

Pupil Premium Strategy 2019-22

Pupil Premium funding was introduced by the Government in April 2011 and is a payment given to schools, from the Local Authority, to help support children from families on lower incomes. This funding is used in a variety of ways to help diminish the gap in both attainment and progress between those pupils eligible for funding and those who are not.

At Hugglescote Primary School, we believe that all children deserve equal access to educational achievement irrespective of their financial background. The main barriers to educational achievement faced by eligible students includes financial access to enhancement opportunities including visits and extra-curricular activities along with support for learning allowing them to keep up with their peers. We therefore adopt the three-tiered approach recommended by the Education Endowment Foundation of: teaching, targeted academic support and wider strategies.

Metric	Data
School name	Hugglescote Community Primary School
Pupils in school	72 Disadvantaged pupils NOR
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£104,805
Academic year or years covered by statement	2019-22
Publish date	01 December 2020
Review date	01 November 2021
Statement authorised by	Paul Driver
Pupil premium lead	Nicky Walker
Governor lead	Paul Marriott

Disadvantaged KS2 pupil progress scores for academic year 2018-19 (13 eligible children)

Measure	Score	National Disadvantaged
Reading	0.6	-0.6
Writing	1.27	-0.5
Maths	-0.99	-0.7

Disadvantaged KS2 pupil performance overview for the academic year 2018-19

Measure	Score	National Disadvantaged
Meeting expected standard at KS2 Combined	53.8%	51.3%
Achieving high standard at KS2 Combined	0%	5%

Disadvantaged pupil performance overview for academic year 2018-19

Measure	Number of Disadvantaged children	Score	National Disadvantaged
GLD – end of reception	6	50%	56.5%
Phonics test Year 1	11	36.4%	70.6%
<u>KS1 Expected Standard</u>	11		
KS 1 Combined	11	54.5%	49.8%
KS1 Reading	11	54.5%	61.9%
KS1 Writing	11	54.5%	54.8%
KS1 Maths	11	63.6%	62.2%
<u>KS1 Above Expected Standard</u>	11		
KS 1 Combined	11	0	5.1%
KS1 Reading	11	9.1%	13.8%
KS1 Writing	11	0%	7.2%
KS1 Maths	11	9.1%	11.7%

Please note that the performance data relates to the 2018-19 Academic Year since there were no statutory assessments for 2019-20 due to the Covid-19 pandemic.

Strategy aims for disadvantaged pupils

Teaching	Activity	Impact 2019-20
Improve standards in phonics in Year 1	Review the current provision and ensure that all staff are effective in teaching phonics by making sure adequate training and other CPD is utilised. Leader to closely monitor.	No phonics test although all children were making good progress. All children expected to pass screening apart from those children with additional SEND.
Develop teacher's pedagogical knowledge	Provide high quality CPD to make sure that all teachers are aware of what the barriers are for disadvantaged children. Empower teachers to provide high quality care to all disadvantaged pupils.	Adults prioritise needs of disadvantaged children. A significant number attended school throughout lockdown to aid with their learning.
Improve the number of children achieving above expected standard.	Develop teacher's awareness and knowledge of achievement at this standard. Include discussions in Pupil Progress meetings throughout the year and set targets accordingly.	Due to Covid-19 pandemic all children did not have the full amount of teaching and attendance at school to assess this.
Projected spending	£11,500	

Targeted Academic Support	Activity	Impact 2019-20
Improve attainment and progress in Reading	To provide high quality interventions in Reading. Use the Lexia program and Reading Unlocked to help deliver high quality reading support. Use NFER tests as well as ongoing teacher assessment to target specific gaps in learning. Purchase effective resources according to identified need. Provide small group or 1:1 support as necessary through use of HLTAs, effective LSAs and/or teacher input.	Due to Covid-19 pandemic all children did not have the full amount of teaching and attendance at school to assess this therefore unable to quantify impact. School clubs provided for children to access Lexia.

Improve attainment and progress in Maths	<p>To provide high quality interventions in Maths. Use the MyMaths program and premium subscription to White Rose to help deliver high quality maths support. Use NFER tests as well as ongoing teacher assessment to target specific gaps in learning. Purchase effective resources according to identified need</p> <p>Provide small group or 1:1 support as necessary through use of HLTAs, effective LSAs and/or teacher input.</p>	Due to Covid-19 pandemic all children did not have the full amount of teaching and attendance at school to assess this therefore unable to quantify impact.
Improve speaking and listening skills.	<p>Identify and use specific interventions like Talk Boost to help provide targeted learning. Purchase effective resources according to identified need.</p> <p>Use of knowledge organisers throughout the school.</p> <p>Ensure all disadvantaged children are prioritised within class to improve oracy for example through use of STEM sentences.</p>	Due to Covid-19 pandemic all children did not have the full amount of teaching and attendance at school to assess this therefore unable to quantify impact.
Projected spending	£52,500	

Wider Strategies	Activity	Impact 2019-20
To provide support for children with emotional, social or behavioural difficulties	<p>Identification of children in need through use of the CPOMs system and pupil progress meetings. Pastoral team to liaise with teachers/SLT to ensure that children have targeted 1:1 or other pastoral interventions provided by ELSA and other qualified pastoral support workers. Lunch and playtime club provided to support children who struggle with these times in the school day.</p> <p>Provide uniform and other items as needed.</p>	Behaviour logs saw improvement due to high quality pastoral support e.g. provision of lunch clubs.
To improve attendance of all disadvantaged children in particular children in	Monitor and revise policy of attendance. Head and Deputy to take on attendance officer role for vulnerable families for this	Still continues to be an area of need. Due to Covid-19 pandemic all children did not have the full amount of

receipt of current Free School Meals	2020-21 academic year. Teachers to target parent and carers of children with persistent absence too. Family support worker to work with identified families.	teaching and attendance at school to assess this therefore unable to quantify impact.
Provide enrichment activities to allow equal access to opportunities.	Identify and monitor attendance of extra-curricular clubs, trips and residential visits subsidising as necessary. Subsidise music tuition, swimming and other activities where the children are prohibited due to affordability of the parents/carers.	Due to Covid-19 pandemic all children did not have the full amount of teaching and attendance at school to assess this.
To work and build effective relationships with parents/carers	All teachers and SLT to make sure that relationships remain good and to provide support where identified. Family support worker to assist.	Family support worker directly supported several families. This work is ongoing and regular contact continued during lockdown.
Projected spending	£40,900	

Review: 2018-19 Aims and Outcomes

All children make good progress in reading from their starting points.	All children in EYFS (6) made at least expected if not better than expected progress. Y1 phonics – pass rate was 37%. All children who did not pass are on the SEND register. Y2: 56% achieved the national standards. Phonics pass rate improved from 67% to 85% for this group. Y6: 54% expected standard +0.6 progress. Children made good progress from their starting points.
Children make good progress through use of targeted interventions.	Internal data shows that all children made good progress within their sessions. However, performance in test situations still falls behind that of their peers. This is to continue to be supported through resilience and personal development support.
Children take part in wider opportunities provided at school.	Children had equal access to swimming lessons, residential trips and class trips. Children are taking part in the wider life of the school by taking part in music tuition (drums and guitar), taking part in our talent show including being a finalist as well as taking part in school clubs. 81% of our disadvantaged pupils took part in a club.
Improve attendance of disadvantaged children.	As a group the attendance for 2018-19 academic year was below the target of 96%. A small percentage of children through medical reasons had low attendance. The attendance officer worked with the key families. This work continues.
To provide emotional support.	Our ELSA and family support worker supported a significant number of children throughout the school day. Internal monitoring shows this group grew in confidence with fewer incidents of disadvantaged pupils obtaining behaviour marks.