

Pupil premium strategy statement

Harriers Banbury Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Harriers Banbury Academy
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	09/2021
Date on which it will be reviewed	01/23 06/23 09/23
Statement authorised by	Steph Pamplin, Principal
Pupil premium lead	Jo Agate, Vice Principal
Governor / Trustee lead	Mandy Lancy (Regional CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,000
Recovery premium funding allocation this academic year	£13,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£144,095

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Harriers Banbury Academy is to cultivate high quality education in a supportive environment, enabling our pupils to become happy, confident individuals - ready to take on the world. This is underlined by our mission 'Learning to Fly'.

Our vision and mission was created with our disadvantaged pupils at the forefront of our thinking as we know that if they achieve well, all of our pupils will achieve well. Through research, networking and sharing of best practice, we know that the greatest impact on disadvantaged pupils' learning is quality first teaching and addressing cultural capital. We therefore ensure that high quality teaching and learning, a wide engaging curriculum and extracurricular opportunities are in place for all of our pupils. We closely track their progress, academic and wellbeing, and provide additional support where required through targeted interventions, in class support or a strong nurture provision.

We utilise our additional funding to ensure disadvantaged pupils receive quality first teaching, additional support and resources as required, can fully access our curriculum and have the same extracurricular opportunities as their peers.

In order to achieve these outcomes we will:

- ensure high quality first teaching is paramount to the attainment and progress of pupils
- aim to achieve positive progress for all disadvantaged students
- ensure all pupils achieve at least FFT 50 (Y6 2022/23)
- improve engagement for disadvantaged pupils
- improve attendance for disadvantaged pupils.
- ensure that a broad, rich, curriculum is accessible for all
- use assessments to find gaps in learning and rapidly plug these gaps

Challenges

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

Challenge number	Detail of challenge
1	<i>Our monitoring and discussions with pupils indicate that some of their basic needs are not met (e.g. sleep, water bottles, no breakfast)</i>
2	<i>Attainment of disadvantaged pupils is lower than 'others' which has been highlighted through pixl assessments. Increased progress in Reading, Writing, Maths, Phonics and Spelling is required to close these gaps.</i>
3	<i>Through surveys, conversations with pupils and responses to homework/online learning we know that there is less engagement of parents in disadvantaged families. To improve parental engagement and engage families in order to support pupils learning out of school.</i>

4	<i>Through 'I know my class' surveys it is clear the disadvantaged pupils have limited life experiences which would enhance their learning.</i>
5	<i>Observations and monitoring has shown that there is an element of apathy to some disadvantaged pupils so the aim is to improve positive learning behaviours.</i>
6	<i>Data has indicated that the attendance of the disadvantaged pupils is below that of the 'others' so improving attendance is crucial.</i>
7	<i>Through social disadvantage and EAL, it has been identified that progress in early literacy, speech and language and reading is an issue.</i>

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
<i>Improve attainment and progress outcomes for disadvantaged pupils, specifically in Reading and Phonics</i>	<ul style="list-style-type: none"> ● Achieve in line with FFT 20 targets ● KS1 and 2 statutory assessments to be in line with national expectation ● Phonics screening results in Y1 (and Y2 retake) to be in line with national average ● Interventions and Pixl therapies to be used to close gaps
<i>Improve engagement for disadvantaged pupils through a broad, balanced and engaging curriculum</i>	<ul style="list-style-type: none"> ● Curriculum is purposeful, relevant and linked to real life. ● Staff use a range of techniques to engage pupils. ● Celebration books are used to map pupil journeys through school and shared in assemblies. ● Long term planning includes 21st Century skills, employability and cultural capital. ● Increased engagement by parents will support pupil learning and engagement.
<i>Improve attendance of disadvantaged pupils</i>	<ul style="list-style-type: none"> ● Improve attendance to national average ● Overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged and non-disadvantaged pupils is not more than 2% ● Persistent absenteeism is below 8% and the figure amongst disadvantaged pupils is not more than 2% higher than their non-disadvantaged peer ● Use OCC attendance team to penalty fine parents if necessary ● Increased engagement by parents will support pupil attendance.

