



Hesleden Primary School

Pupil Premium Grant – Strategy Report [2020-21]

Overview of the school (excluding Nursery)

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	91
Total number of pupils eligible for PPG	29
Total amount of PPG received	£33,500

End of 2018-19 data for this group [2019-20 data not available due to Covid-19]

End of Early Years (Reception) [3]

- 67% (2/3) made a Good Level of Development

Year 1 Phonics [4]

- 75% (3/4) achieved the national standard

End of KS1 (Y2) [2]

- KS1 Reading – 100%
- KS1 Writing – 100%
- KS1 Maths – 100%

End of KS2 (Y6) [6]

- KS2 Reading – 50%
- KS2 Writing – 67%
- KS2 EGPS – 50%
- KS2 Maths – 67%
- KS2 RWM Combined – 33%

Barriers to future attainment

- Children join school the school with speech, language and communication skills which are well below expected levels for their age
- Literacy and maths skills are poor on entry
- Children's social skills are poor due to limited quality interactions prior to attending school
- The opportunities for enriching experiences is limited

Desired outcomes leading to identified spending

- To improve the consistency in % of children achieving the expected standard in all subjects (particularly reading and GPS)
- To improve the consistency in % of children achieving greater depth in all areas
- To provide a wide range of opportunities to develop social skills and to enhance learning experiences to engage children in their learning
- To increase confidence, self-esteem and resilience through pupil group, behaviour and leadership opportunities

Our continuing priorities include:

- Staff and training:
 - targeted and appropriate training through FFT to support reading comprehension and spelling
 - Improving IT provision and using staff CPD time to increase confidence in use of resources and in planning for learning
 - maintaining the role of TAs to support learning
 - timetabled support for children in class and through planned and responsive interventions
- Interventions – delivered by the most appropriate staff; will support identified children and will closely meet their needs. Planned intervention and assessment cycles will identify impact and further support
- Resources and subsidies – to ensure access to resources which motivate and inspire, including IT equipment, music tuition and educational visits
- Opportunities – to ensure that all children are able to experience first-hand opportunities to develop their academic and social learning

Curriculum focus of PP strategy [2020-21]

Identify gaps arising from C-19 closure and plan accordingly:

- To improve English skills including spelling and grammar, reading and comprehension to ensure language skills, specifically vocabulary, are embedded and understanding is secure
- To provide resources which will support the improvement of reading skills; extending RWI, developing comprehension and understanding
- To improve library and reading resources to better engage children
- To improve maths skills, including arithmetic and reasoning in everyday situations; developing mastery across the school and greater depth activities within all teaching
- To develop a cross-curricular approach to embed basic skills learning into all subject areas
- To provide opportunities for curricular and extra-curricular learning through visits and visitors who will develop and extend English, maths and social and communication skills and resilience
- To develop pupil voice and leadership opportunities to support problem-solving, initiative and resilience