



## Pupil premium strategy statement (Primary)

### School overview

Metric	Data
School name	Harriers Banbury Academy
Pupils in school	398
Proportion of disadvantaged pupils	24.4%
Pupil premium allocation this academic year	£130,465
Academic year or years covered by statement	2021-22
Publish date	20 July 2021
Review date	20 July 2022
Statement authorised by	Alex Pearson
Pupil Premium lead	Jo Agate
Governor lead	Martin Post

### Disadvantaged pupil attainment for last academic year

#### Year 6

#### Expected and above

	All pupils	PP	Non-PP	FFT 50	FFT 20
<b>Combined</b>	65%	57.1%	69.2%	64%	71%
<b>Reading</b>	68.3%	66.7%	69.2%	71%	77%
<b>Writing</b>	66.7%	66.7%	69.2%	76%	81%
<b>Maths</b>	68.3%	57.1%	74.4%	78%	83%

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	57.1%
Achieving high standard at KS2	4.5%

## Strategy aims for disadvantaged pupils

Measure	Activity
Rapid progress in phonics teaching and spelling across the school	Introduction and consistent use of the 'Sounds write' scheme across the school. Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. Ensure all year groups are teaching spelling explicitly and according to the scheme.
Specific and targeted interventions to support closing gaps in learning	Embed use of summative and formative assessment to identify gaps in learning and support interventions across all year groups. Ensure groups within the disadvantaged cohort are met (e.g. gender, more able, SEN etc)
Barriers to learning these priorities address	Low rates of phonic progress, exacerbated by covid absence means a long-term impact into spelling. Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£28,000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading ((0)	Sept 21/ measure in June 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21/ measure in June 22
Progress in Mathematics	Achieve average KS2 Mathematics progress score	Sept 21/ measure in June 22
Phonics	Achieve national average expected standard in PSC	Sept 21/ measure in June 22
Other	Improve attendance of disadvantaged pupils to average (95.5%)	Sept 21/ measure in June 22

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Year 1**

Measure	Activity
<p>Improve rates of progress</p>	<p>Quality first teaching and specific interventions</p> <p>Improved rates of progress across school curriculum, especially in maths, 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. Moderation across Trust.</p> <p>Success criteria; Pupils eligible for PP to make accelerated progress above national expectation. Measured in Year 3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT) and local schools' triad. Measured through Phonics, EYU, Y2 and Y6 SATs and Y4 Multiplication check.</p>
<p>Develop positive learning behaviours</p>	<p>Specific teaching of positive mindset. 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).</p> <p>Success criteria; Increased engagement in learning leading to fewer behaviour incidents recorded for pupils on the school system (without changing recording practices or standards).</p> <p>Reduction in fixed term exclusions - particularly for PP cohort.</p>
<p>Targeted interventions</p>	<p>Focussed interventions using AFL</p> <p>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. Gaps are identified and targeted interventions teach to gaps - baselined in September 2021 (after government guidelines). Use DCPRO venn diagram to support pupil progress meetings Focus on pupil groups (including white working class) Use QLAs after assessments to pinpoint specific interventions required and accelerate progress. SEN interventions targeted towards pupil profiles. Use of Lexia, Purple Mash and TTRS</p> <p>Success criteria; Formative assessment will show gaps being addressed. 100% of Disadvantaged pupils will make (or exceed) expected progress. PiXL to be utilised for gap analysis and interventions</p>
<p>Accelerated progress in reading</p>	<p>Use of accelerated reader, Sounds write and Lexia.</p> <p>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.</p>

	<p>Success criteria;</p> <p>Disadvantaged pupils make accelerated progress and diminish the difference with Others attainment in all year groups.</p> <p>Measure through testing on Accelerated Reader.</p> <p>Use of Lexia app to support R and W</p> <p>Visits to local library</p>
Barriers to learning these priorities address	<p>Progress in all areas of learning will be ensured through Quality First Teaching and ensuring staff use evidence-based whole-class teaching interventions. Specific interventions will close gaps in learning. Developing positive learning mindsets will ensure resilience, support pupils' wellbeing and enhance their life skills.</p>
Projected spending	£79,000

