

Pupil Premium Strategy Statement

1. Summary information					
School	Harriers Banbury Academy				
Academic Year	2019/2020	Total PP budget	£121,440	Date of most recent PP Review	July 2019
Total number of pupils	385	Number of pupils eligible for PP	92	Date for next internal review of this strategy	July 2020

2. Current attainment (End of KS2 2018-2019)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
	<i>KS2</i>	<i>KS2</i>
Attainment in reading (Expected and above)	77%	73%
Attainment in writing (Expected and above)	77%	78%
Attainment in maths (Expected and above)	83.3%	79%
Our strategies were successful; our Pupil Premium children's attainment at the end of KS2 exceeded national expectations for all pupils in reading and maths and were just 1% lower for writing.		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils being 'ready to learn' in class (pupils have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.)
B.	Poor learning skills. (Eg organisation, commitment, resilience), and poor learning behaviours (Passive learning)
C.	Gaps in prior learning.
D.	Poor PSED (Social) skills
E.	Limited speech and language skills which impacts on learning.
F.	Lower levels of vocabulary (often due to lack of exposure)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Consistent attendance and punctuality (The attendance rate for pupils eligible for PP is 94.1%, slightly higher than the previous year but still below the target for all children of 96%).
B.	Access to resources, such as books, libraries, life experiences (especially cultural).
C.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
D.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
E.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.
F.	Lower levels of vocabulary (often due to lack of exposure)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress across school curriculum, especially in reading and writing. Improved engagement and excitement linked to writing activities and breadth of coverage across the curriculum. Pupil attainment in Writing (Literacy and across the curriculum) accelerates above national expectation for pupils eligible for PP.	Pupils eligible for PP to make accelerated progress above national expectation. Measured in Year 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT) and local schools triad. Reading, Writing, Maths combined to be greater than 75% for PP children in KS2 SATs
B.	Positive learning behaviours through development of engagement and challenge model planning and development of independent learning (SNOT). Pupils will be engaged, resilient, independent and self-motivated learners and the successful implementation of 'Mind to be kind' (PiXL) will increase understanding of behaviour expectations (in school and generally in society)	Increased engagement in learning leading to fewer behaviour incidents recorded for pupils on the school system (without changing recording practices or standards). Reduction in fixed term exclusions - particularly for PP cohort.
C.	Increased attendance rates for pupils eligible for PP.	Reduce persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.2% to 96% in line with 'other' pupils. Greater than 96% attendance for PP cohort
D.	Parental engagement will be developed to enhance pupil support at home. This will include educating parents on objectives for specific year groups and individuals and how they can support at home. An increasing number of parents will attend engagement activities either through open invitations into school or more individual support meetings offered.	PP pupils' parents and 'hard to reach' parents will be 'targeted' for support, parent meetings etc – PP parent attendance/involvement in school based support or activities will increase over the year. Greater than 95% parent attendance at PP meetings
E.	Gaps are identified and targeted interventions teach to gaps.	Formative assessment will show gaps being addresses. 100% of Disadvantaged pupils will make (or exceed) expected progress Reading, Writing, Maths combined to be greater than 75% for PP children in KS2 SATs
F.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening	Disadvantaged pupils make accelerated progress and diminish the difference with Others attainment in all year groups. Reading, Writing, Maths combined to be greater than 75% for PP children in KS2 SATs
G.	Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum	Disadvantaged pupils attend events/visit places they would not usually be exposed to. Broad and balanced curriculum for all ensures pupils have enhanced social and life experiences (progressive throughout the school)

