

William Harding Pupil Premium Plan April review (Action Plan) 2020 – 2021



A guide to Pupil Premium

If your child is eligible for free school meals, schools may also be entitled to receive a sum of money to boost their learning.

What is Pupil Premium?

Introduced in 2011, **the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.** This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to benefit the children who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

Is your child eligible?

Schools are given a pupil premium for children;

- In Reception to Year 6 who are, or have ever been, entitled to free school meals based on their family income: £1,345 per pupil, per school year
- In care: £2345 per pupil, per school year
- Previously in care who have been adopted, or who have a special guardianship order, a child arrangement order or a residence order: £2345 per pupil, per school year
- Recorded as being from service families: £310 per pupil, per school year

How can it be spent?

Schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible.

Common ways in which schools spend their pupil premium fund include:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Running a school breakfast club to improve attendance.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Investing in resources that boost children's learning, such as laptops or tablets.
- Creative and bespoke ways to support the pupil

All of the children in a class will reap some benefit from how the school spends its pupil premium: for example, if the money is used to fund an additional teaching assistant who works across the whole class, rather than providing one-to-one support.

How is it spent at William Harding?

At William Harding we have chosen to spend out Pupil Premium money to support the following areas which we have identified as being barriers to success for our Pupil Premium children'

- Well-being and pastoral support for eligible pupils, including access to School Counsellor and Family Liaison Officers
- Increasing a range of opportunities for eligible pupils, including trips and clubs, including periphetic music lessons
- Support for eligible pupils in all year groups to narrow the gap including Early Years (see EYFSPP plan additionally)
- Increased attendance rates for eligible pupils
- Support for pupils to attend WOW Club (Breakfast & After School Club)

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1. Summary information				
School	William Harding School			Total PP budget £179,675
Total number of pupils	784	Number of pupils eligible for PP	184 (Jan census)	Date for internal review of this strategy July
2. Previous attainment 2020				
	Pupils eligible for PP % School		Pupils not eligible for PP %	
2020 is internal <i>predicted</i> data from DN	2020	2019	School 2020 (DN)	national other (2018)
% achieving GLD	67 ↑	43	67	72
% achieving Phonics Screening Check	72	91	84	82
% making KS1 expected standard in reading	73 ↑	41	70	79
% making KS1 expected standard in writing	40 ↑	29	56	74
% making KS1 expected standard in maths	60 ↑	47	69	80
% making KS2 expected standard in reading, writing & maths	31 ↑	14	59	64
% making KS2 expected standard in reading	56 ↑	36	82	75
% making KS2 expected standard in writing	40 ↑	36	66	78
% making KS2 expected standard in Grammar, Punctuation & Spelling		40		78
% making KS2 expected standard in maths	50 ↑	29	77	73
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.	The percentage of pupils eligible for PP attaining the expected level in each year group is below that of pupils not eligible for PP in Phonics, KS2 Reading & Maths and Writing across the school			
B.	Pupils eligible for PP lack opportunities due to financial disadvantage & may have fewer life experiences to link to their learning in reading and writing			
C.	Pupils eligible for PP may suffer from low self-esteem; they may lack motivation and aspiration and this may affect their attitude to learning			
D.	Pupils eligible for PP have had an extended period of time at home away from a structured and safe school environment, with varied access to home learning			
External barriers (issues which also require action outside school, such as low attendance rates)				
E.	Attendance for PP children is below attendance for non PP – this reduces their school hours and causes them to fall behind			
F.	Parental engagement may be low for this group which means pupils may not be well supported at school			

