

## Pupil premium strategy statement (primary) 2020-2021

1. Summary information					
<b>School</b>	Hardwick Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£60540	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	258	<b>Number of pupils eligible for PP</b>	38 (PP grant) / 14 (Service) 2 Post LAC	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment								
<i>Hardwick figures for pupils eligible for PP (based on in school progress data in years 1-6)</i>	<i>Hardwick PPP achieving expected or better progress</i>	<i>Hardwick PPP progress achieving expected or better progress</i>	<i>Hardwick PPP achieving age related expectations or better</i>	<i>Hardwick Non-PPP achieving age related expectations or better</i>	<i>National figures (from 2018-19) for pupils achieving age related expectations or better in reading, writing &amp; maths</i>		<i>Hardwick figures (from 2018-19) for pupils achieving age related expectations or better in reading, writing &amp; maths</i>	
					<b>PPP</b>	<b>Non-PPP</b>	<b>PPP</b>	<b>Non-PPP</b>
<b>Reading</b>								
<b>Writing</b>					51%	71%	0%	48%
<b>Maths</b>								

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school)</i>	
<b>A.</b>	Limited speech and language skills which impacts on learning
<b>B.</b>	Poor phonic skills, slow reading fluency and limited comprehension skills
<b>C.</b>	Gaps in learning - writing (including SPaG and handwriting)
<b>D.</b>	Gaps in learning - maths
<b>E.</b>	Special Educational Needs and Disability
<b>F.</b>	Low self-esteem and/or experiencing emotional/behavioural difficulties that impact on learning
<b>External barriers</b> <i>(issues which also require action outside school)</i>	
<b>G.</b>	Parental engagement with school and perceptions of education, including a lack of regular routines including, home reading and homework
<b>H.</b>	Consistent attendance and punctuality

I.	Access to resources, such as books and have life experiences, which other pupils experience
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4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Pupils develop and use language effectively and widely to express themselves.	Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in both speech and written forms. This can be seen in the monitoring process undertaken by school. They understand a wide range of vocabulary in both spoken and written forms allowing them to understand and access a wide range of both curriculum and wider life experiences.
B.	<p>Pupils develop and use phonic knowledge effectively to read fluently and accurately and improve comprehension skills.</p> <ul style="list-style-type: none"> <li>• Pupils read widely and for enjoyment.</li> <li>• Pupils can answer a range of question types (e.g., retrieve; infer, deduce, predict) in a range of text types and genre (e.g. short stories; procedural; recount; information; diary).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils progress quickly in phonics.</li> <li>• Pupils make rapid progress to achieve or exceed their end of year estimates.</li> <li>• Pupils have a reading age that is equal to or above their chronological age.</li> <li>• Pupils progress quickly through Accelerated Reader levels.</li> <li>• Pupils achieve high scores in assessments.</li> <li>• Pupils are reaching the expected standard or above in Y2 and Y6 Reading SATs.</li> </ul>
C.	<p>To address identified gaps in learning to improve and develop pupils' writing skills.</p> <ul style="list-style-type: none"> <li>• Pupils have excellent composition skills – they can articulate ideas well and can structure them effectively in various types and genre of writing.</li> <li>• Pupils are confident and accurate in their use of vocabulary, grammar, and punctuation.</li> <li>• Pupils can proofread and edit their work effectively</li> <li>• Pupils can manipulate simple tools and demonstrate improved pencil control.</li> <li>• Pupils demonstrate the correct formation, orientation, and size of letters.</li> <li>• Pupils demonstrate legible, joined handwriting.</li> </ul>	<p>Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in written forms. This can be seen in the monitoring process undertaken by school. They understand the writing process and can write legibly.</p> <p>Pupils are reaching the expected standard or above for their year group at meeting the end of KS1 and KS2 Writing expectations.</p>

<p><b>D.</b></p>	<p>To address identified gaps in learning to improve and develop pupils' maths skills.</p> <p>Pupils understanding of and confidence in maths is increased through a mastery approach.</p> <ul style="list-style-type: none"> <li>• Pupils have good arithmetic skills</li> <li>• Pupils can reason and problem solve</li> </ul>	<p>Pupils will increase in confidence in maths and show this in their arithmetic skills and confidence to tackle and solve more complex mathematical problems in a range of ways, as shown in summative and formative assessments and progress data. This can be seen in the monitoring process undertaken by school.</p> <p>Pupils achieve age related expectations for their year group and meet the end of KS1 and KS2 Maths expectations.</p>
<p><b>E.</b></p>	<p>Pupil Premium pupils with SEND can access the curriculum and achieve their best through personalised learning (where necessary), differentiated learning and identified gaps in learning which are addressed through targeted support in class.</p> <ul style="list-style-type: none"> <li>• Pupils with SEND become confident individuals, living fulfilling lives.</li> </ul>	<p>Pupils with SEND are making good progress in their learning through targeted support and assessments and monitoring by the SENCO demonstrates this.</p>
<p><b>F.</b></p>	<p>Identified pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p> <ul style="list-style-type: none"> <li>• Pupils are more willing to learn.</li> <li>• Pupils listen attentively in class and follow instructions well.</li> <li>• Pupils adhere to the school's behaviour expectations.</li> <li>• Pupils have excellent social skills.</li> </ul> <p>Pupils are self-confident, able to face challenges and can work independently.</p>	<p>Pupils are ready to learn in class without the need for formal intervention. Number of interventions to ensure pupils are ready to learn is reduced.</p> <ul style="list-style-type: none"> <li>• Fewer behaviour-related incidents are reported.</li> <li>• Pupils have increased self-esteem, improved listening skills and expressive language abilities.</li> <li>• Pupils are willing to undertake challenges with minimal or no adult support.</li> </ul>
<p><b>G.</b></p>	<p>Parents feel able to approach school and have a good relationship with school/class teacher.</p> <p>Parents have established routines at home and are confident and able to assist their children to complete homework tasks, including daily reading at home.</p>	<p>Parents feel comfortable approaching school for help with their child at home.</p> <p>Parents are confident to assist their child at home with their learning.</p>
<p><b>H.</b></p>	<p>Attendance and punctuality rates for pupils eligible for PP are good and consistent.</p>	<p>Pupils eligible for PP to have high attendance rates and low incidents of punctuality. This can be seen in the monitoring process undertaken by school.</p>
<p><b>I.</b></p>	<p>Enable pupils to experience similar opportunities to other pupils</p>	<p>The personal circumstances of pupils that the school can influence have improved and pupils experience similar opportunities to other pupils.</p>

## 5. Planned expenditure 2020-21

### Objective: Accelerate progress and attainment in maths and English

We aim for all PPP to make at least expected progress in maths and English, therefore raising attainment in both subjects.

#### i. Quality of teaching for all and targeted support

#### ENGLISH Phonics / Reading / Writing:

Addressing barrier...	Item/what we are doing	Evidence/rationale	Target audience	Desired outcome
<b>A</b>	Use Language Link and Sound Link in EYFS to identify pupils who have issues.	Recommend by Speech therapists	EYFS	Limited speech and language skills identified, referrals for speech therapy made, targeted interventions and support given. <b>Measure:</b> EYFS Baseline assessments and Pre and post intervention data.
<b>B</b>	Teach synthetic phonics using Read Write Inc Phonics daily in EYFS, KS1. Interventions and targeted support given as required.	Systematic synthetic phonics is the DfE's chosen approach to teaching children to read. The Read Write Inc. Phonics programme fulfils the department's core criteria and has a successful track record in schools across the UK.	EYFS and KS1	Pupils are making expected or accelerated progress in phonics. Y1 results in the Phonic Screening Check are at or above national average (81% 2019). <b>Measure:</b> Progress data from baseline assessment in September and at key points in the term made by the English Reading Leader.
<b>B</b>	Using PiXL Primary assessments to identify gaps in Reading.  Targeted support using PiXL Primary reading therapies.	PiXL Primary is an established system of assessment and interventions used nationally with proven results in raising attainment and pupil progress.	PPP in Year 1 to Year 6. PPP with high priority and identified by teachers as vulnerable to lack of progress/wide gap between current attainment and ARE/expected outcomes based on prior attainment.	Attainment of PPP is raised in English Reading because of targeted interventions. <b>Measure:</b> Pre and post intervention data. Termly progress data and end of year data

