

St Hild's Primary School Pupil Premium Strategy Statement 2020- 2021

School Overview

Number of pupils in school	155 R – Y6
Proportion of disadvantaged pupils	44%
Academic year or years covered by statement	2020 - 2021

Rationale

At St Hild's CE Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

Funding from April 2020 (per eligible pupil)

Early Years Pupil Premium	£0.53 / hour
Pupil Premium Reception – Y6	£1,345
Pupil Premium Y7 – Y11	£955
*Pupil Premium + Looked after children (LAC)	£1,745
Pupil Premium + Post Looked after children (PLAC)	£2,345

*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £600/ pupil.

Pupil attainment 2019 N/A due to Covid 19 School Closure.

Barriers to future attainment

In – School Barriers		Desired outcome
A	Pupils eligible for PP make progress in line with national expectations, particularly in C&L and Literacy	Pupils eligible for PP make progress in line with national expectations, particularly in C&L and Literacy
B	End of Y1 Phonics outcomes not in line with national (sitting December 2020) due to Covid 19 closure	To increase the number of Pupils eligible for PP in Y2 to be in line with national in phonics. December 2020 Phonics screening /or at least caught up by July 2021.
C	For the end of Key Stage 1, internal data indicates that the proportion of pupils attaining the expected standard is below the national average in reading	To increase progress and attainment for PP children to be at least in line with national in reading at the end of Key Stage 1
D	For the end of Key Stage 1, internal data indicates that the proportion of pupils attaining the expected standard is below the national average in writing	To increase progress and attainment for PP children to be at least in line with national in writing at the end of Key Stage 1
E	For the end of Key Stage 1, internal data indicates that the proportion of pupils attaining the expected standard is below the national average in maths	To increase progress and attainment for PP children to be at least in line with national in maths at the end of Key Stage 1
F	For the end of Key Stage 2, internal data indicates, pupils who are eligible for PP achieving the expected standard is below the national average in reading	To increase the proportion of pupils attaining the expected standard in reading to be in line with national at the end of Key Stage 2
G	For the end of Key Stage 2, internal data indicates, pupils who are eligible for PP achieving the expected standard is below the national average in writing	To increase the proportion of pupils attaining the expected standard in writing to be in line with national at the end of Key Stage 2
H	Re-establishing attendance pattern in line with national, addressing anxieties about returning to school	To ensure attendance of PP children remains in line with national and to support attendance after re opening September 2020

Barrier	Desired outcome	Action	Evidence source	Expenditure	Baseline data
A	Pupils eligible for PP make progress in line with national expectations, particularly in C&L and Literacy	Detailed phonics intervention programme delivered by qualified teaching assistant	Small group and 1:1 intervention with highly qualified staff have shown be to effective (EEF Toolkit) Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress	TA employed to deliver detailed intervention programme includes phonics and support in English lessons	Baselines on entry to Reception indicate that pupils access provision with below levels in C&L and Literacy
A	Pupils eligible for PP make progress in line with national expectations, particularly in CLL and Literacy	Detailed writing intervention programme delivered by qualified teaching assistant	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	TA employed to deliver detailed intervention programme includes phonics and support in English lessons	Baselines on entry to Reception indicate that pupils access provision with below levels in CLL and Literacy
B	To increase the number of Pupils eligible for PP in Y2 to be in line with national in phonics. December 2020 Phonics screening /or at least caught up by July 2021.	Detailed intervention programme delivered by qualified teaching assistants	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	Part time TA employed to deliver detailed intervention programme includes phonics and support in English lessons	End of Y1 Phonics (school closed done Sept 2020) outcomes not in line with national.
C	To increase progress and attainment for PP children to be at least in line with national in reading at the end of Key Stage 1	Additional adult support in class enables focus groups to be smaller	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	TA Cost included in C, D and E	Internal data March 2020 indicated that the proportion of pupils attaining the expected standard is below the national average in reading