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria April review COVID National Lockdown and ongoing restrictions</i>
D A	<p>Diminish the difference further of PP pupils in KS1 (Phonics, Writing) and KS2 (Reading, Maths & Writing) so they achieve in line with national non PP children.</p> <p>Improved % attainment of disadvantaged pupils % attendance improves</p>	<ul style="list-style-type: none"> • For disadvantaged children to reach expected level of attainment • Pupil Progress Meetings, QLA & data analysis shows the difference between attainment of PP pupils and non PP pupils is diminished further in all year groups and subjects • Pupils eligible for PP make good progress in Key Stage 1 and Key Stage 2 • PIXL and Curriculum approach to reduces the COVID gap so that disadvantaged pupils are EXS/GDS or make good progress if WTS • Measured in Y1-6 by teacher assessments and successful moderation practices established within the school and with other schools • Phonics to remain above National 82%+ and disadvantaged % increases
B & E	<p>Increased home support, parental engagement so pupils can access all the enrichment taking place at school</p> <p>% of FLO team support % of PP for parents evening Registers & % of PP pupils attending clubs</p>	<ul style="list-style-type: none"> • Increased % of pupils eligible for PP are attending homework club and extra-curricular clubs (if COVID allows) <i>COVID ongoing restrictions</i> • All PP parents attend Parental Consultation Meetings – virtual (in person if COVID allows) • Increased attendance of PP parents at parental workshops other year group and whole school events such as ‘Come and Read’ enabling greater support of their children (if COVID allows) Virtual events, Remote home learning • Parents are more actively involved in their children’s learning and work with the school to prepare pupils for secondary school Remote home learning • PP pupils complete home learning – majority of pupils in school and devices provided for those remote learning • Staff to organise enriching trips/experiences to enhance the children’s understanding and engagement in society (if COVID allows) <i>COVID ongoing restrictions</i> • Pupils eligible for PP experience a range of life, awe and wonder experiences (if COVID allows) <i>COVID ongoing restrictions</i> • Pupils diminish the difference in reading and writing • In the event of lockdown/partial closing pupils are focussed upon to attend school or supported at home by the Pastoral team (Counsellor, FLOs, SEN) with additional weekly calls and home deliveries, printed home learning, digital poverty checks carried out, laptops given to the those at home, food vouchers, all safeguarding meetings take place
C	<p>Social emotional needs of PP pupils are met resulting in a more positive attitude to learning and higher attainment</p> <p>FLO/Counsellor lists % of PP pupils seen</p>	<ul style="list-style-type: none"> • Pupils eligible for PP display positive behaviours and respond to precision intervention for emotional and social issues • The gap between PP and all pupils will diminish due to enhanced learning behaviours • Staff to monitor pupil wellbeing and report to the pastoral team concerning issues arising PP

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Behaviour records % of PP Improved % attainment of disadvantaged pupils	<ul style="list-style-type: none"> Children are supported through nurture activities, enabling them to be in a better place to access learning virtually
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		<ul style="list-style-type: none"> PP pupils access our FLOs, counsellor, Reading Dog <i>COVID ongoing restrictions</i> and other programmes to receive support with their emotional wellbeing School uniform needs are supported through the PP funding Well being approach to close COVID gap Extension of Pastoral FLO team to support pupils Improved % attainment
D	Increase attendance rates for pupils eligible for PP and vulnerable pupils. Attendance % and records	<ul style="list-style-type: none"> Overall PP attendance continues to improve in line with others Gap between % of late sessions for pupils eligible for PP and those not eligible for PP narrows

4. Planned expenditure

Demonstrating how we 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/rationale	How will you ensure good implementation?	Staff lead	Review
<p>A. Diminishing the difference further of PP pupils in KS1 and KS2 so they achieve in line with national non PP children in phonics, reading, writing and mathematics.</p> <p>Improve attainment of</p>	<ul style="list-style-type: none"> All staff have a target for PP attainment/progress on performance management Ensure books of PP pupils are known to all and a priority in next step marking & all monitoring Children to have challenge in lessons and not have a 'setting' ceiling placed upon them Pupil Progress meetings focus on all & PP as a group and individuals ensuring ALL PP are on the provision map for interventions Identify and address main barriers to learning for pupils eligible for PP Deployment of additional teaching assistants targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact PIXL Curriculum Approach to reduces the COVID gap so that disadvantages pupils are EXS or make good progress if WTS 	<p>Rationale: We believe that pupils will reach their FULL potential if support is carefully focused</p> <p>Evidence: The Pupil Premium: Update Ofsted 2014 reports that 'effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage</p> <p>Evidence: EEF Toolkit suggests high quality feedback is an effective way to improve attainment</p>	<ul style="list-style-type: none"> Pupil observation/Pupil voice CPD for PIXL and SM time to embed Lesson observation to ensure strategies being implemented effectively Monitoring and analysing data on Curriculum ladders & Flight paths Pupil Progress Meetings & mid term data review by YL Disadvantaged pupils to be effectively supported in class to 'keep up' not catch up and therefore meet their full potential 	HT, DHTs AHTs	<p>Termly</p> <p>Half termly Pupil progress reviews.</p> <p>Regularly reported in HT report to Governors.</p>

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disadvantaged pupils.	<ul style="list-style-type: none"> In the event of lockdown/partial closing pupils are focussed upon to attend school, printed home learning, laptops 	The Pupil Premium: Update Ofsted 2014 reports that ‘Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap’. ‘They target interventions forensically...			
i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence/rationale?	How will you ensure good implementation?	Staff lead	Review
A. Diminishing the difference further of PP pupils in KS1 and KS2 so they achieve in line with national non PP children in phonics reading, writing and mathematics. Improve attainment of disadvantaged pupils.	<ul style="list-style-type: none"> Bespoke interventions (COVID allowed) to be put in place to support closing the gap Additional staff to be in yr 6 for 4 smaller focused classes for RWM so they are secondary ready Lead TAs focus on PP Additional TAs to support the pupils push to EXS Strong TAs with best subject knowledge in Yr 6 Homework club to support additional learning that may not happen at home COVID ongoing restrictions Boosters for pupils to plug the gaps in learning In the event of lockdown or partial closing pupils focussed upon to attend school, printed home learning, laptops given to the those at home 	<p>Teachers will be supported to ensure PP pupils make accelerated progress and gaps with non-PP are closed.</p> <p>Teachers will understand barriers to learning for their PP children and be supported with strategies to overcome these as indicated in Pupil Premium Provision Maps</p>	<ul style="list-style-type: none"> Pupil observation/Pupil voice Lesson observation to ensure strategies being implemented effectively Monitoring and analysing data on Curriculum ladders & Flight paths Pupil Progress Meetings & mid term data review by YL Disadvantaged pupils to be effectively supported in class to ‘keep up’ not catch up and therefore meet their full potential Pastoral team to be aware of pupils at home who are at risk 	HT, DHT SIPL AHTs	Termly
Budgeted cost					£96,191
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence/rationale?	How will you ensure good implementation?	Staff lead	Review
B & E. Increased home support & parental engagement so	<ul style="list-style-type: none"> Each year group to organise enriching experiences across the year linked to the curriculum and our enrichment curriculum (COVID allowed) COVID ongoing restrictions 	<ul style="list-style-type: none"> Experiences support reading and writing so pupils are able to access knowledge 	<ul style="list-style-type: none"> Curriculum maps to be completed Feedback from staff Pupil voice 	HT, DHT SIPL AHTs	Termly