5. Planned expenditure

Academic year	2019/20
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Development of positive learning behaviours	<p>Implementation of new behaviour policy – built around restoration practices and Zones of Regulation- Behaviour is communication- the policy will ensure children are more aware and understanding of their feelings and learn how to manage these in appropriate ways. It will also focus on children understanding the impact of their actions on others and will ensure they take more responsibility for themselves and their actions.</p> <p>Teaching of metacognition, growth mindset and mindfulness across school will continue- to ensure that all staff feel confident using these approaches consistently to develop positive and strong learning behaviours- linking to 21st century skills and future skills for the working world. Paws B, Mind to be Kind and Place 2 Be all used to support this shared approach.</p>	<p>EEF Toolkit suggest metacognition and self-regulation have high impacts on pupils' motivation to work.</p> <p>The new No Limits Aspirations curriculum being trialled in year4 has a strong focus on 21st century Skills. Positive Learning behaviours will directly impact their ability to fully engage in their future world of work.</p>	<p>Learning walk and pupil voice show engagement and enjoyment in learning.</p> <p>Pupil voice undertaken to ensure that Y5, Y4 and Y3 pupils have identified methods of mindfulness and self -regulation etc.</p> <p>Decrease in number of class based incidents and consequences.</p> <p>PP attendance is above 96%.</p>	SP LE JG	Termly	
EYU children (specifically PP) settle into school quickly and effectively to make expected progress and level of GLD achieved to be in line or exceeding national.	<p>-transition at the end of T6. -transition days in Sept 2019 -extended transition Sept 2019-20. -nursery and home visits July 2020 -baseline in EYU areas using the NFER baseline. - readiness to learn using the Leuven scale.</p>	<p>Further implementation of the engagement model planning to increase engagement and challenge across the curriculum.</p> <p>Continued use of Power of Reading (CLPE).</p> <p>Implementation of Accelerated Reader to boost reading and comprehension levels.</p>	<p>The Engagement Model planning has been trialled through Science. The impact so far is positive. Further, consistent implementation across the curriculum will ensure wider and increased impact, based on feedback from staff and children so far.</p> <p>No Limits curriculum in year 4- using the engagement model planning and cross curricular project based learning in the afternoons- including a driving question, authentic outcomes and involving 21st century skills and industry partners- the aim is to engage children in exciting application opportunities while building employability and life skills in a real way.</p> <p>Bloom's taxonomy forms the basis of new</p>	<p>Use INSET and staff meetings to deliver training. Regular monitoring, including book scrutiny, learning walks, observations and pupil data. Pupil voice to determine levels of engagement and pupils understanding on how to improve and develop learning.</p> <p>TA training in the use of PIXL interventions. Teacher training in the use of PIXL to track progress, identify key children and provide timely and specific interventions to plug gaps in knowledge.</p> <p>-gap narrowed significantly in all year groups by end of year.</p>	AP/JA/ SP/JG/ LE	On-going as part of monitoring cycle.
PP pupils in Y1 to be in line with or exceed national expectations	-Review of phonics provision in EYU and Year 1					