<p><i>Improve life experiences for disadvantaged pupils through trips, visitors, clubs and the curriculum.</i></p>	<ul style="list-style-type: none"> ● Pupils have increased life experiences that directly impact their learning and life opportunities. ● Long term planning includes 21st Century skills, employability and cultural capital. ● Long term planning includes life experiences (mapped and celebrated in celebration books) ● Trips and visitors are mapped throughout the school to enhance experiences. ● Disadvantaged attendance at extracurricular clubs will increase significantly.
<p><i>Improve wellbeing for all disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> ● Pupils' basic needs are met so they are ready to learn (breakfast etc.) ● Pupils have staff members they can talk to which will support their wellbeing and mental health. ● Intervention and social skills groups will support pupil wellbeing to help them feel happy and confident in school. ● Pupil resilience will increase.

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: **£29,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of new decodable reading framework books which match the GPC already taught.</p> <p>Improve the teaching and learning of phonics/spelling across the school, through embedding the 'Sounds write' scheme across the school.</p> <p>CPD time for all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. Monitor that all year groups are teaching spelling explicitly and according to the scheme.</p>	<p>The EEF guide to pupil premium tier 2 approach</p> <p>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p> <p>Evidence that phonic scores are lower than national</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 7</p>
<p>Ongoing use of summative assessment to assess and teach gaps in learning.</p> <p>Staff training, provided in house, on QLA, PiXL and precision teaching. Ensure staff</p>	<p>Supporting staff with accurate assessment tools to be able to rapidly pinpoint and immediately address gaps in teaching will be vital.</p>	<p>2, 7</p>

<p>are aware of underperforming pupils within groups (PP, EAL, GD, SEMH). PiXL membership.</p> <p>Use PixL assessments and QLA analysis to deliver targeted teaching & learning and interventions for pupils.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£85k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional class teacher in Y6 and Nursery to support raising standards.</p> <p>Quality first teaching and specific interventions, including tutoring for disadvantaged pupils, delivered through T&L policy.</p> <p>Staff time provided to facilitate peer-to-peer coaching to develop consistent, high-quality practice. Staff CPD time on effective QFT practice. Resources for research, such as books and online memberships.</p>	<p>The EEF guide to pupil premium tier 1 approach</p> <p>‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school’</p> <p>EEF evidence reviews: What happens in the classroom makes the biggest difference:</p> <p>EEF evidence on feedback;</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2, 7</p>
<p>Specific teaching of a positive mindset leading to positive learning behaviours through development of engagement and challenge.</p> <p>Curriculum planning time, facilitation of Place2Be, membership of PiXL.</p>	<p>The EEF guide to pupil premium tier 1 approach</p> <p>‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school’</p> <p>EEF evidence on changing mindsets;</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/p</p>	<p>5</p>

	<p>projects/changing-mindsets?utm_source=/projects-and-evaluation/projects/changing-mindsets&utm_medium=search&utm_campaign=site_search&search_term=changing</p> <p>Quaglia institute research on self worth;</p> <p>https://www.quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd</p>	
<p>Accelerate progress in Reading and increase Reading for pleasure.</p> <p>Purchase, training and use of Accelerated Reader, Power of Reading, Sounds Write and Lexia.</p> <p>Purchase high quality texts for children to access at school and at home.</p> <p>Children to take home 'books for pleasure' weekly.</p> <p>Librarian appointed to develop the reading across the school.</p>	<p>The EEF guide to pupil premium tier 2 approach</p> <p>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 5, 7
<p>Focussed interventions using AFL. Gaps identified in formative assessment allow for precisely, targeted teaching to remedy these.</p> <p>Teachers and teaching assistants given training to provide pupils with modelling/scaffolding/appropriate steps to achieve them. Staff employed to provide targeted interventions teach to gaps - baselined in September 2021 (after government guidelines). DCPRO subscription utilised to produce venn diagram to support pupil progress meetings Staff used to provide SEN interventions targeted towards pupil profiles. Use of Lexia, Purple Mash and TTRS memberships.</p> <p>Additional 1:1 support appointed to work with children with SEMH and behaviour needs.</p>	<p>The EEF guide to pupil premium tier 2 approach</p> <p>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p> <p>Evidence from Schools within the Trust and success they have had in driving standards</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p>	2, 7

