

Pupil premium strategy statement



School overview

School name	Harby C of E Primary School
Pupils in school	85
Proportion of disadvantaged pupils	24.7% <i>(updated April 2021)</i>
Pupil premium allocation this academic year	£17, 795 (2020 – 2021)
Academic year or years covered by statement	2020 – 2021 <i>(Recovery Year due to Covid)</i>
Publish date	September 2020 <i>(Updated November 2020)</i> <i>(Updated April 2021)</i>
Review date	September 2021
Statement authorised by	Bridget Bye
Pupil premium lead	Bridget Bye
Governor lead	Caron Bouckley

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A due to Covid 19
Writing	N/A due to Covid 19
Maths	N/A due to Covid 19

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A due to Covid 19
Achieving high standard at KS2	N/A due to Covid 19

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Pupils will make good progress from their starting points. Gaps in knowledge will be assessed, found, filled and supported to enable pupils' progress and attainment to be in line with national averages in SATs 2021 post Covid. <i>Suspension of national assessments 2021 – see monitoring and implementation section. (April 2021)</i>	July 2021
Progress in Writing		July 2021
Progress in Mathematics		July 2021

Phonics	Achieve results that are in line with the national average for phonics with 100% of disadvantaged pupils achieving the expected standard in the phonic screening check 2021. <i>Suspension of national assessments 2021 – see monitoring and implementation section. (April 2021)</i>	June 2021
Other	Wellbeing and Recovery will be a priority throughout the year with supportive whole school focus on resilience and character strengths. This will be embedded across the school and able to be articulated by all stakeholders.	Ongoing throughout the academic year.

Teaching priorities for current academic year

Measure	Activity
Priority 1	To ensure that the Recovery Curriculum is well planned to target the needs of pupils, including social and emotional needs and learning behaviours post Covid
Priority 2	To ensure that disadvantaged pupils develop reading skills and develop their vocabulary through the use of Clicker as a tool to support reading, writing and independent work.
Barriers to learning these priorities address	The curriculum reflects the difficulties faced supports understanding and supporting these so pupils are ready to learn. Ensuring resources support the development of vocabulary and basic skills in reading and writing to help pupils access teaching and learning activities with increased independence.
Projected spending	£5000

Targeted academic support for current academic year

Measure	Activity
Priority 1 – overall assessment and intervention	Develop the use of PiXL as a tool for assessment and intervention to support teaching and learning in small steps and specific areas.
Priority 2 - reading	Consistent use of PM Benchmarking to support accurate reading assessment and development post Covid.
Barriers to learning these priorities address	Ensuring dedicated time is provided for LSA support to deliver interventions linked to PiXL and time to complete reading assessments to inform teaching and learning

Projected spending	£9000
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Wider strategies for current academic year

Measure	Activity
Priority 1 - emotional support for intervention and learning	Social and Emotional Support. Embed Route to Resilience in whole school activities to target pupil and staff wellbeing following return to school as integral part of recovery curriculum. This may be achieved through out of school provision to support social and emotional skills in wider contexts and without the pressure of academic skills.
Priority 2 – reading and phonics	The use of Storytime phonics in EYFS and KS1 will be fully embedded to support a love of books, reading and the teaching and application of synthetic phonics.
Barriers to learning these priorities address	Supports pupils with resilience and ability to keep trying. Good learning behaviours are developed. Embedding phonic skills and engaging pupils in reading from an early age.
Projected spending	£3795

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ol style="list-style-type: none"> <i>Covid 19 has resulted in a further National Lockdown (January 2021) with school closure.</i> <i>SATs 2021 and Phonics Screening Check are cancelled.</i> 	<ol style="list-style-type: none"> <i>High quality remote learning, remote learning review to ensure provision is good and any necessary improvements can be made.</i> <i>Use of PiXL and internal data to support pupils making good progress and to measure this rather than SATs and formal national assessments.</i>
Targeted support	<ol style="list-style-type: none"> Ensuring PiXL lead has time to consider approach and work with PiXL associate to support intervention programme 	<ol style="list-style-type: none"> Timetable of 2 hours dedicated leadership time per week to support this.
Wider strategies	<ol style="list-style-type: none"> Ensuring whole school approach continues throughout the year with clear shared planning of character strengths linked to topic areas. 	<ol style="list-style-type: none"> Regular discussion in staff meeting, staff meeting time for planning sessions, linked to assembly to maintain impetus throughout the year across the school

Review: last year's aims and outcomes

Aim	Outcome
<p>Our overall aims and outcomes were, as for all schools, impacted by Covid 19. We cannot measure the outcomes and compare nationally as SATs were not completed by any schools due to Covid 19.</p> <p><i>Autumn term phonics assessments were pleasing and show that a good standard has been maintained, irrespective of Covid, as detailed below.</i></p>	
<p><i>Maintain phonics standards in Year 1</i></p>	<p>75% of disadvantaged pupils achieved the standard in the autumn term assessment (as directed by the DfE) (November 2020)</p> <p><i>Whilst this cannot be measured and compared nationally, we are pleased with this as it shows the impact of the work in school, including provision during lockdown and work post lockdown.</i></p>