



**HARTLEY PRIMARY ACADEMY**

**Pupil Premium Action Plan**

**2020 – 2021**

**REVIEW**

### **What is the Pupil Premium?**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

### **OVERVIEW OF SCHOOL**

|   |  |
|---|--|
| <b>Total number of pupils on roll (Yr R – 6)</b>                  | 418  |
| <b>Total number of pupils eligible for PPG (@ September 2020)</b> | 37 (8.85% of roll)   |
| <b>Total number of Pupil Premium pupils with SEN/AEN</b>          | 9 of 37 have SEN, this represents 24.32% of disadvantaged pupils |
| <b>Amount received per pupil</b>                                  | £1320 (2020/2021)  |
| <b>Total received</b>   | £48,840 (2020/2021)  |

### **Pupil Premium Funding**

For the financial year 2020 - 2021, we will receive £48,840 in Pupil Premium funding.

### **Nature of Support**

At Hartley Primary Academy we continue to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, including:

- high quality, inclusive teaching.
- precision teaching by the class teacher.
- pupils taught in groups with other pupils who are working at a similar level.
- focused support from skilled teaching assistants, both in class and in small groups.
- individual tuition, by an experienced teacher or teaching assistant.

- intervention strategy support from teaching assistants (for example: Early Literacy Support, Targeted Support for Teaching Inference in Reading, Peer Mentoring, Lego Therapy).
- carefully targeted resources known to raise attainment.
- personalised support including pastoral support for individual pupils and their families, to meet their needs.
- supporting parents to fund clubs and trips.

All interventions are highly targeted over a period of time, according to need and impact tracked.

### **Monitoring the impact of Pupil Premium Grant**

The Principal, Miss Galinis, has overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole-school priority.

Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure. Targets for pupils are set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. All pupils eligible for Pupil Premium funding are discussed at termly pupil progress meetings. The DFE and LA also analyse our school data and compare our results to national data.

Through our termly Pupil Progress Meetings we report clearly on data for Pupil Premium.

### **Pupil Premium Action Plan**

**Objective 1: to provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.**

How will we meet this objective?

At Hartley Primary Academy, provision is tailored to meet the needs of every individual PP pupil.

The combination or all of following strategies will be used:

- Analysis of half termly / termly assessments and on-going formative assessment to identify gaps in knowledge / understanding. Soft assessments in reading and maths at the start of the term September 2020 to establish a baseline, following school closure.

Specialist support then timetabled:

- focused specialist TA support, outside the classroom either 1:1 or small group. Timetables reviewed termly following review of pupil progress.
- focused TA support within lessons to enhance QFT.

- SALTA support across the school to identify and support areas of need.

Timetables reviewed termly following review of pupil progress.

**Cost: £2000**

· Experienced teacher working supporting 1:1 tuition

**Cost: £9700**

· Experienced Teacher to support Year 3-6 teachers with 1:1 / small group support, either in the classroom during English / Maths lessons or withdrawal from the classroom (Covid19 secure procedures in place)

Support targeted at either:

- gaps in knowledge / understanding to enable rapid catch up following school closure from March 2020-September 2020.

- Deepening pupil's knowledge and understanding where they are securely at age- related expectations and seeking to accelerate progress for identified pupils to achieve greater depth.

**Cost: £5730**

- SALT TA across the school to identify and support specific SLCN needs. Full EYFS screening to identify need on entry to school.

**Cost: £ 5430**

| Actions   | Personnel                         | Timescale                                       | Monitoring Strategies   | Success Criteria   |
|---|-----------------------------------|---|---|--|
| 1a. Support provided according to Pupil Premium Provision mapping. Support sessions recorded on year group provision maps. Dialogue between class teacher and support staff as to the on-going learning priorities for each individual pupil. | Class teacher<br>Support staff    | Daily / weekly                                  | Pupil's books<br>Lesson Observation<br>Dialogue between teacher / support                 | Gaps identified in the September 2020 assessments are narrowed by the end of the academic year.<br><br>Pupils are making at least expected progress if working at ARE or above |
| 1b. Termly Pupil Progress meetings<br>- Discussions of progress with class teacher<br>- Scrutiny of books   | Principal<br>SLT<br>Class teacher | Completed at the end of each term (x6 per year) | Pupils' books<br>Summative assessment<br>Data Analysis<br>Discussions with class teachers | Pupils are making accelerated progress in targeted areas if working below ARE  |

|  |                          |                                   |   |  |
|--|--------------------------|-----------------------------------|---|--|
| - Analysis of summative assessments results<br>- Review of PP provision and development of provision for the following term  |                          |                                   | Discussions with support staff  | Targeted pupils are in-line to achieve greater depth or higher standard.   |
| 1c. Pupil Premium Audit to review:<br>- Effectiveness of PP strategies in meeting the needs of each individual pupil<br>- Effectiveness of provision, leadership and management, assessment and recording, resourcing in meeting pupils' learning priorities and in accelerating progress, where necessary | Principal<br>PP Champion | Twice in year (January/July 2021) | Pupils' books<br>Summative assessment<br>Data Analysis<br>Discussions with class teachers<br>Discussions with support staff | Pupils are making at least expected progress if working at ARE or above<br><br>Pupils are making accelerated progress in targeted areas if working below ARE<br><br>Pupil Premium provision is well lead, resourced effectively and best meeting the needs of learners |

**Pupil Premium Action Plan Objective 2: to provide personalised, targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school.**

How will we meet this objective?