<p><b>B</b></p>	<p>Use Accelerated Reader to enable pupils to on the right reading level, be able to read widely.</p> <p>Pupils to be heard read in school individually and through guided reading.</p>	<p>Teachers monitoring what children are reading and the data produced in Accelerated Reader lead to improved reading skills. Research shows that pupils who read at least 20 minutes a day with a 90% comprehension rate (average percentage correct) on Accelerated Reader quizzes see the greatest gains.</p>	<p>Year 2 – Year 6 PPP</p>	<p>Attainment of PPP is raised in English Reading as a result of teacher monitoring of reading and teaching pupils to read.</p> <p>Fluency rate increases on half termly assessments. Aim to get 90 words per minutes in KS1 and 110 words in KS2.</p> <p><b>Measure:</b> Progress from the September baseline Star Reader tests. Termly progress data and end of year data.</p>
<p><b>B</b></p>	<p>Use Read Write Inc. Fresh Start program with PPP pupils in KS2 who are identifies as at risk or are behind in reading.</p>	<p>Fresh Start is a proven intervention at KS2 to improve phonics, reading accuracy, fluency, and comprehension skills.</p>	<p>Year 3-Year 6 PPP identified to need support in developing and improving reading skills.</p>	<p>Pupils are reading at age appropriate levels and they are reading fluently and have improved reading stamina.</p> <p><b>Measure:</b> Progress data from baseline assessment and at the end of the program. Accelerated Reader reading age reflects progress made and increase in reading fluency checks.</p>
<p><b>C</b></p>	<p>Use PiXL Grammar, punctuation, and spelling assessments, and accompanying therapies to target those in needs to improve the writing skills of PPP children.</p> <p>Extra support in class for writing skills, including SPaG, provided by TA support.</p> <p>Extra handwriting practice and fine motor control exercises supported by the TA.</p>	<p>PiXL Primary is an established system of assessment and interventions used nationally with proven results in raising attainment and pupil progress.</p>	<p>Year 2 to Year 6 PPP</p>	<p>Attainment of PPP is raised in English Writing because of targeted interventions.</p> <p><b>Measure:</b> Pre and post intervention data. Termly progress data and end of year data – writing evidence in pupil books.</p>

Mathematics: Arithmetic and Reasoning and Problem Solving:				
Addressing barrier...	Item/what we are doing	Evidence/rationale	Target audience	Desired outcome
<b>D</b>	Use Success@Arithmetic: Number Sense to target PPP who have an identified need.	This is an intervention based on research from Edge Hill University for pupils who need support to understand the number system and develop fluency with number facts. Pupils make an average Number Age gain of 14.5 months in 4 months ( <i>EEF</i> )	Year 3 to Year 5	Attainment of PPP is raised in mathematics arithmetic because of targeted intervention. <b>Measure:</b> Pre and post intervention data. Termly progress data and end of year data.
<b>D</b>	Use Power Maths (mastery maths) to teach daily maths lessons covering all aspects of maths, developing arithmetic, calculation, reasoning and problem-solving skills.	Power Maths (written by White Rose Maths) is a textbook mastery approach used in primary schools nationally and is recognised and recommended by the DfE as a maths scheme that raises standards in mathematics.	EYFS – Year 6	Attainment of PPP is raised in Maths because of high-quality teaching and targeted support for those who are at risk or fall behind. <b>Measure:</b> Termly progress data and end of year data. Work in pupil books.
<b>D</b>	Use NumFlex in KS2 to allow pupils to practice and consolidate personalised maths learning at home and in school (linked to Power Maths lessons and topics)	NumFlex is an online maths learning platform, which personalises the learning experience and pathway for pupils, linked to their learning in maths lessons.	KS2	Teachers can monitor the learning of individual pupils and use this to assess the progress made through the program and use the data generated to inform gaps in learning and what targeted support is required. <b>Measure:</b> Termly progress data and end of year data. Work in pupil books.
<b>D</b>	Use School Jam in In EYFS and KS1 to allow pupils to practice and consolidate maths learning at home (aligned to Power Maths lessons and topics)	A parental engagement app for schools featuring fun, easy-to-use maths activities to support parents with their children's home learning. Fully aligned to our Power Maths lessons and White Rose Maths.	EYFS and KS1	<b>Measure:</b> Termly progress data and end of year data. Work in pupil books.

