

Pupil Premium Impact and Expenditure Report 2020-2021– Harlington Lower School



National Context Pupil Premium Grant (PPG) 2020-2021

The department for Education (DfE) published the Pupil Premium Grant (PPG) 2020-2021. PPG will be paid pursuant to Section 14 of the Education Act 2002 and, in accordance with Section 16 of that Act, the Secretary of State lays down terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2020. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2020, some or all of it may be carried forward to future financial years.

The Pupil Premium per pupils for 2020-2021 is as follows:

Type of Pupil	Pupil Premium per pupil
Pupils recorded as Ever 6 FSM	£1,345
Looked After Children	£2,345
Service Children	£310
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2,345

Eligibility

In the current academic year, schools will receive £1345 per pupil of primary-school age and £955 per pupil of secondary-school age.

With regards to children who are 'Looked After', the allocation per pupil is £2,345. It has been agreed in Central Bedfordshire that each school will receive £1,800 of this amount each year for an identified child; the remaining £545 will be held by Central Bedfordshire's Virtual School for 'Looked After' Children and will be managed by the

Headteacher of the Virtual School; the 'top sliced' funding will be used directly to support intervention for those 'looked after' children most at risk of under-achievement or disengagement from learning.

Ever 6 FSM The Pupil Premium for 2020-2021 will include pupils on the January 2020 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years since **May 2015**, as well as those first known to be eligible at January 2020. For the purposes of these grants conditions, "Ever 6 FSM" means those pupils recorded on the January 2020 School Census who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since **May 2015**, including the January 2020 School Census.

Children adopted from care The Pupil Premium for 2020-2021 will include those pupils recorded on the January 2020 School Census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as residences order). These are collectively referred to as post LAC in these conditions of grant.

Ever 6 Service Child For the purposes of these grant conditions, "Ever 6 Service Child" means a pupil recorded on the January 2020 census who was eligible for the Service Child premium since the January 2015 census as well as those recorded as a service child for the first time on the January 2020 census,

Vision

Our school uses income from Pupil premium towards our vision of 'Learning for Life' for the whole school, with all staff and Trustees fully committed to providing outstanding education and excellent pastoral care for the whole community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development.

We will endeavour to ensure any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible in order that these children are not disadvantaged by their personal circumstances.

Principles

- We ensure teaching and learning opportunities meet the needs of all the children
- We ensure appropriate provision is made for pupils who belong to vulnerable groups

- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

Pupil Premium Grant 2020-2021

Pupil Premium Grant 2020-2021	
Total number of pupils on roll	144
Total number of pupils eligible for PPG/ Ever 6	6
Total number of service children	0
Total number of Looked After Children	1
Total number of Post LAC	1
Total no. pupils eligible as at April 2018	6 / 4.16%
Total Anticipated Pupil Premium Grant	£8,500

Current Contextual Information

17% of our PPG children have Special Educational Needs or Disabilities and are not working within their age related curriculum

100% of our PPG children are also part of other vulnerable groups within school

Current Attainment 2018 – 2019 No statutory assessment 2020-2021 re Covid19

	All Pupils	Pupil Premium Pupils	National Average All Pupils
% of EYFS children reaching a Good Level of Development (GLD)	67%	100% (1*)	72%
% of Y1 meeting the expected standard in the Y1 phonics screening check	73%	67% (3*)	82%
% of pupils achieving age related expectations in Reading at the end of KS1	86%	0% (1*)	75%
% of pupils achieving age related expectations in Writing at the end of KS1	86%	0% (1*)	70%

% of pupils achieving age related expectations in Maths at the end of KS1	89%	0% (1*)	76%
% of pupils achieving age related expectations in Reading at the end of Y4	76%	33%(3*)	82% (LA average)
% of pupils achieving age related expectations in Writing at the end of Y4	72%	33%(3*)	73% (LA average)
% of pupils achieving age related expectations in Maths at the end of Y4	83%	33%(3*)	78% (LA average)

*Pupils also part of other vulnerable groups including SEND

Barriers for future attainment (for pupils eligible for PPG)

In School Barriers

A. Low baselines for PPG children on starting school, particularly in communication and language

B. Difficulties with learning. Some children who are eligible for PPG do not meet the thresholds for SEND support but are attaining less than some of their peers, especially in writing and maths

C. Difficulties with learning. Some children who are eligible for PPG are also part of concurrent vulnerable groups and have experienced complex or traumatic family emotional and social difficulties and have lower attainment

D. The gap between Non PPG and PPG children is sometimes higher than compared to national due to small numbers of PPG children

External Barriers

E. Poor experience of play

F. Emotional support is needed for some children eligible for PPG

G. Some families are hard pressed to fund enrichment activities such as music tuition and trips

H. significant issues in the family home and lack of parental involvement resulting, for some children, in limited support for education and significant emotional issues impacting on educational outcomes.

I. Some children eligible for PPG are sometimes late to school or have poor attendance, dropping below 95% which reduces their time in school, they miss lessons and consequently fall behind.

J. Impact of school closure due to Covid19 and the resultant missed educational and social opportunities.

Desired Outcomes	Success Criteria
<p>A, E, J Improve language skills of pupils eligible for PP funding. Language teaching will develop breadth (vocabulary size) and depth (understanding and use in context).</p>	<p>PP children in Reception class make rapid progress and achieve a good level of development. Effective delivery of Lift off to Language programme. Early language development results in continued improvements in EYFS outcomes for language and communication. EYFS intervention will include modelling of language during play, this will impact positively on progress in language and communication. Transition following Covid 19 will be effective. Children will settle quickly into Reception. Impact of Covid 19 school closure is minimised.</p>
<p>B, C, J Rates of progress across the school for pupils eligible for PP, particularly for vulnerable and pupils with SEND</p>	<p>Excellent awareness and knowledge of each PP child through relationships with staff, allow targeted support for each child as necessary. Ambitious PP targeting, seeking to maximise rates of progress. Evidence of successful interventions demonstrating impact on pupils' progress to ensure every effort is made to diminish the difference in progress. Transition and return to school following Covid 19 will be effective, children settle into new year group. Impact of Covid 19 is minimised. Improvements to Quality First teaching impact on rates of progress. My Support Plans are shared with PP/SEND pupils and parents. Excellent deployment of support staff to enhance progress. Online learning packages and digital technology enhance pupil progress e.g. Purple Mash. School tracking will show that PP pupils will make at least expected progress in reading, writing and maths.</p>
<p>D, J, Continue to 'diminish the differences' between Non PPG and PPG pupils PP children will achieve their highest potential in phonics.</p>	<p>Individual pupils tracking shows the gap is closing between the small group of learners compared with National data Excellent awareness and knowledge of each PP child through relationships but with staff, allow targeted support for each child as necessary. Ambitious PP targeting seeking to maximise rates of progress. Evidence of successful interventions demonstrating the impact on pupils' progress to ensure every effort is made to diminish the difference in progress. Transition and return to school following Covid 19 will be effective, children will settle into their new year group. The impact of Covid 19 is minimised. Improvements to Quality First teaching impact on rates of progress. Excellent deployment of support staff to enhance progress. Y2 pupils access high quality phonics teaching and will complete Phonics Screener in the Autumn term.</p>

