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LITTLE HARROWDEN
Community Primary School



Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Little Harrowden Primary School
Pupils in school	205
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£34,680.00
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	September 2021
Statement authorised by	Jacinta Foo
Pupil premium lead	Gemma Buckley
Governor lead	

Disadvantaged pupil performance overview for last academic year (March 2020)

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all pupils make accelerated progress to attain in line with or above age expectations at the end of the year



Priority 2	To ensure pupils that are targeted to achieve above expectations in areas of learning can achieve this.
Barriers to learning these priorities address	During lock down pupils engagement with on-line learning has differed widely. Therefore there are pupils who have returned to school who have missed large chunks of learning and will need extra support to ensure they make accelerated progress.
Projected spending	£16,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve in line or above the national average with Fisher 20	Sept 21
Progress in Writing	Achieve in line or above the national average with Fisher 20	Sept 21
Progress in Mathematics	Achieve in line or above the national average with Fisher 20	Sept 21
Phonics	Achieve above national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils be in line with their peers	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure phonics is taught effectively and coherently through Reception and Key Stage 1 and further



	develop the teaching of phonics in Key Stage 2 through the spelling programme
Barriers to learning these priorities address	Phonics teaching is embedded across school and our phonics screening is above national. However we have adapted our approach to our phonics teaching in the last year to develop it further. So we now need to embed these new strategies across all staff in FS and KS1
Projected spending	£500



Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure all pupils make good progress in reading to enable them to achieve their target at the end of the year.
Priority 2	To ensure all pupils make good progress in writing to enable them to achieve their target at the end of the year.
Priority 3	To ensure all pupils make good progress in maths to enable them to achieve their target at the end of the year.
Barriers to learning these priorities address	During lock down pupils engagement with on-line learning has differed widely. Therefore there are pupils who have returned to school who have missed large chunks of learning and will need extra support to ensure they make accelerated progress.
Projected spending	£16,000 (same funding as above)

Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure the well- being of all pupils and families is supported
Priority 2	Improving attendance and readiness to learn for the most disadvantaged pupils (this may also include equipment that pupils may need to access learning in school or at home)
Barriers to learning these priorities address	Due to Covid 19 vulnerability factors for example financial difficulties have been exasperated, also lack of engagement with school over lockdown has left some pupils more vulnerable and affected their



	general well- being which has led to lower starting points academically.
Projected spending	£13,640

Monitoring and Implementation

Area	Challenge	Mitigating action
Precision Teaching	Pupils within classes have accessed on line learning and engaged with it on differing levels. Therefore within classes there are differing starting points and a bigger 'stretch'	Pupils have been assessed in reading, writing and maths across Key Stage 1 and 2 to ascertain a baseline. From this data various waves of support will be targeted for pupils (see below)
Targeted support	Ensuring all pupils who need this support receive the correct level and effective support to ensure they make accelerated progress.	Wave 1,2,3 levels of support are targeted for pupils who have been assessed as needing additional support to attain their target by the end of the year. All classes have a provision map that details the support being given and tracks their progress half termly. Pupils on Wave 2 and 3 support additionally have separate individual plans. Pupil premium plans (for those pupils who need it) are created to show the support pupils are receiving this may be academic or support for other factors these are monitored closely for impact by the PP lead and Family Support Worker where appropriate. Some more intensive intervention for Wave 3 pupils (these pupils are assessed as being vulnerable due to other



		factors) may include 1:1 tuition of specialist pre-teaching.
Wider strategies	Engaging the families facing most challenges	Newly appointed Family Support Worker will develop alongside PP lead a range of strategies and support that can be provided for families who need it. This will be tracked carefully through the PP/Vulnerability Tracker



Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	
Progress in Mathematics	
Phonics	
Other	