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<p>pupils can access all the enrichment taking place at school</p>	<ul style="list-style-type: none"> • CT to phone PP parents to arrange consultations, if appointment not been made • To finance trips & experiences for PP pupils so they have rich experiences (COVID allowed) COVID ongoing restrictions • To run homework clubs so that pupils have support with their homework and complete it to close the gap (COVID allowed) COVID ongoing restrictions • Parental engagement events such as Come and Read, Open Classrooms, Assemblies etc (COVID allowed) virtually • Parent information events such as Phonics, Reading, SATS etc (COVID allowed) COVID ongoing restrictions • Development of Family Room • Family Learning Courses held at school to support parent skills in a variety of areas (COVID allowed) (COVID allowed) COVID ongoing restrictions • Parent drop in session for SEN, FLO for information/support COVID ongoing restrictions • Additional member of FLO team to work with additional families 	<ul style="list-style-type: none"> • Lack of parental support and engagement is a key barrier to learning for pupils • Pupils can afford to go on trips • Homework is supported and completed • Parents feel safe and happy to enter school in a family friendly setting rather than via the main entrance and walk through the school and be seen • FLO team can reach a wider section of parents and pupils 	<ul style="list-style-type: none"> • Timetabled events and sessions • Pastoral/SEND team monitoring • Marketing of the family room 	<p>FLO team SENDCo</p>	
Desired outcome	Chosen action/approach	What is the evidence/rationale?	How will you ensure good implementation?	Staff lead	Review
<p>C. Social emotional needs of PP pupils are met resulting in a more positive attitude to learning and higher attainment</p>	<ul style="list-style-type: none"> • Safeguarding/FLO team to work with parents and pupils targeting support for families. Delivering a range of programmes including: bereavement, self-esteem, anger management, protective behaviours. • Mentoring scheme for vulnerable pupils with staff • Support for staff who have vulnerable pupils in class • Support with funding of places to PP children for school clubs COVID ongoing restrictions • Opportunity to attend breakfast club for those who fall below 96% attendance • Sessions with our in-house counsellor & Flo team 	<ul style="list-style-type: none"> • Families that are supported will then pass this support onto their children so pupils are happier and more relaxed • Financial restraint should not prevent any child from accessing extracurricular activities 	<ul style="list-style-type: none"> • Safeguarding team continue to safeguard pupils • Pastoral team to support pupils and parents in meet and great parents. • Parental voice • Work to show children’s understanding has been enriched by experiences • Lesson observations show a high level of engagement • Behaviour analysis 	<p>HT, DHT SIPL AHTs Counsellor FLOs</p>	<p>Termly</p>

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	<ul style="list-style-type: none"> Staff to support pupils with needs manage their behaviour to access the school environment In the event of lockdown/partial closing pupils are supported at home by the Pastoral team (Counsellor, FLO, SEN) with additional weekly calls and home deliveries, printed home learning, Digital poverty checks carried out, laptops given to the those at home, Food vouchers, all safeguarding meetings take place School uniform needs are supported through the PP funding (where offered/requested/accepted) 	<ul style="list-style-type: none"> Pupils feel relaxed and safe at school Pupils attend BC and have a nutritional and nurturing start to the day 			
Budgeted cost					£80,994

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence/rationale	How will you ensure implementation	Staff lead	Review
D. Improve attendance, PA and lates for all vulnerable groups	<ul style="list-style-type: none"> FLOs to support and monitor families with identified attendance and lateness issues e.g parent meetings, contract meetings, home visits, support, transportation support To motivate pupils to attend school promptly to access all learning opportunities – class signs Use of attendance consultant to provide training, support and intervention Attendance awards incentive programme to improve number of children achieving 100 % attendance per term eg experiences, awards, cups, prizes Home visits will not take place during COVID Pastoral team to support attendance during COVID 	<ul style="list-style-type: none"> To support the learning of pupils they first need to attend school. To support parents in understanding the importance of attending school. To support pupils and staff in the importance of promoting attendance 	<ul style="list-style-type: none"> FLOs support parent contract home visits. Parents to speak to school if they require support. Absence report Information SIMS analysis Evaluation of system for tracking lates and absence Record of communication with targeted families Minutes from meetings with parents Involvement from external agencies where required During partial/lockdown PP attend school 	HT, DHT SIPL AHTs FLOs Attendance consultant	Termly
Budgeted cost					£2,500
Total budgeted cost					£179,685