<p>E. Ensure that adequate provision is in place for the social and emotional needs for PP pupils, particularly those with SEMH so that they make good or better rates of progress and impacts on attainment. Children are emotionally secure and literate; wellbeing levels are high.</p>	<p>Provision of lunchtime space/ resources. Feedback reports impact of spaces for children who access these spaces. Impact of interventions and strategies including Theraplay, can be seen in readiness to learn and rates of progress and self-regulation of emotions. Pupil and parent surveys are unreservedly positive about the school's provision for the social and emotional needs of PP children. Impact of improved outdoor play provision results in fewer behaviour incidents recorded for children who need social and emotional support. Referrals to outside agencies result in positive support and progress for pupils with SEMH. Impact of Covid 19 school closure is minimised.</p>
<p>F. All pupils access a broad and balanced curriculum including opportunities for extra -curricular and enrichment activities</p>	<p>Attendance and observations at clubs and activities show targeted PP pupils enjoy and achieve enriched experiences. Analysis and impact on individual pupil experiences through enriched life/ opportunities and experiences. Support for some children to attend WAC? Extra-curricular clubs. Impact of lack of access to opportunities due to Covid 19 is minimised.</p>
<p>G. Regular homework supports and consolidates children's learning</p>	<p>All pupils regularly complete homework tasks impacting positively on pupils' attainment. Excellent awareness and knowledge of each PP child through relationships built with staff, allow targeted support as necessary including resources and equipment for home learning. Partnership working with parents so they engage and support their child's learning. Impact of Covid 19 school closure is minimised.</p>
<p>H. Increase attendance rates for pupils eligible for PPG</p>	<p>Increase individual attendance to 95% or more for targeted PP pupils</p>

How do we plan to spend our Pupil Premium grant?

Pupil Premium Grant Funding Allocation- Intended Spending to 'Diminish the Differences' 2020-2021				Estimated Breakdown of money £
Initiative/ Actions	Information	Impact	Evidence	APPROXIMATE COST
Increasing expressive and receptive language skills and development of communication,	One to one teaching Small group work	Developing expressive and receptive language	Teacher feedback, observations and assessment show pupil engagement as well as individual speaking and listening skills have	£250

emotional and social skills- menu of small group and 1:1 professional support	Participation in strategies through 'Elklan' project and 'Lift off to Language' invention	skills. Improves pupils' communication, self-confidence and engagement in their learning.	increased as a result of interventions. Improvements in children's speech measured through improvements in ELG strands in CCL. Baseline scores show trend of improvement from entry to exit. Exit data indicates improvements in language development throughout the year. Teacher assessment shows 93% of pupils achieved Early Learning Goals's in listening and attention; 90% in understanding and 80% in understanding, with 83% of pupils achieving ELG's in Communication overall.	
Increasing learning time and individualising phonic support- menu of small group and 1 to 1 tailored support in KS1	Intervention groups One to one teaching Small group work Employing Teaching Assistants to carry out Interventions Resources- phonic Training- Sounds-write. Teaching Assistants and sounds write resources	Improves progress and attainment within core subjects for identified pupils	Improvements in reading, writing, spelling and phonics attainment and progress evidenced in analysis of results data. The gap is closing in writing and reading for Pupil premium pupils Effective utilisation of data to target invention precisely with notable impact Improvements in Quality First Teaching to enhance opportunities and experiences for all, including PP children Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP pupils over school lockdown due to Covid 19. Prior to lockdown, progress data indicates good progress made towards individual targets. At the end of Autumn term 2020, Year 2 pupils undertook Phonics screening as they had missed the Year 1 phonics screen assessment due to covid. 82% of Year 2 pupils met the phonics threshold; the one PP child in this cohort did not reach threshold. This pupil is also part of other vulnerable groups including SEN. However this pupil received intervention throughout the year and made progress from a low starting point. Targeted phonics intervention will continue for the year ahead.	£1,000
Increasing learning time and individualising maths support- menu of small group and 1 to 1 tailored support in KS1	Intervention groups One to one teaching Small group work	Improves progress and attainment within core	Improvements in maths attainment and progress seen in analysis of results data. Close the gap in maths for Pupil Premium pupils.	£2,000

	Peer tutoring Employing Teaching Assistants to carry out Interventions Numicom Resources	subjects for identified pupils	<p>Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP pupils over school lockdown due to Covid 19. Prior to lockdown progress data indicates good progress made towards individual targets. Analysis of Maths end of year data indicate PP pupils in all year groups have made good progress throughout the year with accelerated progress made in Year 1, Year 3 and Year 4 for PP pupils compared to Non pupils; this indicates positive impact of intervention and is very pleasing as this is a wide ranging group of children with different vulnerabilities.</p> <table border="1" data-bbox="1070 555 1904 810"> <thead> <tr> <th data-bbox="1070 555 1350 662">Maths-steps progress Aut 2020 to Summer 2021</th> <th data-bbox="1350 555 1626 662">PP Pupils</th> <th data-bbox="1626 555 1904 662">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="1070 662 1350 699">Year 4</td> <td data-bbox="1350 662 1626 699">8.00</td> <td data-bbox="1626 662 1904 699">6.5</td> </tr> <tr> <td data-bbox="1070 699 1350 735">Year 3</td> <td data-bbox="1350 699 1626 735">4.8</td> <td data-bbox="1626 699 1904 735">6.1</td> </tr> <tr> <td data-bbox="1070 735 1350 772">Year 2</td> <td data-bbox="1350 735 1626 772">6.5</td> <td data-bbox="1626 735 1904 772">5.5</td> </tr> <tr> <td data-bbox="1070 772 1350 810">Year 1</td> <td data-bbox="1350 772 1626 810">6.0</td> <td data-bbox="1626 772 1904 810">4.7</td> </tr> </tbody> </table>	Maths-steps progress Aut 2020 to Summer 2021	PP Pupils	Non PP	Year 4	8.00	6.5	Year 3	4.8	6.1	Year 2	6.5	5.5	Year 1	6.0	4.7	
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Increasing learning time and individualising English and reading support- menu of small group and 1 to 1 tailored support within Key Stage 1	Intervention groups One to one teaching Small group work Peer tutoring Employing Teaching Assistants to carry out Interventions Resources	Improves progress and attainment within core subjects for identified pupils	<p>Improvements in reading and writing attainment and progress seen in analysis of results data. The gap in writing is closing for Pupil premium pupils.</p> <p>Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP pupils over school lockdown due to Covid 19. Prior to lockdown all PP children were on track to reach End of Year targets. Analysis of Reading end of year data indicate PP pupils in all year groups have made good progress in line with their peers throughout the year with slightly accelerated progress made in Year 1 and Year 2 for PP pupils compared to Non pupils; this indicates positive impact of intervention and is very pleasing as this is a wide ranging group of children with different vulnerabilities including SEND.</p>	£1,500															

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Minimising the impact of social , emotional and behavioural barriers to learning	Provide tailored Theraplay intervention sessions on 1:1 or small group basis led by Teaching Assistant to support pupils individual behavioural, social	Enhances children’s educational outcomes and helps their social, emotional development by removing barriers to learning	Range of holistic interventions and provision shows improved social, emotional and communication skills, with confidence and self-esteem shown by pupils in their learning in the classroom. Pupils are not anxious or worried and have positive attitudes towards their learning. See Pupil Premium Addendum – ‘Keeping in touch’ calls to all PP pupils and families to continue to support children’s emotional and social development throughout lockdown.	£400																														

	and emotional needs		Support for families of children with SEMH has been greatly enhanced this year- signposting and referrals made so families can access support. See above for end of year progress measures which indicate good progress has been made for PP pupils across their year in core subjects.	
Increasing expressive and receptive language skills and development of communication, emotional and social skills- menu of small group and 1:1 professional support	One to one Paired work/ small group 'Talk Time' led by Teachers/ Teaching Assistant for 6 week intervention Small group work	Developing expressive and receptive language skills. Improves pupils communication, self-confidence and engagement in their learning	Teacher feedback, observations and assessment show pupil engagement as well as individual speaking and listening skills have increased as a result of interventions. This has impacted positively in all areas of the curriculum particularly core areas. Teacher feedback show PP pupils improving a self-regulation of emotions and showing improved attitude towards learning. A number of vulnerable pupils were given the opportunity to return to school in January and February which has improved their concentration and engagement with learning.	£400
Narrowing the gap between Ever6 and Non Ever 6 pupils in KS1 and KS2 in English	Targeted support in phonics, spelling and grammar to improve writing. Reading interventions Daily reading 1:1/ small group	Ever 6 pupils attain and make progress in line with their peers and with the same group nationally in Reading and Writing	Progress tracking shows that good progress had been made towards pupil premium individual targets in phonics, reading and writing. See above for end of year progress measures which indicate good progress has been made for PP pupils across their year in core subjects.	£1,900
Minimising the economic hardship-meeting pupils basic needs	The school helps disadvantaged/ vulnerable families in a number of ways including replacing damaged or worn uniform, equipment required for lessons, providing school	Promotes well-being of pupils and families	School supports families and pupils ensuring that they are 'school ready' with the necessary uniform and equipment. PP Pupils participate in all aspects of school life so that they can fully access the whole curriculum (e.g. swimming lessons, represent the school in at least one or more intra sport festivals or singing concerts). Wrap Around Care (WAC) provision- breakfast and tea, before and after school club provision School Meals provided See Pupil Premium Addendum- PP pupils and families continued to be supported during school lockdown due to Covid 19.	£140 £320 £240