## Targeted academic support for current academic year

Measure	Activity
Improve attendance	<p>Rigorous intervention and support to increase attendance rates for pupils eligible for PP, subject to any local Covid incidents. School office to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Close monitoring of attendance by HSLW</p> <p>Parents to be invited to attendance meetings and given a target if they fall below the acceptable % attendance.</p> <p>Success criteria;</p> <p>Reduce persistent absentees among pupils eligible for PP.</p> <p>Improve punctuality.</p> <p><u>95.5% attendance</u></p>
Review participation throughout the year	<p>End of year review;</p> <ul style="list-style-type: none"> <li>● The percentage of disadvantaged pupils who have met the standard for swimming</li> <li>● The percentage of disadvantaged pupils who have passed the Bikeability</li> <li>● The percentage of disadvantaged pupils who receive Principal awards at the end of each term</li> <li>● The percentage of disadvantaged pupils who participate in residential trips</li> <li>● The percentage of disadvantaged pupils who attend clubs</li> <li>● The percentage of disadvantaged pupils who apply for / are appointed for key roles in school e.g. senior prefect, school council member</li> </ul> <p>Find out from feeder schools the destinations for past pupils when leaving secondary</p>
Barriers to learning these priorities address	<p>Ensuring good attendance will mean pupils are in school and ready to learn. Developing the wider curriculum will ensure pupils have enhanced life experiences.</p>
Projected spending	£11,500

## Wider strategies for current academic year

Measure	Activity
Improved parental engagement	<p>Increased chances of success meetings in term 1</p> <p>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 (increasing chances of success meetings). (subject to covid restrictions).</p> <p>Success criteria; 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.</p>
Increased life experiences	<p>Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum (subject to Covid government guidelines). Ongoing experiences within and beyond the curriculum to help support and engage the children (subject to government guidelines)</p> <p>Long term planning with broad, balanced, curriculum; passport of experiences including theatre, camping etc.</p> <p>Developing active learning and lead learners</p> <p>Breakfast club provision (subject to government guidelines)</p> <p>Reduced fee for clubs and trips (subject to government guidelines)</p> <p>1:1 parent support meeting. Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum (subject to Covid government guidelines).</p> <p>Success criteria; Disadvantaged pupils attend events/visit places they would not usually be exposed to (where possible).</p> <p>Broad and balanced curriculum for all ensures pupils have enhanced social and life experiences (progressive throughout the school).</p> <p>Long term planning to include 21st Century and life skills</p>
Basic needs met	<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p> <p>Including; Daily breakfast club, Mindfulness (Paws.b), Mind to be Kind, Place2Be, MHST (where applicable), Clubs (eg choir - ensure uptake of PP in all clubs), Daily calm time and wellbeing in all classes, Life skills and enrichment, Welfare team support, food, snacks and drinks where necessary, uniform support if required, Reduction on trips.</p> <p>Enhanced provision for wellbeing - additional hamper and food support for families, to ensure <i>all</i> are healthy &amp; well and more ready to learn, PLUS enhanced provision of outdoor spaces (eg canopy and outdoor equipment)</p> <p>Success criteria; 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.</p>
Barriers to learning these priorities address	<p>Ensuring pupils are fed and comfortable ready for the school day mentally and physically. Increased life experiences will enhance</p>

	pupil's lives and will directly impact their learning. Engagement by parents will support pupils learning in and outside of school.
Projected spending	£11,965

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for core subject lead to support interventions/monitor QFT and support CPD requirements	Leadership time to be ring fenced throughout the year. Whole school focus on coaching
Wider strategies	Engaging the families facing most challenges	Working closely with partner schools and external agencies. Ensure increasing chances of success meetings take place early in September to build relations.

### Review: Last year's aims and outcomes

Aim	Outcome
Development of positive learning behaviours	Wellbeing is impacted through discussions and calm time in class to help reduce pupil anxiety.  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.  PP attendance - irrelevant due to covid 19
Progress in R, W, Maths and Phonics	Data was impacted by lost learning during covid lockdowns. As a result, quality first teaching and specific interventions will in place to accelerate progress. Alongside use of Pixl to plug gaps.
Identified gaps in learning to be met	Data was impacted by lost learning during covid lockdowns. Impact of keeping staff in bubbles meant fewer interventions could take place. Pixl therapies were taking place across the school and half termly pupil progress sessions took place.
Parental engagement	Parents evening meetings via zoom all year and positive attendance. Follow up phone calls made for non- attendance
Attendance	No improvement in attendance since last year. Difficult to measure due to covid so ensure rigour from Sept 21

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.

**For the next academic year, it is important to note that our plans remain subject to updated government guidance regarding Covid.**

**Our priority will be to minimise any learning gaps exacerbated during the prolonged absence, and to promote wellbeing, stamina and learning of all pupils.**