	-practical application approach employed -phonic LW and CPD provided weekly by lead	-Training from moderator for SLT to ensure consistent accountability and feedback during monitoring	engagement model planning. Improved engagement in learning that is relevant to real life situations and application ensures learning is more meaningful and increases active learning amongst pupils.	-pupil voice, learning walks and books show engagement in learning.		
PP children in Y2 to make expected or exceeding progress- Y2 SATs data to be in line with or exceed national.	-SATs moderation in trust and partnership. -Y2 SATs training -PIXL intervention to address gaps -QLA used to forensically analyse understanding and identify gaps.	Moderator training to be undertaken by member of SLT- to ensure consistent high standards across classes- and drive across school.	Introduction of PIXL to address gaps in learning and improve rates of progress through quality interventions will be implemented- reviews so far from Trust schools shows that impact has been very positive!	Reading, Writing, Maths combined to be greater than 75% for PP children in KS2 SATs		
PP children in Y3-5 to make or exceed expected progress in Maths, Reading and Writing	-PIXL used daily to pre-teach, teach and plug gaps in understanding QFT teaching expected in every class -QLA used to forensically analyse gaps	-CPD and monitoring cycle to ensure high levels of QFT is evident in all classes -termly progress meetings based on data -QLA completed termly to forensically identify progress and gaps	Implementation of the new Harriers Pedagogy and Driving questions- to ensure full engagement and application of skills across disciplines.			
PP children in Y6 to make expected or exceeding progress- Y6 PP data to be in line with or exceed national	-PIXL interventions daily -SLT and Class T interventions run outside of school time to plug gaps	-Welfare Lead and Nurture Team				
Total budgeted cost						£ 85,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For identified gaps in learning to be identified through assessment and Pupil Progress meetings and addressed through timely and targeted interventions.	-PIXL -SEN interventions targeted towards pupil profiles -QFT in classes	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Teachers and teaching assistants providing pupils with modelling/scaffolding/appropriate steps to achieve them. -QFT- should address almost all levels of need in the classroom through engaging and challenging learning opportunities.	Progress will be checked half-termly. -Progress in PIXL therapies – evident through baseline and end assessments. -Gap narrowed in all year groups by end of year. Reading, Writing, Maths combined to be greater than 75% for PP children in KS2 SATs	SP LE	Half- termly
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	-Daily breakfast club -Nurture HLTA -Mindfulness (Paws.b) -Mind to be Kind -Place2Be -Clubs (eg choir) -Life skills and enrichment -Welfare officer & Nurture Team	-Breakfast clubs improve attendance and punctuality. -Enrichment offers opportunities unavailable outside of school- also incorporating some key life skills (such as cooking, sewing etc) -Place 2 Be, Mind to be Kind and Paws B all support school to ensure that children's mental health is at the forefront - support children to be ready to learn etc. -Welfare officer- key in building relationships with parents, particularly hard to reach; parental engagement is a key factor in supporting children's progress and attainment.	Pupils are prepared physically, mentally and emotionally to start their day at school. Relationships improved with pupils/families. To provide/locate support. To liaise with relevant services. -Attendance to be above 96%	SP NH LE	Weekly
Parental engagement will be developed across the school to enhance pupil's support at home and in school.	Through workshops, reading mornings, library time, open classes and volunteering. Long term plan and experiences will be introduced to broaden pupil's life experiences. Ensure parent's evening sign up. Transition meetings with teacher.	Parental engagement is a key factor in supporting children's progress and attainment. Parents of disadvantaged pupils who are off track will be invited to additional face to face meetings to discuss how the school and the parent can best support the child and their learning.	Termly events - with a range of opportunities to engage- including sessions to educate parents, to inform parents, to support parents. -PP parents to be targeted for events; above 95% attendance to events. -Increasing chance of success meetings will be held and all PP parents will be offered parent evening appointments first- before general release- Over 95% attendance at meetings. Increased use of Pixl interventions in school and apps at home to support pupil's learning.	LE JG JA
Total budgeted cost					£ 26,000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	School office to monitor pupils and follow up quickly on absences. First day response provision. Close monitoring of attendance by Welfare Officer Parents to be invited to attendance meetings and given a target if they fall below the acceptable % attendance.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Parental contracts will be issued and agreed district protocols will be followed, where necessary. Above 96% attendance for PP across the school	NH/SP	Monitored weekly
Ongoing experiences within and beyond the curriculum to help support and engage the children Long term planning with broad, balanced, curriculum; passport of experiences including theatre, camping etc. Developing active learning and lead learners Breakfast club provision Reduced fee for clubs and trips 1:1 parent support meeting Alternative lunchtime provision for pupils through Bluebirds club, approximately 50% of whom are FSM children. Nurture HLTA to support children emotionally.				Termly
Total budgeted cost					£ 10,440

6. Review of expenditure				
Previous Academic Year		Total Funding Received: £130,680		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £94,000
Development of positive learning behaviours	Teaching of metacognition, growth mind set and mindfulness across school. Review and development of whole school behaviour policy. Whole staff training timetabled on metacognition, growth mindset and introduction to Mindfulness (Paws.b). Paws.b teaching sessions. Implement Mind to be kind sessions through PIXL intervention.	Through staff CPD adults feel more confident when using a universal language across the school in relation to resilience, mind set and active learning. High expectations of learning behaviours across the school address low level disruption in lessons- and are reflected in the reduced number of yellow cards across the year: Last year: 667 yellow cards This year:412 yellow cards Pupil voice with Y5 and Y6 shows 100% of children questioned have now identified at least 2 forms of calming and mindfulness techniques which they employ independently and on a regular basis to calm any anxious thoughts, help them in situations such as tests and to ensure they are prepared for their learning.	Children are starting to use this common language about learning, resilience and mindset. Paws B, Mind to be Kind, and Place 2 B are all making some impact- however, continued consistent use is required for increased impact. New staff joining the school will require CPD, support and modelling to manage and implement this approach. This year focus has been more on Y5 and Y6 for direct teaching of these skills – next year more direct input will be made with other year groups (and will continue in Y5 and Y6).	
To use CPD to ensure teaching is of an excellent standard	To facilitate weekly CPD for teaching staff led by SLT, MLT, subject leaders and external professionals.	Ofsted graded the school (including all teaching and learning) as 'Good' in November 2018. Trust reviews all found that 100% of teaching was of the expected standard. Feedback was given in a timely manner and next steps identified for improvement were acted upon Middle Leaders have felt more empowered over the year to take on more of a role in the monitoring process (we have identified next steps to make this more efficient in the coming year- see next column) Feedback given from specific external training attended has been shared and in some cases adopted across the school as good practice.	Leaders to create a monitoring schedule at the beginning of the year for MLT and subject leaders with clear expectations of monitoring for each phase/subject. Higher accountability for subject leaders – through a clearer monitoring timetable and set CPD to support subject leads in meeting the expectations of their role. Use of IRIS and Coaching to support teaching CPD and share good practice.	

EYU children (specifically PP) settle into school quickly and effectively to make expected progress and level of GLD achieved to be in line or exceeding national.	-School readiness project+ meeting to support transition. -extended transition offered. -nursery and home visits -baseline in EYU areas and readiness to learn using the Leuven scale.	Further implementation of the engagement model planning to increase engagement and challenge across the curriculum. Staff review and further training on high quality feedback. Continued use of Power of Reading (CLPE). -Training from moderator for SLT to ensure consistent accountability and feedback during monitoring -CPD and monitoring cycle to ensure high levels of QFT is evident in all classes	50% (4 out of 8) of PP children made GLD. Of the 4 who did not reach GLD 3 are SEND (2 have behaviour plans and 1 referred to CAMHS). 100% of PP children made personal progress towards their targets- with 50% making accelerated progress.	-Early identification of Pupil Premium children as they join the school in EYU- this has been an area of difficulty as parents do not feel the need to complete the paperwork as they are already eligible for free school meals due to their age. -Further development of parental engagement by these hard to reach parents- monitor and record parent attendance to ensure impact
PP pupils in Y1 to be in line with or exceed national expectations	-Review of phonics provision -practical application approach employed -phonic LW and CPD provided weekly by lead	-termly progress meetings based on data -QLA completed termly to forensically identify progress and gaps -Welfare Lead and Nurture Team	44% (4 out of 9) PP children passed the Year 1 phonics test.	Earlier intervention for phonics in Year 1 through guided boosters. Higher focus in EYU on phonics to ensure deeper knowledge for future cohorts entering Year 1. Improved CPD for all staff holding phonic sessions
PP children in Y2 to make expected or exceeding progress- Y2 SATs data to be in line with or exceed national.	-SATs moderation in trust and partnership. -Y2 SATs training -PIXL intervention to address gaps		In Y2, 66.7% PP cohort as a group reached the expected standards in reading writing and maths. The gap in Year 2 between PP and Non PP has narrowed due to the increased level of progress made by the PP' cohort.	Earlier intervention for cohort in Year 1 (moving to Y2).. -PIXL assessments and QLA to be used to identify gaps and plug.
PP children in Y3-5 to make or exceed expected progress in Maths, Reading and Writing	-PIXL interventions led daily		In Year 5 the gap has closed in Year 5 in Reading and Writing. The gap is diminishing in years 3 and 5 in all areas. In Year 4- although the gap is diminishing- the gap still remains across subjects.	Base line Pupil progress meetings will be used for early identification of PP children and their gaps. Continued use of PIXL and QLA to forensically analyse gaps in knowledge and plug with QFT supported by PIXL resourcing and guidance.
PP children in Y6 to make expected or exceeding progress- Y6 PP data to be in line with or exceed national	-PIXL interventions daily -SLT and Class T interventions run outside of school time to address gaps			