At Hartley Primary Academy, provision is tailored to meet the needs of every individual PP pupil.

The combination or all of following strategies will be used:

- Discussions between Principal, Class teacher, external agencies and parents in identifying the social and emotional needs of individual pupils and the most appropriate support.

This support may include any of the following: focused specialist TA pastoral support, outside the classroom either 1:1 or small group.

The focus for provision and the provision itself are determined according to individual pupil needs.

**Cost: £12,300**

- Purchase of external counsellor worker time

**Cost: £2470**

- The setting up of the well-being team to support the recovery , re-introduction and renewal project, supporting the return to school in September 2020

**Cost: £3500**

- Involvement of outside agencies

**Cost: determined on an individual basis**

| Actions   | Personnel  | Timescale                            | Monitoring Strategies   | Success Criteria   |
|---|--|--------------------------------------|---|--|
| <p>2a. Support determined and provided according to Individual need<br/>Every support session recorded and evaluated on individual pastoral plans<br/>Dialogue between class teacher, support staff , Principal as to the ongoing priorities for each individual pupil.</p>   | <p>Principal<br/>Class teacher<br/>Support staff<br/>External Agencies</p> | <p>Daily / weekly</p>                | <p>Support Plans and provision maps<br/>Dialogue between teacher / support / external agencies / parents</p>  | <p>Provision is effectively meeting individual pastoral needs.</p> |
| <p>2b. Regular formal review of quality and impact of provision by relevant staff, external agencies and parents<br/>Review includes:<br/>- Feedback from individual providing the support<br/>- Feedback from the class teacher<br/>- Information on pupil's learning progress<br/>- Feedback from parents<br/>- Verbal feedback from child (if appropriate)</p> | <p>Principal<br/>Class teacher<br/>Support staff<br/>External Agencies</p> | <p>Determined by relevant adults</p> | <p>Pupils' books<br/>Summative assessment<br/>Error analysis<br/>Data Analysis<br/>Discussions with class teachers<br/>Discussions with support staff</p> |  |

|                                  |  |  |  |  |
|----------------------------------|--|--|--|--|
| Review informs future provision. |  |  |  |  |
|----------------------------------|--|--|--|--|

**Pupil Premium Action Plan Objective 3: ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)**

**How will we meet this objective?**

We will fund, where appropriate and after discussion with parents and outside agencies, activities from the following:

- Extra-curricular Clubs
- Additional lessons e.g. music, drama
- School Trips
- Residential trips
- Well-being activities as part of the recovery curriculum

**Cost: £5600**

| Actions   | Personnel | Timescale     | Monitoring Strategies  | Success Criteria                                   |
|---|-----------|---------------|--|--|
| 3a.<br>Dialogue between the principal, parents or carers, Outside Agencies and/or outreach worker to identify the priorities for PP funding to best meet the needs of the individual child.<br>Contributions towards any of the above determined on an individual child basis | Principal | When required | Dialogue between PP Leader, external agencies, outreach worker and parents | Provision is effectively meeting individual needs. |

Summary 2020-2021:

| Objectives   | Projected spend       | REVIEW (due September 2021)   |
|--|-----------------------|---|
| <p>To provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.</p> | <p>£22,860</p>        | <p>Targeted intervention was put in place during 2020-2021. During school closure disadvantaged children were invited into school and if they were unable to attend then they were provided with devices so that they could access the online learning. Both class teachers and teaching assistants supported the work on google classroom, running small group sessions for pupils that required additional support.</p> |
| <p>To provide personalised, targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school.</p>  | <p>£18,270</p>        | <p>Pupils requiring additional support for areas outside of the core subjects were given regular pastoral contact and access to the Relax Kids google classroom. Disadvantaged pupils requiring additional resources during school closure, if they were not attending school, were provided with these resources.</p>  |
| <p>To ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)</p>   | <p>£5600</p>          | <p>No school trips were able to be organised during school closures. Disadvantaged pupils that attended day trips that were organised in Term 6 were supported by PP funding.</p>   |
| <p><b>TOTAL</b></p>  | <p><b>£46,730</b></p> |   |



