children access school trips, residential and after school clubs and have correct equipment £50 school uniform voucher x 4 29 x 50% of school trips=£1500 50% of residential trip x 7=£500 Play to learn £1277.20	It is important that children are able to experience places other than school, it is hard to develop vocabulary if children have not experienced some of the things you discuss in class. We use some of the funding to ensure all children are able to access school trips and have the equipment they need within school.	3,4 Trips that are now going ahead are provided at 50% cost for PPG children and all children are taking part in the trips. Play to learn is being carried out in Year 4.
To provide extra opportunities for children in school Music tuition individual lessons-£5500 Music equipment £300 After school club-art lessons-£1200 Outdoor equipment to enhance outdoor learning: £3019 Roots and Shoots gardening group-£500 for resources Led by Grade 3 TA (£3,600)	EEF-Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	3,4 Music tuition has been really successful for our children-children have the opportunity to shine in a different area. One of our children who has really lacked confidence, performed a solo in the recent music concert following singing lessons in school. The children are also enjoying using the

		outdoor music equipment provided. The after school club is on hold at the moment as they haven't started going back into schools yet.

Total budgeted cost: £ 37105.10

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

PPG review

	Reading EXP+	Reading GD	Writing EXP+	Writing GD	Maths EXP+	Maths GD
Year R	100% 2/2	0% 0/2	50% 1/2	0% 0/2	100% 2/2	0% 0/2
Year 1	75% 3/4	25% 1/4	50% 2/4	25% 1/4	75% 3/4	25% 1/4
Year 2	75% 3/4	50% 2/4	75% 3/4	25% 1/4	75% 3/4	25% 1/4
Year 3	80% 4/5	0% 0/5	40% 2/5	0% 0/5	80% 4/5	0% 0/5
Year 4	71% 5/7	29% 2/7	57% 4/7	14% 1/7	71% 5/7	14% 1/7
Year 5	NA	NA	NA	NA	NA	NA

- No differences seen between PPG and non PPG unless there is a specific SEND need.
- Attendance for PPG group is 95%+
- School subscription sites available to parents: My Maths, Oxford Owl and Purple Mash which are used regularly through homework links.
- Zoom was used to support home learning through daily live lessons for all classes and 1:1 sessions for key children.
- Technology was provided for key children to access learning from home.
- Most trips were on hold however swimming lessons which have taken place have been funded at 50%
- HSL made excellent links with key families and continued to support with resources, food, clothing..
- Although extra curricular activities were on hold HSL supported in other ways- 1:1 zoom intervention provided whilst the children are learning from home. When back in school HSL provided catch up sessions, lunchtime play support and continued 1:1 support for those identified.
- A Harvington Food bank was set up through school to support families identified.

- Support for key families following TAC meetings in areas such as bedtime routines.
- Excellent provision from the inclusion team to ensure children make progress.
- 1:1/group support has been provided either in school or via zoom for those remaining at home during home learning.
- A range of resources have been provided for key children to ensure they are able to access the curriculum or to support with key needs.
- Children have been able to take part in Roots and Shoots, developing some key life learning skills throughout the Autumn and Summer term.
- They have added some information to the school website and have been selling some of their goods to parents.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
	NA
	NA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA