

# Pupil Premium Strategy Statement

1. Summary information					
School	Harriers Banbury Academy				
Academic Year	2020/2021	Total PP budget	£130,465	Date of most recent PP Review	July 2020
Total number of pupils	385	Number of pupils eligible for PP	97	Date for next internal review of this strategy	July 2021

2. Current attainment ( End of KS2 2019-2020)		
	Pupils eligible for PP (our school)	Pupils not eligible for PP (national average)
	KS2	KS2
Attainment in reading ( Expected and above)	N/A due to Covid 19	-
Attainment in writing (Expected and above)	N/A due to Covid 19	-
Attainment in maths (Expected and above)	N/A due to Covid 19	-
Our strategies were successful until the Covid 19 pandemic began, as pupils were making progress from their starting points.		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
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 exacerbated by Covid absence
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 (issues which also require action outside school, such as low attendance rates)	
<p><b>Our plans and provision for this next academic year are subject to updated government guidance regarding Covid. Our priority will be to minimise any learning gaps exacerbated during the prolonged absence, and to promote well being, stamina and learning of all pupils.</b></p>	
A.	Consistent attendance and punctuality
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).

<b>E.</b>	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.	
<b>F.</b>	Lower levels of vocabulary (often due to lack of exposure)	
<b>G.</b>	Financial impact due to Covid 19.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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.
<b>B.</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.
<b>C.</b>	Increased attendance rates for pupils eligible for PP, subject to any local Covid incidents	Reduce persistent absentees among pupils eligible for PP.
<b>D.</b>	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. (subject to covid restrictions).	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.
<b>E.</b>	Gaps are identified and targeted interventions teach to gaps - baselined in September 2020 (after government guidelines).	Formative assessment will show gaps being addressed. 100% of Disadvantaged pupils will make (or exceed) expected progress.
<b>F.</b>	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. Measure through testing on Accelerated Reader.
<b>G.</b>	Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum (subject to Covid government guidelines).	Disadvantaged pupils attend events/visit places they would not usually be exposed to (where possible).  Broad and balanced curriculum for all ensures pupils have enhanced social and life experiences (progressive throughout the school).

## 5. Planned expenditure

**Academic year**

**2020/21**

The 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.

**All planned actions and approaches are subject to updated government guidance regarding Covid.**

### 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>Extension of 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 21<sup>st</sup> 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 21<sup>st</sup> 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>	SLT GC	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. (subject to government guidelines)	<p>-transition at the end of T6. -transition days in Sept -extended transition Sept. -nursery and home visits July -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>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 21<sup>st</sup> century skills and industry partners- the aim is to engage children in exciting</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</p>	SLT JS	On-going as part of monitoring cycle.

PP pupils in Y1 to be in line with or exceed national expectations (subject to government guidelines)	-Review of phonics provision in EYU and Year 1 -practical application approach employed -phonic LW and CPD provided weekly by lead	Implementation of Accelerated Reader to boost reading and comprehension levels.  -Training from moderator for SLT to ensure consistent accountability and feedback during monitoring	application opportunities while building employability and life skills in a real way.  Bloom's taxonomy forms the basis of new 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.	timely and specific interventions to plug gaps in knowledge.  -gap narrowed significantly in all year groups by end of year.  -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. (subject to government guidelines)	-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!  Implementation of the new Harriers Pedagogy and Driving questions- to ensure full engagement and application of skills across disciplines.	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 (subject to government guidelines)	-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				
PP children in Y6 to make expected or exceeding progress- Y6 PP data to be in line with or exceed national (subject to government guidelines)	-PIXL interventions daily -SLT and Class T interventions run outside of school time to plug gaps	-Welfare Lead and Nurture Team				
<b>Total budgeted cost</b>						£ 91,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For identified gaps in learning to be identified through assessment and Pupil Progress meetings and addressed through timely and targeted interventions (subject to government guidelines).	-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.	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 -Mindfulness (Paws.b) -Mind to be Kind -Place2Be -Clubs (eg choir) -Life skills and enrichment -Welfare officer	-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.	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. (subject to government guidelines)	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.  -Increasing chance of success meetings will be held and all PP parents will be offered parent evening appointments first- before general release-  Increased use of Pixl interventions in school and apps at home to support pupil's learning.	SLT	.....
<b>Total budgeted cost</b>					£ 29,000

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 (subject to government guidelines)	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.	NH/SP	Monitored weekly
Ongoing experiences within and beyond the curriculum to help support and engage the children (subject to government guidelines) Long term planning with broad, balanced, curriculum; passport of experiences including theatre, camping etc. Developing active learning and lead learners Breakfast club provision (subject to government guidelines) Reduced fee for clubs and trips (subject to government guidelines) 1:1 parent support meeting				.....	Termly
<b>Total budgeted cost</b>					£ 10,500

6. Review of expenditure					
Previous Academic Year			Total Funding Received: £119,705		
i. Quality of teaching for all - <i>Subject to updated government guidelines regarding Covid</i>					
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 £84,000
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 21<sup>st</sup> 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>There was a decrease in the number of class based incidents and consequences. Pupils used the calm area increasingly. Learning walks and pupil voice showed engagement and enjoyment in learning.</p> <p>PP attendance - irrelevant due to covid 19</p>	<p>Continue to ensure calm time is taught as an explicit session during lessons.</p> <p>Ensure positive reinforcement is high on the agenda for all staff at all times.</p>	
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.	<ul style="list-style-type: none"> <li>-School readiness project+ meeting to support transition.</li> <li>-extended transition offered.</li> <li>-nursery and home visits</li> <li>-baseline in EYU areas and readiness to learn using the Leuven scale.</li> </ul>	<p>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).</p> <p>-Training from moderator for SLT to ensure consistent accountability and feedback during monitoring</p>	No GLD data due to covid 19	<p>Ensure pupils are baselined on entry.</p> <p>Focus on wellbeing due to covid 19</p>	
PP pupils in Y1 to be in line with or exceed national expectations	<ul style="list-style-type: none"> <li>-Review of phonics provision</li> <li>-practical application approach employed</li> <li>-phonic LW and CPD provided weekly by lead</li> </ul>	<ul style="list-style-type: none"> <li>-CPD and monitoring cycle to ensure high levels of QFT is evident in all classes</li> <li>-termly progress meetings based on data</li> <li>-QLA completed termly to forensically identify progress and gaps</li> </ul>	No phonics data due to covid 19	<p>Earlier intervention for phonics in Year 1 through guided boosters.</p> <p>EYU phonics twice a day</p> <p>Improved CPD for all staff holding phonic sessions</p>	

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	-Welfare Lead and Nurture Team	No data due to covid 19	Earlier intervention for cohort in Year 1 (moving to Y2).	
PP children in Y3-5 to make or exceed expected progress in Maths, Reading and Writing	-PIXL interventions led daily		No data due to covid 19	Baseline Pupil progress meetings will be used for early identification of PP children and their gaps, specifically in light of Covid 19	
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		No data due to covid 19		



**ii. Targeted support - Subject to updated government guidelines regarding Covid**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£26,000</b>
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	No data due to covid 19  Pixl therapies were taking place across the school and half termly pupil progress sessions took place.	Urgent identification of gaps in relation to covid 19	
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	No attendance data due to covid 19	Increase use of MHST and Place 2 Be in the light of covid	
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.	Trialled new open evening parent evening format in November and completed parent survey in response. Positive response from parents (67%)  Increased open afternoons and parent workshops took place  March parents evening did not take place due to covid 19	Monitor open evening parent evenings.  Review use of open afternoons  Check risk assessments for visitors on site.	

**iii. Other approaches - Subject to updated government guidelines regarding Covid**

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)	
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.	No data due to covid 19  New attendance team met fortnightly and target letters were sent monthly. Parents were invited to meet with the team for attendance meetings.	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.	
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			Lessons learned (and whether you will continue with this approach)	Cost
			These approaches were successful when they were in place.	£10,500

**7. Additional detail**

We 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, 21<sup>st</sup> 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.

**For the next academic year, it is important to note that our plans are very much subject to updated government guidance regarding Covid. Our priority will be to minimise any learning gaps exacerbated during the prolonged absence, and to promote well being, stamina and learning of all pupils.**