	meal for KS2 PPG pupils			
Extending PPG and PPG More able pupils- increasing targeted access to extra-curricular focused arts/ music, sports clubs enrichment	The school helps disadvantaged/ vulnerable families access enrichment activities Subsidise extra-curricular clubs-	Increases energy and enthusiasm for learning Improves listening skills and maintains high levels of focus and concentration, partnership working and team building. Attendance improves	Registers of involvement indicate that PPG attend and enjoy a range of enrichment activities including music peripatetic lessons, sports clubs, theatre trips, art and craft clubs. PP pupils accessed peripatetic music lessons throughout the school year. Due to Covid 19 restrictions sports clubs and theatre trips were cancelled. However, all pupils had access to a range of sports festivals and challenges throughout the year and enjoyed participation in events. A virtual theatre performance was held via zoom with all pupils accessing this enrichment activity. Teachers report PP pupils enjoyed participating in events some held virtually throughout the year. This supported their social and emotional skills and promoted their self esteem and confidence.	£250
Purchase of resources for interventions	Provision of suitable resources- Maths, phonics, theraplay	Practical resources used to promote pupil learning	Improvements in reading, writing, spelling and phonics and maths attainment and progress evidenced in analysis of results data. Children are confident in school and show improved social and emotional skills. Online education packages have proved invaluable in the delivery of remote education in the delivery of the curriculum in school. Participation of remote school provision and online software including Purple Mash and Reading Eggs has contributed to pupils attainment. During lockdown, vulnerable pupils including PP pupils not in school were supported through pastoral keeping in touch calls and virtuall zoom sessions personalised to support individuals meet their needs.	£100
Total spending				Total £8,500

Measuring the Impact of PPG spending

The school's evaluation of its own performance is rigorous. We will evaluate the impact of each pupil at the end of Autumn, Spring and Summer terms. Evaluation focuses on academic achievement and self-esteem as a result of intervention. On-going tracking and monitoring by the Senior Leadership Team and teachers ensures that any dips are quickly identified and will appropriate strategies and interventions will be put in place to promote improvement.

See Pupil Premium Addendum- strategies implemented over Spring / Summer 2020 due to Covid 19 to negate the worst effects of school closure on the achievement of disadvantaged pupils.

Sept 2021.

Anticipated Pupil Premium Allocation

Pupil Premium Grant 2021-2022	
Total number of pupils on roll	144
Total number of pupils eligible for PPG/ Ever 6	4
Total number of service children	0
Total number of Looked After Children	1
Total number of Post LAC	1
Total no. pupils eligible as at Oct 2020	6/ 4.17%
Total Anticipated Pupil Premium Grant	£6725+1800=£8,525

Pupil Premium spending for 2021-2022 will be allocated according to our Pupil Premium policy. Our spending will look to include:

- Support for children who have fallen behind academically or socially due to lockdown
- Support for children to access Free School Meals
- Targeted intervention support to meet the needs identified at Pupil Progress meetings. This includes academic and social and emotional support.
- Payment to enhance pupil's wider opportunities e.g. extra-curricular activities, in school experiences
- Early intervention in EYFS
- Payment for training, resources and staffing to support 'Quality First Teaching'
- Support for children through the RADY project and strategies throughout the Academy

