

Pupil Premium Strategy Statement



School overview

Metric	Data
School name	Hester's Way Primary School
Pupils in school	175 (Jan 2020 Census)
Proportion of disadvantaged pupils	100/175 57%
Pupil premium allocation this academic year	£140,500 (£1345 PP; £14,070 PP+)
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	September 2021
Statement authorised by	Kirsti Ashman (HT)
Pupil premium lead	Sarah Royle (AHT)
Governor lead	Jackie Harris

Disadvantaged pupil attainment/progress scores for the academic year 2019 – KS2 (last published data due to Y6 not sitting SATs in 2020)

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 and embedded process and practises of T4W continue to impact on the grammar, punctuation, 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 and speech and language (NELI).
Priority 3	To make progress in maths, diminishing the difference between PP and non-PP pupils, to raise attainment further.
Barriers to learning, these priorities address:	Pupils have missed schooling from March’20 due to the Covid-19 pandemic. The “Catch -Up” funding is being used to address gaps in learning, however we are aware that PP funding will also be used effectively to address this barrier. Children enter school significantly well below age-related expectation and this year, in all areas, we have 19% speech referred pupils in Reception class.
Projected spending	£4250 Talk for Writing Course Training (2-year programme) Supply cover for Project Team release: £900 TA INSET training cost: £1,000 Class cover costs for teacher’s CPD £600 Maths Leadership time: £550 Sound Write training (Catch- Up Funding used) Phonics Sounds Write books £1,000 Age-related texts £1,000

Teaching priorities for current academic year

Aim	Target	Target date
Reading	13/13 100% attain expected in Y6	July 2021
Writing	13/13 100% attain expected in Y6	July 2021
Mathematics	13/13 100% attain expected in Y6	July 2021
Phonics	7/10 PP pupils achieve expected standard in the phonics screening check at the end of Y1 (Y2 9/12 75% Aut’20)	July 2021
Measure	Activity	
Priority 1	All teaching staff receive the Talk for Writing training, in order to deliver the Talk for Writing process effectively. The English Curriculum Lead and T4W Leadership group will drive the T4W process and practises to become embedded across the school. T4W teaching process and practises improve pupil outcomes.	
Priority 2	To continue to teach and deliver reading through a range of whole class, guided and independent sessions, using age-related texts and phonics book for early reading. (Phonics intervention through “Catch-up” funding)	

	Purchase and use reading resources to support speech and language through picture books, phonics, and early reading, as well as age-related reading spine books.
Priority 3	Identified teaching staff are supported through “Transformaths” (Glow Maths Hub training) and “in-house” CPD, in Mastery Maths.
Barriers to learning these priorities address	Pupil’s have missed schooling from March’20 due to the Covid-19 pandemic. The “Catch -Up” funding is being used to address gaps in learning, however we are aware that PP funding will also be used effectively to address this barrier. Children enter school significantly well below age-related expectation and this year we have 19% speech referred pupils in Reception class.
Projected spending	As above: £4250 Talk for Writing Course Training (2-year programme) Supply cover for Project Team release: £900 TA INSET training cost: £1,000 Class cover costs for teacher’s CPD £600 Maths Leadership time: £550 Sound Write training (Catch- Up Funding used) Phonics Sounds Write books £1,000 Age-related texts £1,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	To target pupils using baseline from “cold” write tasks, planning specifically for the needs of the children.
Priority 2	To target pupils for phonics in lessons Rec- Y2 and beyond, where needed for pupils to achieve phonic national standard. To target pupils for individual, groups and whole class reading, including motivating and promoting reading for pleasure.
Priority 3	To target pupils in Year 4-6 to attain and retain their times-tables knowledge. To target pupils needing support and challenge in mastery maths lessons.
Barriers to learning these priorities address	Retention can be an issue for some pupils. Home learning is varied across cohorts and the school, practise at home can be limited.
Projected spending	TA support in quality first RWM teaching sessions - £86.000 Phonics and Sounds Write training is being addressed through “Catch – Up” funding.

Wider strategies for current academic year

Measure	Activity
Priority 1	Prioritise and monitor attendance, specifically the persistent absentee pupils, and ensure that the difference diminishes, between non-PP and the national attendance percentage. Family Community Worker to focus on attendance through parent partnerships, liaising with the attendance officer.

Priority 2	Personal Development Curriculum Lead and Pastoral Support Team/SENDCo to work with and support children's well-being. Children with Social, Emotional and Mental Health (SEMH) issues to have targeted support, direct work and PST liaise closely with parents and external agencies.
Priority 3	Leadership Time for PP Curriculum Lead and SENDCo, in addition to Maths and Personal Development Leads (as above).
Priority 4	Application of the school "Vision and Values" for pupil's to "Aspire, Believe, Care and Achieve" using resources, experiences, opportunities to enhance the pupil's "Cultural Capital". <i>Visits and visitors limited due to COVID restrictions and school risk assessment following government guidelines.</i>
Barriers to learning these priorities address	Pupil Premium attendance from Sept 2019-March 2020 was 93% vs 93.9%. Pupil Premium attendance at the end of 2019 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	Pastoral Support Team £33,000 Personal Development Leadership time £600 Thrive £1100 Magic Breakfast Club £500 <i>Food distributed to families – on rotation of classes – as no Breakfast Club in order to prevent mixing of class bubbles.</i> PP Lead and SENDCo Leadership Time £10,000

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 2020-21:

There were no statutory assessments at the end of 2021, due to Covid, however the Year 2's phonics assessment was collated by government at the end of Autumn Term 2 2021. We set aspirational milestones, however the children lost 8 weeks of face to face learning during National Lockdown 3. This is internal data shared with the Governing Board.