<b>D</b>	Times Table Rockstars	New Times tables tests in Year 4 means increased focus on knowledge of times tables. Not all our pupils have the fluency and confidence in these skills yet and this is a gap that needs filling. Some children will not have access to this resource at home and we need to ensure we support this in school as well.	Year 2 to Year 6	To improve children's rapid recall of their times tables and their maths confidence in using their multiplication skills. <b>Measure:</b> Mental arithmetic and times tables tests. Year 4 Multiplication Check in June.
<b>Targeted adult support for PPP and PPP with SEND:</b>				
<b>A, B, C, D, E</b>	PPP to receive targeted and general adult support with learning.  Teaching Assistants will run interventions (with teachers).	Pupils receiving extra adult support builds confidence, boosts self-esteem and enables pupils to make progress in their learning.	EYFS to Year 6	<b>Measure:</b> Intervention data, termly progress data and end of year data. Work in pupil books.
<b>E</b>	PPP with identified SEND needs in English and Maths to receive extra adult support in class.	SEND pupils receiving extra adult support builds confidence, boosts self-esteem and enables pupils to make progress in their learning.	EYFS to Year 6	<b>Measure:</b> Termly progress data and end of year data. Work in pupil books. EHCP and Pupil Passports and reviews.
<b>Total budgeted cost</b>				<b>£35000 (58%)</b>

ii. Other approaches				
Objective: Well-being and Social & Emotional needs of children are met.				
Addressing barrier...	Item/what we are doing	Evidence/rationale	Target audience	Desired outcome
F	<p>Provide emotional and well-being support via the Pastoral Support Leader (ELSA) to PPP:</p> <ul style="list-style-type: none"> <li>to develop confidence and self-esteem</li> <li>run nurture groups and social groups</li> <li>provide behaviour support to individuals.</li> <li>work with CISS for identified PPP.</li> </ul>	<p>Recommendations from Educational Psychologist / Specialist Teaching Service for PPP.</p>	EYFS to Year 6	<p>Pupils supported by the Pastoral Support Lead are able to engage appropriately in class and are making progress in their learning as a result of the intervention and support provided.</p> <p><b>Measure:</b> Pastoral Support records, termly progress data and end of year data. Work in pupil books.</p>
Objective: Increased Parental Engagement and support with home/school learning				
Addressing barrier...	Item/what we are doing	Evidence/rationale	Target audience	Desired outcome
G	<p>Advertise the benefits of claiming FSM in the newsletter to encourage uptake and raise awareness of support available.</p>	<p>There is a need to address the misconceptions and lack of awareness surrounding FSM and the support that the school offers.</p>	Whole school	<p>Increased numbers of eligible families apply for FSM.</p> <p><b>Measure:</b> FSM Register</p>
G	<p>Ensure reading books that are going home are at the pupil's reading level and ability.</p> <p>Provide phonics support to parents to help them with hearing their child read via the Ruth Miskin website and flash cards.</p> <p>Support parents to use TT Rockstars, Numflex and School Jam on personal devices to support maths learning at home.</p>	<p>Parents are more likely to engage with and support home learning if they feel confident and able to do so.</p>	Whole school	<p>Teachers can monitor the learning of individual pupils and use this to assess the progress made through the program and use the data generated to inform gaps in learning and what targeted support is required.</p> <p><b>Measure:</b> Termly progress data and end of year data. Work in pupil books.</p>