ii. Targeted support																			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £26,000															
For identified gaps in learning to be identified through assessment and Pupil Progress meetings and addressed through timely and targeted interventions.	-PIXL -SEN interventions targeted towards pupil profiles -QFT in classes	PIXL QLA has been used consistently to address gaps- impact evident through data. The gap has been closed in Y6- PP cohort are in fact performing beyond their Non PP counter parts. <table border="1"> <thead> <tr> <th>Y6</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>83.3%</td> <td>81.1%</td> </tr> <tr> <td>Writing</td> <td>77%</td> <td>77%</td> </tr> <tr> <td>Reading</td> <td>77%</td> <td>74.3%</td> </tr> <tr> <td>RWM</td> <td>77%</td> <td>70.3%</td> </tr> </tbody> </table>	Y6	PP	Non PP	Maths	83.3%	81.1%	Writing	77%	77%	Reading	77%	74.3%	RWM	77%	70.3%	Consistent approach to using baselines and end assessments for interventions.	
Y6	PP	Non PP																	
Maths	83.3%	81.1%																	
Writing	77%	77%																	
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RWM	77%	70.3%																	
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Daily breakfast club Nurture HLTA Mindfulness (Paws.b) Mind to be Kind Place2Be Clubs (eg choir) Life skills and enrichment Welfare officer	PP attendance has remained at 94% this year. Due to the level of support and provision put in place to improve the attendance- PP attendance did show levels of improvement- however there has been a direct negative impact from 2 SEND PP children who have both have serious behaviour concerns, have both had multiple fixed term exclusions and have both attended school on a reduced timetable for portions of the academic year- due to high levels of physical behaviour towards children and adults.	Multiple Attendance weeks timetabled. Use of alternative support for SEND such as The Gallery to support and address needs and reintegrate children to full time education over a set period of time.																
Parental engagement will be developed across the school to enhance pupil's support at home and in school.	Through workshops, reading mornings, library time, open classes and volunteering. Long term plan and experiences will be introduced to broaden pupil's life experiences. Ensure parent's evening sign up. Transition meetings with teacher.	Staff are more aware of the need to increase PP parent attendance at events- and so book in parents evenings in advance, and specifically invite parents to events, workshops, trips etc. Alternative appointments were offered for those hard to reach parents and the welfare officer has attended these meetings.	More parental engagement opportunities will be developed in the coming year throughout the year- in all classes. – 3 open afternoons will be set as whole school events and all classes will set 3 individual events in addition. A trial has been set for parent's evening- where there will be no slots - but a drop in session where parents can browse and enter into more 'casual' discussions- which will relieve the anxiety some parents may feel at attending such events.																

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	
Increased attendance rates	School office to monitor pupils and follow up quickly on absences. First day response provision. Close monitoring of attendance by Welfare Officer Parents to be invited to attendance meetings and given a target if they fall below the acceptable % attendance.	PP attendance has remained at 94% this year. Due to the level of support and provision put in place to improve the attendance- PP attendance did show levels of improvement- however there has been a direct negative impact from 2 SEND PP children who have both have serious behaviour concerns, have both had multiple fixed term exclusions and have both attended school on a reduced timetable for portions of the academic year- due to high levels of physical behaviour towards children and adults.	Increased number of attendance weeks are needed to repeatedly highlight attendance as a target and an expectation. Attendance meetings held regularly do impact the parent's understanding. More parental education on the impact of attendance on learning, progress, attainment, and learning behaviours- all linked to future lives and employability for the children in the future.	
<p>Ongoing experiences within and beyond the curriculum to help support and engage the children; Long term planning with passport of experiences including theatre, camping etc. Developing active learning and lead learners Breakfast club provision Reduced fee for clubs and trips 1:1 parent support meeting Alternative lunchtime provision for pupils through Bluebirds club; approximately 50% of whom are FSM children. Nurture HLTA to support children emotionally. Weekly enrichment and Life skills sessions</p>			Lessons learned (and whether you will continue with this approach)	Cost
			These approaches have been successful and will be continue in future with some slight modifications.	£10,680

7. Additional detail
<p>We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of assemblies in all year groups twice a week and targeted groups in the afternoons. The use of PIXL and QLA has boosted our ability to forensically analyse children's gaps and specific needs and then plug them using the therapies. We have employed experts who are able to get to the bottom of how each child learns best. In addition to the extra teaching we have funded exciting educational visits enabling all children to take part. We also introduced weekly enrichment sessions to allow all children to access activities which incorporate life skills, 21st century skills and engaging experiences which has been designed to give them opportunities they may not have access to outside of school – this includes cooking skills, sewing skills, health and safety awareness, dancing lessons, gardening and art related activities- all run 'in-house' by teaching assistants.</p>