

Pupil Premium Strategy Statement



School overview

Metric	Data
School name	Hester's Way Primary School
Pupils in school	173 (Jan 2019 Census)
Proportion of disadvantaged pupils	94/173 54%
Pupil premium allocation this academic year	£124,080
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	September 2020
Statement authorised by	Kirsti Ashman (HT)
Pupil premium lead	Sarah Royle (AHT)
Governor lead	Jackie Harris

Disadvantaged pupil attainment/progress scores for last academic year – KS2

Measure	Attainment - Score	Progress
Reading Expected	79% School PP Attainment (National PP 62%; National Non-PP 78%) 103.9 Average Score Point – School PP (National ASP 105.5)	0.35 (National PP -0.62; National Non-PP 0.32)
Reading Greater Depth	21% School PP Attainment (National PP 17%; National Non-PP 31%)	
Writing	64% School PP Attainment (National PP 68, 83% National Non-PP 68%)	-4.11 (National PP -0.50; National Non-PP 0.27)
Writing Greater Depth	0% School PP Attainment (National PP 11%; National Non-PP 24%)	
Maths	64% School PP Attainment (National PP 67%; National Non-PP 84%) 100.4 Average Score Point – School PP (National ASP 106.1)	-4.01 (National PP -0.71; National Non-PP 0.37)
Maths Greater Depth	7% School PP Attainment (National PP 16%; National Non-PP 32%)	
RWM	EXS 43% Attainment (National 71% Non-PP; 51% PP) GDS 0% Attainment (National 13% Non-PP; 5% PP)	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure that the “Talk for Writing” training for teaching staff impacts on the grammar, punctuation and spelling (GPS) and writing outcomes for pupil premium pupils across the school, including Early Years and Foundation Stage (EYFS).
Priority 2	To continue to diminish the difference in early reading, including phonics.
Barriers to learning, these priorities address:	On entry lower age-related expectation in Communication, Language and Literacy in EYFS.
Projected spending	£4250 Talk for Writing Course Training Supply cover for Project Team release: £900 TA INSET training cost: £1,000 Teacher handbooks and class books £600 Sound Write training £500 x4 = £2,000 Phonics Sounds Write books £500 Age-related texts £1000

Teaching priorities for current academic year

Aim	Target	Target date
Reading	8/13 62% attain expected in Y6	July 2020
Writing	9/13 69% attain expected in Y6	July 2020
Mathematics	8/13 62% attain expected in Y6	July 2020
Phonics	9/11 82% PP pupils to achieve the expected standard in the phonics check at the end of Year 1. (Last Year: 82% PP achieved the expected standard vs 84% National)	July 2020

Measure	Activity
Priority 1	All teaching staff receive the Talk for Writing training, in order to deliver the Talk for Writing process effectively.
Priority 2	To continue to teach and deliver reading practise through a range of whole class, guided and independent sessions, using age-related texts and phonics book for early reading. Training for any teachers and TAs, not already trained in the Sounds Write scheme, in Reception and KS1 through the Curriculum Lead and where possible to Sounds Write Team.

Barriers to learning these priorities address	All teaching staff trained in whole school agreed practise to inform progressive teaching and learning outcomes, through accredited, evidence-based programmes.
Projected spending	£4250 Talk for Writing Supply cover for Project Team release: £900 Teacher handbooks £400 Sound Write training £500 x4 = £2,000 Books: Phonics Sounds Write books £500 Age-related texts £1000

Targeted academic support for current academic year

Measure	Activity
Priority 1	To target pupils for intervention in all year groups in reading and maths, to close learning gaps.
Priority 2	To target pupils for phonic intervention in Reception, Year 1, Year 2 and beyond where needed to ensure that all pupils achieve the phonic national standard.
Barriers to learning these priorities address	Retention can be an issue for some pupils. Home learning is varied across cohorts and the school. Therefore, children have limited practise time for phonics and reading.
Projected spending	Phonic, Reading, Writing and Maths intervention with TAs £11,400. TA support in quality first teaching sessions – mornings £39,900 Phonics intervention after school £380 Sounds Write phonic training staff cover £1560 (3xTAs and 1x teacher)

Wider strategies for current academic year

Measure	Activity
Priority 1	Monitor attendance and ensure that the difference diminishes, between non-PP and the national attendance percentage. This includes provision at breakfast club.
Priority 2	Pastoral Support Team to work with children on SEMH issues and parental partnerships.
Priority 3	Leadership Time for PP Curriculum Lead & SENDCo

Priority 4	Educational visits, visitors, experiences, opportunities and events to enhance the pupil's "Cultural Capital".
Barriers to learning these priorities address	Pupil Premium attendance last year was 93.5% vs 94.5 % Non-Pupil Premium. Lost learning time impacts on pupil outcomes. Pupils may need support to "Be Ready" for learning,
Projected spending	PST, Nurture TA & Breakfast Club – 4 members of staff £48,000 Thrive and Nurture £1,000 Magic Breakfast Club £500 Leadership Time £10,000 Trips £2,290

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Plan staff training time for professional development, prioritising over other needs.	Use of Inset days and Twilight sessions. Staff meetings are planned for PP Strategy focus.
Targeted support	Timetabling; effective use of time to ensure broad and balance curriculum and that pupil's learning is not narrowed.	Teaching staff are mindful that all pupils must participate in main curriculum lessons, as well as interventions.
Wider strategies	Engaging families facing challenges themselves.	Pastoral Support Team – effectively work with children and their families. Work with external agencies to support families through the Graduated Pathway.

Review: PP Strategy aims and outcomes 2019-20:

Aim	Outcome – 1 new PP joined class	
Reading	8/13 62% attain expected in Y6	The school partially closed in March 2020 with much of Spring Term 4 2020's learning being disrupted by pupil's not attending due to self-isolation and the new school routines due to the Covid-19 pandemic.
Writing	9/13 69% attain expected in Y6	
Mathematics	8/13 62% attain expected in Y6	

Y6 SATS did not take place in Summer 2020 – we are not able to review these pupil outcomes.

Impact 2019-20 Phonics:

- The teaching of phonics has improved with all teachers Rec-Y3 now trained in the Sounds Write systematic, synthetic phonics scheme.
- Phonics outcomes have consistently improved, in the last 3 years, and are broadly in line with National outcomes.
- Y2 (Y1 2019-20) achieved 23/29 79%. PP 9/12 75% vs 82% non-PP (National data 18-19 PP & Non-PP 85%)
- The gap has closed with PP pupil's attainment in line with national PP outcomes; boy's attainment has improved and this year is increasingly in line with national outcomes and SEND attainment is the highest it has been over the past 3 years, due to regular assessments and data analysis informing plans and interventions.
- Phonetically decodable books have been purchased through the school budget rather than English Hub; enough books are being quarantined and re-distributed effectively at this time.

Writing:

- All teaching staff have benefited from the Talk for Writing training and the processes and practises are in place across the school, in fiction and non-fiction writing.
- GPS and writing outcomes have improved in pupil's writing across the school. This is particularly evident in comparison of "cold" and "hot" writing pieces. Pupil's handwriting has improved and there is evidence of more extended writing. Characterisation is improving, as well as improved vocabulary choices.

Reading

- Reading is time-tabled and consistently taught through whole class reading sessions and reading for pleasure planned opportunities.
- All children access age-related texts from the reading spine.
- Reading comprehension, using VIPERs, is evident in teaching and learning with particular focus on inference.
- Age-related texts have been purchased for specific year groups to share with pupils.

Interventions

- Interventions were moved to lesson time rather than interrupting the broad and balanced curriculum. TAs supported children in class to meet their learning objectives. To be continued – with further in house CPD from the Deputy/SENDCo.

Attendance

- Attendance September 2018 to end of Summer Term 6 2019 is 94.7%; 95.2% without one pupil (limited attendance due to transfer to Special school and off-site counselling).
- The gender gap diminished, however further work is needed on PP and SEND groups.
- Pupil attendance from September to March dropped to 93.4%. Pupils and families began self-isolating and shielding in Term 4. In the last week of school in Term 4, WC 16.04.20: Pupils and families self-isolating Tues 22; Wed 35; Th 52; Fri 64. Many of our families spoke to staff about their preparations for "Lockdown" pre-Government announcements.

Pastoral Support

- The agenda of the PST changed mid-year to support vulnerable families at home.
- Pupils and their families had weekly calls and support with accessing food, free school meal vouchers and other support.

Leadership time

- The focus is on achievement for all, in particular disadvantaged pupils, through regular monitoring and feedback to colleagues, focusing on school improvement.
- Leaders have been and continue to improve outcomes – evidenced through internal data and PP pupil outcomes.
- PP pupil attainment in reading, writing and maths, was similar or above non-PP outcomes, apart from Y6 writing and Y1 maths in Spring Term 2020.

Educational visits/visitors

- This was limited due to the school's partial closure in March'20.

The PP Strategy will continue with similar themes for next year as suggested by DfE in 3-year plans.