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

Budgeted cost: **£29,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased chances of success meetings in term 1</p> <p>Staff time out of school hours used to hold 1-2-1 meetings with parents to promote pupil engagement and attendance.</p>	<p>The EEF guide to pupil premium tier 3 approach</p> <p>Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute</p> <p>EEF guidance on parental engagement;</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parents</p>	<p>3</p>
<p>Continue to improve attendance by tightening procedures and close monitoring of attendance by HSLW Parents are invited to attend meetings and given a target if they fall below the acceptable % attendance.</p> <p>Penalty notices and referrals to county attendance team where relevant.</p>	<p>Gap between disadvantaged and non- disadvantaged attendance reduced.</p> <p>The EEF guide to pupil premium tier 3 approach</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=Attendance</p>	<p>6</p>
<p>Ensure pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum and beyond.</p> <p>School covers costs of disadvantaged pupils access to a wide range of cultural capital opportunities, including;</p> <ul style="list-style-type: none"> ● trips ● residential ● visitors 	<p>The EEF guide to pupil premium tier 3 approach</p> <p>Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute;</p>	<p>4</p>

<ul style="list-style-type: none"> resources and clothing wrap around care extra curricular clubs uniform 	<p>https://www.quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd</p> <p>EEF guidance on life skills; https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term</p>	
<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p> <p>Support for breakfast club, clubs, trips, food bank vouchers and uniform.</p> <p>Support for children seeking asylum: tuition, lunches, uniform, trips, wraparound care, individualised support</p> <p>Gemstones - targeted interventions</p> <p>Refreshed EYU & KS1 resources</p>	<p>The EEF guide to pupil premium tier 3 approach</p> <p>Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1
<p>Ensure pupils are given more opportunities to be involved in the life of the school and extracurricular activities.</p> <p>Support for residential trips, clubs, bikeability, extra swimming sessions, transition packs and music lessons.</p> <p>Musical instruments purchased (ukeles and glockenspiels) and a new music scheme to be introduced.</p> <p>Access to free music tutoring from the OCC music service</p>	<p>The EEF guide to pupil premium tier 3 approach to life skills;</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term</p> <p>Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute</p>	4

Total budgeted cost: £144,095

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 2021 to 2022 academic year.

Below is a summary of the aims, outcomes and end of KS2 assessments.

Aim	Outcome																				
Development of positive learning behaviours	<p>Evidence through reviews, learning walks and pupil voice indicates that pupils have developed positive learning behaviours. In the light of the pandemic and their prolonged absence from school, children have been happy and settled in school.</p> <p>Pupil wellbeing is supported through discussions and calm time in class to help reduce pupil anxiety. The use of Bluebirds and the zen den has increased as pupils' need for nurture support has increased.</p> <p>Pupils used the calm area increasingly. Learning walks and pupil voice showed engagement and enjoyment in learning. 100% of pupils say they feel safe in school and have a trusted adult to speak to.</p> <p>PP attendance - 89.4% and whole school attendance was 92.6%. Attendance continued to be impacted by covid throughout 21 - 22. This will be an ongoing area to action for our disadvantaged pupils.</p>																				
Progress in R, W, Maths and Phonics	<p>Quality first teaching and Pixl interventions were in place to accelerate progress due to lost learning during covid lockdowns. Data shows that there has been a positive impact in attainment (and progress) in all areas. Progress in Phonics has accelerated due to the Sounds Write scheme.</p> <p>Early Years</p> <table border="1" data-bbox="451 1346 1418 1765"> <thead> <tr> <th></th> <th>Whole Class</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>57.6%</td> <td>40%</td> <td>61.2%</td> </tr> <tr> <td>GLD -1 (10 EAL pupils with -C&L)</td> <td>74.6%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Year 1 Phonics</p> <table border="1" data-bbox="451 1921 1418 2007"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Whole Class	PP	Non PP	GLD	57.6%	40%	61.2%	GLD -1 (10 EAL pupils with -C&L)	74.6%				All pupils	PP	Non-PP				
	Whole Class	PP	Non PP																		
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	All pupils	PP	Non-PP																		

End of year	72.9%	42.9%	85.3%
Pupils from beginning of year	81.8%	60%	85.3%

Year 2 Phonics

	All pupils	PP	Non-PP
Total for year	73.3%	70.6%	79.1%

Year 2

	All pupils	PP	Non-PP
Combined	25.0%	17.6%	27.9%
Reading	43.3%	35.3%	46.5%
Writing	28.3%	23.5%	30.2%
Maths	36.7%	29.4%	39.5%

Year 2 Greater depth

	All pupils	PP	Non-PP
Combined	0%	0%	0%
Reading	6.7%	0%	9.3%
Writing	3.3%	0%	4.7%
Maths	1.7%	0%	2.3%

Year 4 MTTC 57 pupils, 3 pupils did not take test

	0-5	6-10	11-15	16-19	20-25	Mean average
No. pupils	3	2	8	3	38	-
2022 percentages	5.3%	3.5%	14.0%	5.3%	71.9%	20
2021 Percentage	16.1%	17.9%	26.8%	21.4%	17.9%	16

Identified gaps in learning to be met

Quality first teaching and Pixl interventions were in place to accelerate progress due to lost learning during covid lockdowns. Data has indicated that progress has been made through these interventions.

Thorough, strategic planning of the curriculum has ensured that pupils have been taught all elements of the curriculum for their year group. Evaluating the ATL curriculum throughout the year has ensured learning is maximised and personalised. Quality texts are in use to support gaps in vocabulary and develop Reading and Writing.

Boosters and tutoring for pupils in all year groups took place where relevant in order to plug gaps.

Parental engagement

Increasing chances of success meetings took place within term 1 between parents and staff to assess strengths/concerns and how the school could support disadvantaged families.

Parents evening meetings via zoom all year with positive attendance. Follow up phone calls made for non- attendance.

Community events were held in person so parents were able to come to school for their children's sports days, assemblies, nativities and jubilee celebrations.

Disadvantaged pupil attainment for last academic year

Year 6

Expected and above

	All pupils	PP	Non-PP	FFT 50 All pupils	FFT 50 PP	FFT 20 All pupils	FFT 20 PP
Combined	71.7%	55.6%	78.6%	66%	37%	72%	46%

Reading	78.3%	61.1%	85.7%	72%	48%	78%	57%
Writing	75%	61.1%	83.3%	75%	53%	80%	61%
Maths	75%	61.1%	80.9%	79%	59%	84%	68%
SPaG	73.3%	61.1%	78.6%				

Greater Depth

	All pupils	PP	Non-PP	FFT 50 All pupils	FFT 50 PP	FFT 20 All pupils	FFT 20 PP
Combined	10%	0%	11.9%				
Reading	28.3%	11.1%	35.7%				
Writing	11.7%	5.6%	14.3%				
Maths	31.7%	16.7%	38.1%				
SPaG	40%	16.7%	50%				

Outcomes for the previous two years are available on our website.

The impact of the PP funding has supported the pupils to close some of their learning gaps however the gap between PP and non PP has widened since the 2019 results - largely impacted by the pandemic.

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
Nessy	Nessy Learning
GL Ready	GL Ready
Lexia	Lexia Learning Systems LLC
Purple Mash	Purple Mash
Seesaw	Seesaw

Sounds Write	Sounds Write
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Further information

We targeted our additional Pupil Premium funding on extra staffing and extra intervention, including targeted tutoring and additional support programmes such as Jemstones (music and drama sessions to develop resilience, confidence and speech for EYU and Y2).

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 boosters, 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 and visitors, enabling all children to take part.