C	To increase progress and attainment for PP children to be at least in line with national in reading at the end of Key Stage 1	Targeted guided reading sessions with experienced TA planned by the teacher. (including student volunteers)	EEF research evidences that on average, reading approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	3x30 min guided reading sessions per week Also 1:1 reading with student volunteers 2 x weekly Jan 2021 if can Reading comprehension intervention 3x20 min weekly	Internal data March 2020 indicated that the proportion of pupils attaining the expected standard is below the national average in reading
D	To increase progress and attainment for PP children to be at least in line with national in writing at the end of Key Stage 1	Daily support in writing lessons	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	Daily 1:5 phonics intervention groups Daily 1:6 spelling intervention groups TA group support in lessons allowing higher adult : group ratio Lunchtime homework club Jan 2021 if can	Internal data March 2020 indicated that the proportion of pupils attaining the expected standard is below the national average in reading
E	To increase progress and attainment for PP children to be at least in line with national in maths at the end of Key Stage 1	Daily support in maths lessons Targeted pupils withdrawal directed by class teacher Withdrawal of Y3 pupils to extend into Y3 objectives	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	Daily 1:5 daily maths intervention groups TA group support in lessons allowing higher adult : group ratio Lunchtime homework club Jan 21 Lunchtime Times Tables Rock Stars provision Lunchtime Jan 21 homework club if can Flexible intervention in pm to address gaps/needs emerging in lessons includes PP children	Internal data March 2020 indicated that the proportion of pupils attaining the expected standard is below the national average in reading

F	To increase the proportion of pupils attaining the expected standard in reading to be in line with national at the end of Key Stage 2	Daily support in lessons. TA 0.7	EEF research suggests that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	TA cost	At the end of KS2 , pupils who are eligible for PP achieving the expected standard is below the national average in reading.
F	To increase the proportion of pupils attaining the expected standard in reading to be in line with national at the end of Key Stage 2	Sharing good practice.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement Ofsted Jan 17 target to share good practice Offering support to RQT's	Release time for SLT to support early career teachers to ensure high quality QFT Release time to allow early career teachers to observe experienced teacher in Year 6 Release time to allow SENCO to observe TAs to ensure high quality input across school Additional 2 x TA support in classes mornings KS2 Lunchtime homework club if can	At the end of KS2 , pupils who are eligible for PP achieving the expected standard is below the national average in reading.
G	To increase the proportion of pupils attaining the expected standard in writing to be in line	Daily support in KS2 Support for early career teachers	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	Additional TA and additional teacher in lessons allowing higher adult : group ratio 3x a week	At the end of KS2 , pupils who are eligible for PP achieving the expected standard is below the national average in writing.

	with national at the end of Key Stage 2			<p>Release time for SLT to support early career teachers to ensure high quality QFT</p> <p>Release time to allow early career teachers to observe experienced teacher in Year 6</p> <p>Release time to allow SENCO to observe TAs to ensure high quality input across school</p> <p>Release time for early career teachers to work with Assistant Director from the Diocese to ensure high quality teaching across KS2</p> <p>TA interventions: Basic skills Sentence groups Additional 2 x TA support in classes mornings KS2 Lunchtime homework club</p>	
H	To ensure attendance of PP children remains in line with national and to support attendance after re opening September 2020	Role of positive future as Attendance Officer to work with families. Action Plan to be drawn up for each family. Monitor those children under 96% and identify early if causing concern	Persistent absentee rates were greater than the national average in 2017-18. Changes to the Education Welfare Service puts a greater responsibility on schools for supporting families and tracking attendance	Employment of 0.8 Positive Futures Worker	The proportion of pupils with attendance above 96.1% is below this national average for disadvantaged children

Additional funding supporting provision

Provide support for low-income Pupil Premium pupils and their families. Ensure all aspects of the wider curriculum are accessed, e.g. residential visits, school trips.

*some may be in school due to covid restrictions

Music tuition for PP children

Contributions to assisting with attendance

Provide free breakfast club which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional s

Additional work of PFW

To support and liaise with LAC PP children. Significant increase in LAC children

To improve self-esteem and confidence of children through listening matters

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: T Ferguson

Monitoring meeting dates

Autumn: 05/11/20

Spring:

Summer: