

Hesleden Primary School - Pupil premium strategy statement [Sept. 2020]

| Summary information | | | | | |
|------------------------|-------|----------------------------------|---------|--|------|
| Academic Year | 20-21 | Total PP budget | £38,000 | Date of most recent PP Review | 9/20 |
| Total number of pupils | 91 | Number of pupils eligible for PP | 26 | Date for next internal review of this strategy | 9/21 |

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

End of EYFS (Reception - 13)

23% of pupils are Disadvantaged – 3 pupils (3 boys and 0 girls).

67% of Disadvantaged pupils achieved the GLD. Nationally, 73% of non-Disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 6%. National Disadvantaged is 54%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Year 1 Phonics (11)

36% of pupils are Disadvantaged - 4 pupils (3 boys and 1 girl).

75% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 9%. National Disadvantaged is 69%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Year 2 Phonics (Re-test) - 100% Pass at Y1

End of KS1 (Year 2 - 10)

20% of pupils are Disadvantaged - 2 pupils (1 boy and 1 girl).

Reading

100% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 21%. National Disadvantaged is 60%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Writing

100% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 28%. National Disadvantaged is 50%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Maths

100% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 21%. National Disadvantaged is 58%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

End of KS2 (Year 6 - 13)

46% of pupils are Disadvantaged - 6 pupils (4 boys and 2 girls).

RWM Combined

33% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 38%. National Disadvantaged is 51%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

Reading

50% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 28%. National Disadvantaged is 62%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

Writing

67% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 16%. National Disadvantaged is 68%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

EGPS

50% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 33%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

Maths

67% of Disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 67%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

| KS1 → KS2 Progress - Disadv grp [Cohort] | |
|---|------------------|
| Reading | -2.5 [Sch: -3.2] |
| Writing | -0.8 [Sch: -1.1] |
| Maths | -0.9 [Sch: -1.2] |

Key

| | | |
|---|---|---|
| Below National 'Disadvantaged' and below National 'Other' | Similar/Above National 'Disadvantaged' but below National 'Other' | Above National 'Disadvantaged' and above National 'Other' |
|---|---|---|

| Barriers to future attainment (for pupils eligible for PPG) |
|--|
| <ul style="list-style-type: none"> • Children join 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 • Some children are persistently late for school, missing out on vital settling in routines or daily introductions |
| Desired outcomes for this group |
| <p>a) To improve the consistency in % of children achieving the expected standard in all subjects; particularly in KS2 reading & GPS (& RWM combined)</p> <p>b) To improve the consistency in % of children achieving greater depth in all areas, and in both key stages</p> <p>c) To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning</p> <p>d) To increase confidence, self-esteem and resilience through pupil group, behaviour and leadership opportunities</p> |

| Planned expenditure for 2020-21 | | | | | |
|---------------------------------|---|---|---|----------------|--|
| i. Quality of teaching for all | | | | | |
| Desired outcome | Action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| a | Maintain experienced staffing in KS1 to ensure NA+ trend of phonics attainment | Phonics scores have improved since the introduction of RWI; internal data indicates some intervention required to maintain this | Monitoring of sessions; analysis of data | EY/KS1 staff | With half-termly data review |
| a & b | TA support in KS2 to support focussed group work in class and intervention where possible | Over time, interventions have supported learning but this learning is not always implemented in class work – support now in class | Timetable to trial ‘In the moment’ interventions; teachers will assess effectiveness and feedback | Class teachers | Half-termly discussion to review timetable |
| Total budgeted cost: | | | | | £20,700 |

| ii. Targeted support | | | | | |
|----------------------------|--|--|--|---------------------|---|
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| a, b & c | Targeted intervention to improve SALT/Communication skills; particularly where these impact on learning; includes Lexia program | Children come into school with skills below expected levels and additional intervention will positively impact their work (i.e. speech production affects phonic written work) | Advice sought from external agencies; targets monitored for impact | HT/External support | With support timetable review (approx. half-termly) |
| c & d | Provide social skills support to specific children to enable them to contribute fully and engage in their learning: <ul style="list-style-type: none"> • Getting Along • Communicating with Children • Lego therapy | Children respond to peer role models and participate in / conform to expectations. Programs vary according to need | Advice and guidance from external support where needed; timetabled & implemented by experienced support staff following internal screening | HT | With support timetable review (approx. half-termly) |
| a, b & d | In the moment RWI & KS2 reading / maths support for pre-teaching or to fill gaps in learning (links to i, above) | Specific children are missing key knowledge; previous interventions have shown increase in confidence and ability | Appropriately trained staff; direction from teacher, monitoring through data | DHT | Half-termly, with assessments & timetable review |
| a & b | <i>Teacher</i> intervention to identified needs on an ongoing basis. | For identified children, pre-teaching or correcting misconceptions will benefit teaching and academic outcomes | Teacher will use marking & feedback to identify children for support | HT | Half-termly with data |
| Total budgeted cost | | | | | £10,350 |

| iii. Other approaches | | | | | |
|----------------------------|--|--|--|--------------|--------------------------------------|
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| c & d | Subsidising of trips; visitors; extra-curricular opportunities (i.e. music tuition); school milk & FSM contribution | Children lack opportunities to take part in a wide variety of experiences; enables PP children to participate equally Assists costs to the school budget to be met | Visits/visitors linked to curriculum and monitored through outcomes | SLT/Teachers | Ongoing |
| c & d | Pupil voice/RR activities and events led by children to develop communication skills and independent problem-solving activities. | Some children lack resilience and independence to sustain motivation. | Consistent approach – monitored through staff meetings and SLT Provide cover to release lead PV staff | Teachers/HT | Half-termly |
| a-d | Staff training (teachers and support staff) to support vulnerable children (incl. Mental Health): <ul style="list-style-type: none"> • Mental Health Trailblazers • Mental Health First aiders • Reading comprehension • Building a Reading school | To be able to best support those children with identified needs to succeed both socially and academically in class with their peers. To ensure that staff have most up-to-date knowledge and experience to provide this. | CPD identified for specific needs; relevant staff identified to use gained knowledge | SLT | Termly |
| Total budgeted cost | | | | | £8,500 |