G	Purchase 'exciting and colourful' revision guides for all PPP in Year 2 and 6.	Parents, children and teachers are able to share the expectations of the year 2 and 6 SATS. Engagement levels are increased, and tasks can be easily set between home and school.	Year 2 and Year 6	Increased understanding of how to support children at home. Improved home school relationships. Increased attainment in maths and English. <b>Measure:</b> End of year data
G	Pastoral Support Leader providing one to one support for PP families including Early Help interventions,	Children who are settled at home are emotionally ready to learn. Pastoral support for wider families facilitates this.	Vulnerable families including PP families	Improved lived experience for children including PP children <b>Measure:</b> Happiness surveys, Early Help closure scores, FSM uptake
H	Headteacher and Office to monitor the attendance and punctuality of PPP and follow up quickly on issues. First day response provision.	We cannot improve PPP progress and attainment if they aren't actually attending school regularly. Evidence shows that addressing attendance is the key step.  PP children need to be ready for the start of school and not arriving late.	PPP in EYFS to Y6	Pupils eligible for PP to have high attendance rates and low incidents of punctuality. This can be seen in the monitoring process undertaken by school.  <b>Measure:</b> daily attendance data

**Objective: Enrichment**

We aim to ensure that all PPP have the same opportunities as their peers leading to raised self-esteem, positivity and engagement in their holistic growth and development.

Addressing barrier...	Item/what we are doing	Evidence/rationale	Target audience	Desired outcome
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I	<ul style="list-style-type: none"> <li>Year 4 are provided with specialist music tuition as part of our school offer. Pupils currently claiming FSM are offered free of charge 'Play On' music lesson tuition in Years 5 and 6 and subsidised to PPP on a case by case basis.</li> <li>PPP currently claiming FSM are offered free of charge 'Rock Steady' music lesson tuition in Years 1 to Year 6 and subsidised to PPP on a case by case basis.</li> </ul>	Records indicate that only a small percentage of PPP take up music lessons and learn to play a musical instrument.	Years 1 to Year 6	<p>Raised self-esteem and confidence. Increased numbers of PPP participating in music lessons.</p> <p><b>Measure:</b> levels of participation compared with previous year.</p>
I	<ul style="list-style-type: none"> <li>Fund afterschool clubs for children entitled to FSM and subsidise to PPP on a case by case basis.</li> <li>Monitor the uptake of clubs by PPP by implementing a spreadsheet record.</li> <li>Target PPP in the summer term who have not yet participated in an extracurricular activity.</li> </ul>	Records indicate that only a small percentage of PPP have attended extracurricular opportunities.	PPP	<p>Increased attendance of clubs and extracurricular activities by PPP. Raised self-esteem and levels of fitness. Measure: levels of participation compared with previous year.</p>
I	<ul style="list-style-type: none"> <li>Fund school trips for children entitled to FSM.</li> <li>Fund/subsidise school trips for individual PPP on a case by case basis.</li> <li>Monitor school trips attended by FSM and PPP</li> </ul>	Previous lack of awareness around the support available has led to lack of participation on school trips and residential by PPP.	PPP	<p>All PPP can attend school trips if they wish to do so with no financial constraints.</p> <p><b>Measure:</b> school trip register</p>
I	<ul style="list-style-type: none"> <li>Fund swimming lessons for children entitled to FSM.</li> <li>Subsidise swimming lessons for individual PPP on a case by case basis.</li> </ul>	Swimming is an important life skill which all children need to acquire.	PPP	<p>All PPP attend swimming lessons if they wish to do so with no financial constraints.</p> <p><b>Measure:</b> Uptake of swimming lessons</p>

	<b>Total budgeted cost</b> £25500 (42%)
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