

## **Pupil Premium Strategy and Evaluation Report 2020-21**

Our Pupil Premium Grant allocation for the academic year September 2020 to July 2021 was **£114,427**. This was based on the number of pupils eligible for the Pupil Premium Grant in the January 2020 census as well as those joining after the census who would be eligible for funding.

Number of Pupils on roll (Summer term 2021) eligible for the Pupil Premium Grant				
Total number of children on roll (PAN)	Total number of children eligible for Pupil Premium	Free School Meals (incl. Ever 6)	Services (incl. Ever 5)	LAC or Post-LAC
630	115 18.25%	80 12.7%	23 3.65%	12 1.9%

### **Pupil Premium Funding 2020/21**

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and where appropriate, to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals or is for those who is currently or previously 'looked after'.

The Department for Education will allocate the following amounts for 2020/2021 - £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)

- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority - £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order.

### **Service Premium**

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if one of their parents is serving in the regular armed forces - they have been registered as a 'service child' in the school census at any point since 2011, or one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS).

Schools will receive £310 for each eligible pupil.

### **Statement of intent**

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils; with potential for further disruption to schooling caused by the COVID-19 pandemic. Our focus on ensuring high quality provision for disadvantaged pupils is based on strong educational evidence and forms part of our broader strategic improvement and implementation cycle which will improve provision for **all** pupils.

### **Barriers that may affect some disadvantaged pupils**

Deprivation adversely affects the emotional well-being of some pupils.

Poor attendance adversely affects the progress of some pupils and their attitudes to learning.

Some children require additional emotional support.

Turbulent family situations can impact on some children's physical and emotional wellbeing.

Poorer communication, language, vocabulary and literacy skills – a strong emphasis is needed on development of language understanding, narrative skills, speech sound pronunciation and vocabulary, including technical subject-specific vocabulary.

Poor fine and gross motor skills.

Support for development of emotional literacy, positive learning behaviours and good mental health and wellbeing.

### **Key principles of pupil premium strategy:**

EEF evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching. Our vision is that **all** children become happy, successful 'Lifelong learners with open minds'.

<b>1. A rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet expected outcomes:</b>			
<b>Intended outcome</b>	<b>Impact</b>	<b>Evidence and rationale</b>	<b>Implementation Monitoring</b>
To ensure all staff have a consistent understanding of high quality instruction, scaffolding and effective feedback – all staff are supported to be excellent practitioners.	All staff have a clear understanding of the importance of child-centred learning - 'personalisation' not 'normalisation' following HIEPS Helping Harry Learn programme; adaptive teaching is based on focus questions linked to cognitive load. Collaborative professional development & buddying have led to high quality of teaching & learning/shared understanding of effective practice. Prioritisation of teaching of key knowledge, skills and developing pupils' understanding has supported improved pupil attainment over time. Teachers have prioritised teaching of core skills to address children's gaps in knowledge and misconceptions. Teachers have accurate diagnosis of what has been taught, remembered, forgotten or missed end July 2021. Teachers' excellent subject knowledge has enabled them to make accurate assessments to identify what knowledge, skills and understanding needs to be re-taught and to which groups.	<b>HEIPS</b> Helping Harry Learn Programme was developed in collaboration with Hants Educational Psychologist – strategies being implemented as part of long term approach to improvement in teaching and learning. <b>EEF</b> states a rigorous focus on high quality teaching improves outcomes for all pupils.	Whole school monitoring half termly – work scrutiny, PPA actions for year leaders, moderation and buddying. Report to Learning & Teaching committee SG, KE, JB.
	High quality feedback from teachers has provided timely effective indicators in order to secure pupil progress.	<b>Collaborative professional development</b> of teaching and	Whole school monitoring half termly – work scrutiny,

	Personalisation not normalisation is approach understood by all staff. Teachers have successfully implemented retrieval practice strategies.	learning through buddying has led to improvements in quality of teaching and learning and shared understanding of effective practice. <b>EEF</b> toolkit states that developing effective feedback can lead to up to additional 6 months progress.	PPA actions for year leaders, moderation and buddying.  Report to Learning & Teaching committee SG, KE, JB.
	Early Career Teachers received additional support and mentoring in response to alterations in school based initial teacher training due to COVID-19 through EDT 'Accelerate' programme.	<b>EEF</b> states a rigorous focus on high quality teaching improves outcomes for all pupils and supports retention of ECTs.	Weekly mentoring, whole school monitoring half termly – work scrutiny, PPA actions for year leaders, moderation and buddying. Mentoring SW. Report to Learning & Teaching committee SG, KE, JB.
To ensure staff support pupils to develop strategies to support memory and metacognition	Teachers effectively support children to build and maintain links between prior and current learning which has improved pupils' ability to retrieve what has previously been taught, make links to current learning and identify next steps. Strategies taught have increased pupils' ownership and responsibility for learning and improved pupils' awareness of themselves as learners.	<b>EEF</b> toolkit states that developing effective strategies related to metacognition and self-regulation can lead to up to additional 7 months progress.	Whole school monitoring half termly – work scrutiny, PPA actions for year leaders, moderation and buddying. Report to Learning & Teaching committee SG, KE, J, Year leaders.
To ensure targeted diagnostic assessment is used to support teachers to monitor pupils' progress, understand their needs and adapt provision to meet their needs.	Continuous drive for excellence has created an environment of shared understanding, responsibility and growth which is aspirational and inclusive. Improved staff understanding of individual needs has led to increases in pupils' self-esteem and self-efficacy. Improved support for emotional wellbeing has been established through creation of positive caring relationships and specialist support. Introduction and implementation of new Classroom Monitor assessment system has led to accurate, high quality assessment and adaptive teaching. Teachers' use of standardised assessments has supported formative teacher assessment to identify areas of strength and concepts that need to be re-taught, and accurate assessment.	<b>EEF</b> states a rigorous focus on high quality teaching improves outcomes for all pupils.	Whole school monitoring half termly – work scrutiny, PPA actions for year leaders, moderation and buddying. Report to Learning & Teaching committee SG, KE, JB, Year leaders.

To develop whole school Mastery approach for mathematics teaching.	<p>Training of Mastery leads completed with Solent Maths Hub</p> <p>Lead teachers part of Mastery work group</p> <p>On-going support from Mastery teachers &amp; maths specialist has supported team to adapt provision.</p> <p>All staff have undertaken training from the local Solent Maths Hub in order to improve teacher subject knowledge and improve mathematical practice over time.</p>	EEF toolkit states that mastery learning approaches are effective – up to additional 5 months progress.	Whole school monitoring half termly – work scrutiny, moderation and buddying. Report to Learning & Teaching committee SG, KE, HH, KH.
To ensure all staff understand how to promote high expectations leading to excellent pupil behaviour and levels of motivation	<p>Consistently high expectations and understanding of high quality provision has supported pupils to return to the lived daily experience of learning following two periods of remote home learning.</p> <p>Teaching assistants' training has supported them to support and deliver high quality teaching and learning across all classes and improve understanding of adverse childhood experiences and difficulties experienced by pupils related to close closures and attachment.</p> <p>Enhanced training for teaching assistant team has improved strategies for positive behaviour management and consistent use of Harrison Learning Tree.</p> <p>Support for pupils' emotional wellbeing in place through development of positive caring relationships &amp; individual targeted support for more vulnerable families through individual Family Links, a one-to-one online parenting programme.</p> <p>High quality outdoor provision has enabled pupils to reconnect with their friends and promoted positive attitudes for learning and behaviour.</p> <p>All staff have developed greater understanding of pupils' vulnerabilities and disadvantages within our community.</p> <p>Consistent culture established across the school that ensures all pupils are highly motivated and engaged learners.</p> <p>Pupils develop pro-social and emotional skills and attitudes that promote learners' success, well-being and mental health in school.</p>	<p>EEF toolkit states that improving pupils' behaviour can lead to up to additional 4 months progress.</p> <p>EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 months progress.</p>	Whole school monitoring half termly – work scrutiny, PPA actions for year leaders, moderation and buddying. Report to Learning & Teaching committee SG, KE, JB, Year leaders.
To ensure provision of high quality remote home learning that is integrated into the school curriculum to provide continuity of teaching and learning	<p>Teachers have excellent understanding of how to link high quality remote learning to in-class provision and continue learning journey for children in and out of school.</p> <p>Provision of high quality remote home learning was integrated into the school curriculum to provide continuity of teaching and learning.</p>	Ofsted, 2021, reported that remote home learning is a necessary substitute in mitigating against learning loss where classroom teaching is not possible.	Whole school monitoring half termly – work scrutiny, PPA actions for year leaders, moderation and buddying.

	Most vulnerable pupils gained access to technology – loan facility established to support access to home learning.		Report to Learning & Teaching committee SG, KE, JB, Year leaders.
<b>Cost</b>			<b>£35,163</b>

<b>2. Targeted academic support - additional support is provided through targeted provision:</b>			
<b>Outcome</b>	<b>Impact</b>	<b>Evidence and rationale</b>	<b>Implementation Monitoring</b>
To ensure catch-up teaching and targeted intervention lead to improved pupil outcomes and progress.	Improved tracking and planning for vulnerable pupils has led to improved/consistent levels of attainment and progress related to starting points. Catch up targeted teaching has identified focus groups and responded to pupils' needs leading to improved outcomes. Implementation of targeted strategies related to improved provision for pupils with speech, language and communication. Introduction of writing conferencing has supported improved learning and teaching in English.	EEF toolkit states that interventions and small group teaching approaches are effective – up to additional 4 months progress.	Whole school monitoring half termly – work scrutiny, moderation and buddying. Report to Learning & Teaching committee SG, KE, JB, HH, ST, MH, JE.
To improve outcomes in phonics at end key stage 1.	Implementation of small group phonics intervention across year 2 lead to 96 % pupils passing phonics screening check June 2021. Employment of full time qualified teacher to ensure catch up intervention across year 2 targetted children who did not pass phonics screening check in December 2020.	EEF toolkit states that developing phonics provision can lead to up to additional 5 months progress. EEF toolkit states that small group teaching can lead to up to additional 4 months progress.	Whole school monitoring half termly – work scrutiny, moderation and buddying. Report to Learning & Teaching committee SG, KE, JB, NT, SW.
To improve communication and language skills for eligible pupils in EYFS and year 1.	Employment of full-time teaching assistant with speech and language specialism achieved. Screening of targeted pupils in EYFS undertaken by TA with specialism in speech and language. Employment of 3 EYFS teaching assistants to lead language intervention in Year R through Nursery Narrative approach. Implementation of Nuffield Early Language Intervention (NELI) in Year R led to good outcomes for five children identified.	<b>Linked to previous involvement in 'Keep On Talking programme'</b> shown to improve outcomes at end EYFS. EEF toolkit states that small group teaching can lead to up to additional 4 months progress. EEF toolkit states that oral language interventions, particularly in EYFS, can lead to up to additional 6 months progress.	Whole school monitoring half termly – work scrutiny, moderation and buddying. Pupil screening. Report to Learning & Teaching committee. SG, KE, JB, MH, JE.
Early and targeted interventions including one to one support, pre and post tutoring.	Whole school approach to meeting the needs of disadvantaged children incorporates access to high quality and inclusive teaching, in-class support.	EEF toolkit states that interventions and small group teaching approaches are effective	Whole school monitoring half termly – work scrutiny, moderation and buddying.

	Focussed class teacher and teaching assistant support is backed up by short term intervention, and/or additional guided teaching. Forensic monitoring and timely intervention secured progress for underachieving pupils to ensure end of key stage expectations are achieved. Social and emotional support for children and families led to improved pupil social skills, confidence and attitudes to learning.	– up to additional 4 months progress.	Pupil screening. Report to Learning & Teaching committee. SG, KE, JB, MH, JE.
Focus on persistent absence and lateness through daily monitoring of attendance by the Senior Management Team	Excellent attendance for all pupils (school target 97%). Improved attendance and punctuality levels. Improvement of positive relationships with vulnerable families Improved support for children with emotional needs/more challenging behaviour led to improved attitudes to learning and attainment. Improved pupil social skills, confidence and attitudes to learning ELSAs, FEIPS practitioners and nurture specialists' training has led to improved support for emotional well-being of our pupils and their families.	EEF toolkit states that interventions and small group teaching approaches are effective – up to additional 4 months progress.	Whole school monitoring half termly – work scrutiny, moderation and buddying. Pupil screening. Report to Learning & Teaching committee. SG, KE, JB, MH, JE.
<b>Cost:</b>			<b>£30,000</b>

### 3. **Whole school strategies:** we believe that there is no single strategy or intervention which provides a complete solution.

Our overarching aim is for disadvantaged children, as it is for **all** children, to receive high quality teaching and classroom learning support in order to maximise opportunities for success and provide additional support through targeted provision. Support for non-academic issues that impact success, such as access to enrichment activities, support for attendance and social and emotional challenges have also been identified as barriers to success for children with complex needs.

<b>Outcome</b>	<b>Impact</b>	<b>Evidence and rationale</b>	<b>Implementation Monitoring</b>
Support extra-curricular enhancement access.	Ensure subsidies for disadvantaged pupils enables equality of opportunity. Employment of additional Lunchtime Play Leaders ensures high quality provision/improved social skills and interaction/maintains excellent provision and minimises risk of mixing.		<b>£ 1,450.00</b> <b>£15,000</b>
Support for individuals' emotional well-being and mental health to address barriers to learning.	Pupils are provided with timely and effective pastoral support through access to Emotional Literacy Support Assistant and FEIPS practitioners. Ongoing training in place to ensure effective support and improved access to curriculum.	EEF toolkit states that interventions and small group teaching approaches are effective – up to additional 4 months progress.	<b>£32, 864</b>

	Implementation of specific programmes including Lego Therapy, Socially Speaking, Time to Talk & PATHS programme supported improvements in children's social and emotional competencies. Access to resources and specialist support from Beacon House improved staff's competencies in meeting needs of vulnerable children with complex needs.	EEF toolkit states that improving pupils' behaviour can lead to up to additional 4 months progress. EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 months progress.	
Development of Mental Health and Well-being team.	Pastoral and Mental Health and Wellbeing team extended. Training from Mental Health First Aid undertaken by key members of team. Appointment of MHWB lead in senior leadership team. Actions identified following attendance at Hants MHWB project last academic year. Audit implemented Summer term 2020.	EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 months progress. These approaches are most effective when embedded into routine educational practices and supported by professional development and training for staff.	Overseen by JB. Summer 2021.
Implementation of whole school approach to structured teaching of social and emotional learning skills.	Supplementation of PSCE curriculum with PATHS curriculum content in response to need for deliberate teaching of social and emotional skills has improved children's identification and understanding of their emotions and self-regulation.	EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 months progress. These approaches are most effective when embedded into routine educational practices and supported by professional development and training for staff.	Overseen by JB. Summer 2021.
Pupils are provided with counselling to support the emotional and mental health needs of individual children.	Provision of private counselling (outsourced) improved pupil participation levels. Access to support led to emotionally healthier lifestyles and improved self-esteem. More vulnerable pupils are supported to gain confidence and improve outcomes. Individual children were better able to cope with the challenges they face and are being supported to understand past experiences.	EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 months progress. These approaches are most effective when embedded into routine educational practices and supported by professional development and training for staff.	Overseen by JB. Summer 2021.
<b>Cost:</b>			<b>£49,264</b>

### **COVID-19 Catch-Up Premium**

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes.

The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2 - it is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, and our curriculum remains broad and ambitious.

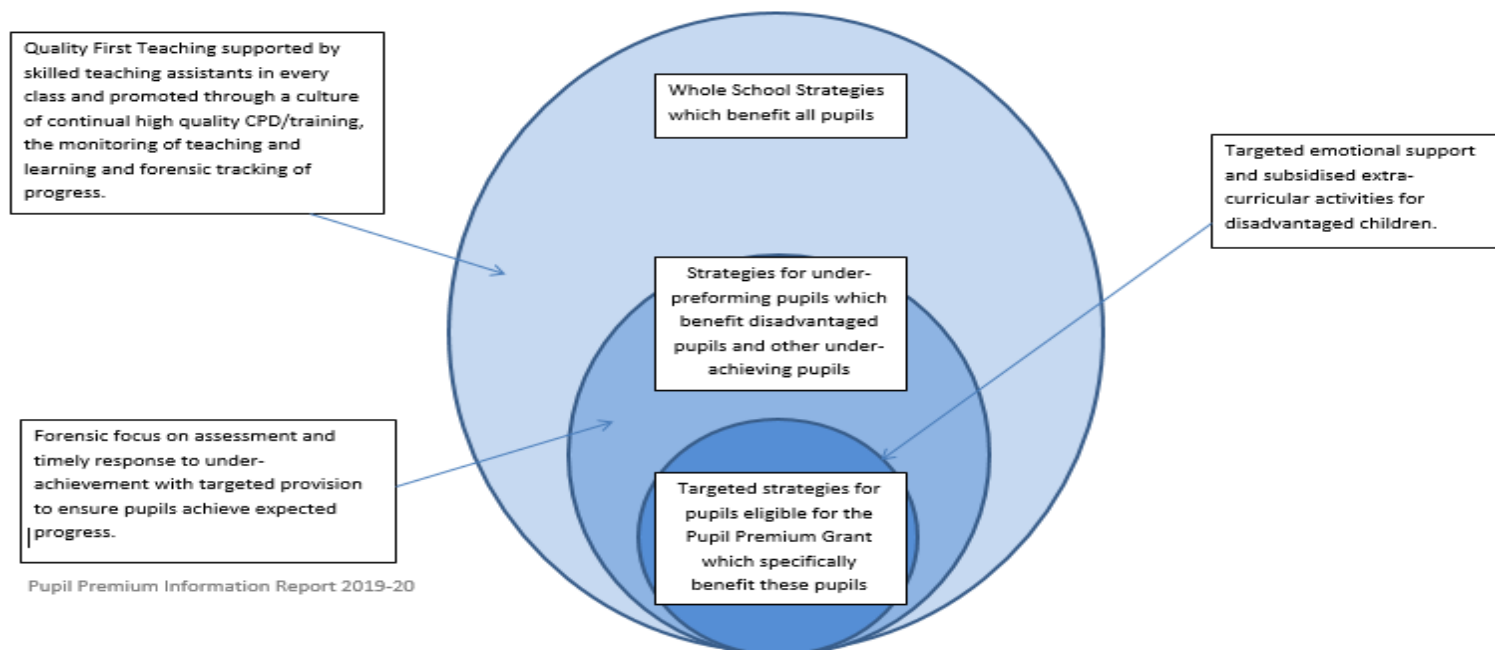
<b>COVID CATCH UP PREMIUM</b>			
To improve outcomes and progress in mathematics in years 2,3, 5&6 through targeted catch-up teaching.	Appointment of primary mathematics specialist has ensured mathematics attainment and progress are maintained through targeted teaching of mathematics in years 2,3,&5.	<b>EEF</b> toolkit states that small group teaching can lead to up to additional 4 months progress. <b>EEF</b> toolkit states that mastery learning approaches are effective – up to additional 5 months progress.	Pupil screening. Report to Learning & Teaching committee. SG, KE, JB, HH, KH.
			<b>£50,400</b>

Our common purpose binds us to do what's right for our children. Our school's values – Collaboration, Honesty, Equality, Respect and Responsibility underpin our response to high quality provision and the belief that all children can become lifelong learners. Individual provision is targeted to give pupils the much needed space, individual support and familiar routines. We have prioritised the teaching of core skills and focused on bringing back the consistent rigour we have always worked hard to establish.

The diagram below illustrates the strategy that we employ to support our disadvantaged pupils and the use of the pupil premium grant. Following the Coronavirus pandemic when half of our children were learning at home we are more determined than ever to ensure that children 'recover' their learning loss, rediscover a love of learning and thrive as they resettle to a safe learning environment and the surety of school routines and high expectations.



Diagram showing the strategies that will be employed to support our disadvantaged pupils



Attainment end KS2 2019	Pupils eligible for PP % HPS	All pupils HPS	Pupils eligible for PP National	All pupils National average
% at expected standard for reading at end KS2	100%	96%	62%	73%
% at expected standard for writing at end KS2	85%	98%	68%	79%
% at expected standard for mathematics at end KS2	92%	99%	67%	78%
% at expected standard for GAPS at end KS2	100%	99%	67%	78%
% at expected standard for reading, writing and mathematics at end KS2	77%	92%	51%	65%

There were no statutory assessments in summer 2021 due to the COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan to adapt the curriculum to meet individual needs. These teacher assessments were based on attainment based on March assessments prior to school closure / lockdown. The government announced in November 2020 that all exams due to take place in schools and colleges in England in summer 2021 were to be cancelled and that it would not publish any school or college level educational performance data based on tests, assessments or exams for 2021 in key stage 1 and 2. This includes data for EYFS, phonic screening check (Year 1), end of key stage 1 SATs, multiplication tables check (Year 4) and end of key stage 2 SATs.

### **The impact of the funding allocations and improvements outlined in the PP strategy 2020/21 academic year for pupils in receipt of Pupil Premium**

Pre-Covid19, formative and summative data analysis and pupil progress reviews ensured that children made accelerated progress through high quality teaching, a consistent pedagogical approach and use of assessment for learning.

Teachers carefully plan for children's next steps, setting SMART targets for individual children to ensure that gaps are narrowed between pupils eligible for pupil premium and their peers.

#### **2019-2020 academic year:**

By end of Summer term 2020 - 382 pupils were attending school during lockdown; this includes those who attended during lockdown and the partial return to school following 1<sup>st</sup> June 2020. Two children were supported through 1 to 1 provision during this time.

Of 382 pupils 119 were in receipt of pupil premium (FSM6, LAC/PLAC and Services PP) which constitutes 31% those attending.

100% 78 children on FSM6 attended school, 83% LAC/PLAC (10/12) attended and 100% Services children attended (24).

Following government guidance, our most vulnerable pupils were supported through:

- encouragement to attend the school's emergency care provision from 20<sup>th</sup> March 2020 lockdown
- risk assessments were undertaken for identified pupils
- weekly contact by members of the headship team/class teachers to support emotional wellbeing and remote learning
- weekly contact to suggest pupils return to school
- holiday club provision at school during the summer holiday (28 children attended 10 sessions each)
- provision of weekly food packages (FSM) including through the Easter holiday and the half term
- provision of online home learning available to all children; including learning packs for children unable to access internet/technology/printers
- phone calls from 1:1 teaching assistants/FEIPS and ELSA practitioners to support SEMH and wellbeing
- continuous provision throughout Easter and summer half term holidays
- phone calls and video calls from class teachers to support learning
- direct access to year group emails to support and motivate children; provide continuity in learning and a continued sense of belonging to the school community.

#### **2020-2021 academic year:**

All children returned to school in September 2020. COVID regulations and the hierarchy of controls remained in place.

During lockdown January – March 2021 all of our most vulnerable pupils were offered and encouraged to attend school (only a small number did not attend due to parental decision to keep children at home).

**Lockdown attendance: 1<sup>st</sup> March 2021 220/630 35%, 4.5% attendance lost due to COVID 19/non-compulsory school age**

Year groups most demand: Years 1,2,3 & 5

Vulnerable attendance during lockdown:

Children supported by Children's Services 6/7 attended (86%)

Children supported by Early Help Hub 8 attended (100%)

Family Links virtual support from Harrison Primary for three families who did not attend

Other vulnerable 50% (10 in, 11 out)

Children with Education Health Care Plans - 3 in, 4 out – 3 receiving remote 1-to-1 learning.

Other children with special educational needs and disabilities 7 attended 100%

**Attendance week of 22/03/21 99%**, 2 children shielding. On returning we have tried to mitigate key risks related to pupil absence through regular communication between the school team and families. The DfE states that more disadvantaged children typically have lower rates of attendance but our more vulnerable groups were targeted for attendance during the January-March lockdown (see above).

Support for vulnerable children at home:

- Access to daily online learning tutorials and materials offered flexibility to families' needs (to alleviate the pressures of working from home and the need to home educate)
- Daily zoom contact by class teachers provided daily learning direction
- Weekly class 'fun' zoom meetings allowed children at home and at school to meet on a weekly basis providing continuity and a sense of belonging to the school community
- Children/families contacted on a weekly basis by members of the headship team or by class teacher - important in supporting and motivating children and families
- Class teachers supported learning by responding to questions raised through the year groups email accounts
- Our most vulnerable children provided with personalised support (3 children who were LAC/PLAC and with EHCPs received daily bespoke remote learning from teaching assistants under the direction of class teachers and SENCo).