

Handale Primary School

Pupil Premium Impact Report

March 2021



Context of the School

Handale Primary School is a place where children love to learn, teachers love to teach, and parents love their children.

Loftus is located on the edge of the North Yorkshire moors, close to the coast. Handale Primary School is predominantly a 1-form entry school, this is in line with the average size nationally. There has been a reduction in pupils entering Nursery between 2019 and 2021 due to a reducing birth rate. Transport links are poor and for many families, isolation can be an issue. The Income Deprivation Affecting Children Index (IDACI) measures the proportion of all children aged 0-15 living in income deprived families. 39% of pupil attending Handale Primary School are from the top 10% areas of deprivation and 59% are from the 10% to 20% most deprived areas. The proportion of adults with any qualification is well below the national average (29%, nationally 42%) and low aspiration and high unemployment are key features of the area. As a result of this the school maintains strong community links for instance linking with 'Hope for East Cleveland' for out of school clubs and a uniform bank.

The Pupil Premium / Ever 6 figure Reception – Y6 is $81/228 = 36\%$ - Over the past three years, the percentage of disadvantaged pupils has declined. The pupils are predominantly White British from an area of high social deprivation in comparison to the national figure, which is reflected in the entry levels of the majority children coming into Nursery – below those typically expected. The school is highly inclusive offering a KS2 High Needs Base for 10 pupils.

Number of Pupils and Pupil Premium Grant (PPG) 2020/2021	
Total number of pupils on roll	228 pupils (excluding Nursery)
Total number of pupils eligible for PPG	81 (36%)
Amount of PPG received per pupil	£1345 per pupil
PPG grant	£108,945

How do we use our funding?

At Handale Primary, we believe in supporting all children to do as well as they can, both socially and academically. We strongly believe that in supporting our families with issues that may impact on the individual child's academic achievement, personal achievements and their well-being.

Although we welcome the Pupil Premium funding, we also recognise that it is imperative that all children are supported the very best way we can. Within the Pupil Premium Strategy there are new and existing initiatives, it is not always about new initiatives but it supports the continuation of good practice.

We have identified six focus areas to improve outcomes for pupils eligible for pupil premium funding.

- All children will be provided with quality intervention where required which will be monitored and evaluated. Disadvantaged children will make at least good progress from their starting points in Reading, Writing and Maths.
- Support will be provided to improve phonic skills and enable pupils to read fluently and reach the expected standard by the end of Year 1.
- To improve social and emotional skills, confidence and build stronger friendships which will lead to happier children who will focus and engage with their learning.
- To improve language and communication skills in EYFS to enable pupils to make at least good progress from their starting points and catch up with non-disadvantaged pupils.
- To continue to develop provision to impact positively on children's self-esteem, mental health and well-being. Nurture and curriculum programmes will increase independence, resilience, learning engagement and ultimately, progress.
- Parents will be given additional support to ensure disadvantaged pupils access learning when working from home. Parents will feel well supported by school to overcome any issues which may arise at home. School will provide exceptional advice and support to parents and families.

Consequently, we are using pupil premium funding in the following ways:

- Quality First Teaching
- Interventions, individually and /or small groups, led by teachers and teaching assistants
- High quality staff CPD
- Release of key leaders in school to support colleagues to impact on outcomes
- Speech and Language resources to support the delivery of speech intervention.
- Full time Teaching Assistants to support children in Early Years, Year 1 and Year 2
- Phonic and reading resources to support the teaching of Early Reading

Support for social and emotional development:

- We are currently looking into the Thrive and ELSA programme to support children's mental health and wellbeing
- Learning Mentor supporting children with mental health concerns – group work
- Children are provided with a book bag and a PE bag
- Provision for breakfast club
- Growth Mindset workshops
- Increased Health and Fitness activities
- Children are targeted for lunch clubs to support their emotional well-being and behaviour
- Play time and dinner time activities

Support for the curriculum:

- Increased curriculum resources for in-class work
- Lexia to improve reading skills
- Reading books to improve the teaching of Early Reading and Phonics
- Subsidising costs for educational visits (when allowed)
- Providing extra support and targeted interventions for children who are below national expectations for Reading, Writing and Maths
- Teaching Assistant to support EYPP pupils in the Early Years

Support for the family:

- Learning Mentor to support families and provide them with the skills to support their children at home with their learning
- Laptops, Sim Cards and additional resources to support pupils learning from home
- Supporting vulnerable families with issues which may impact on school and learning
- Free breakfast club
- Grants / vouchers for families in need
- Uniform / shoes for the children
- Transport to / from appointments where needed

Attendance (Year 1-Y6)

Handale Primary has a strong strategy in place to improve attendance and ensure that pupil premium pupils are supported as much as possible to attend school. At Handale we have a family support worker, who supports families and external agencies in improving attendance. Parents and carers are supported as much as possible to ensure their child attends school. During the recent national lockdown, attendance has been monitored weekly to ensure that all families and pupils are engaging with school. Weekly phone calls are completed and if necessary, home visits take place.

Pupils are rewarded termly with certificates to ensure they attend school and value their education. In addition to this, pupils are awarded a 100% attendance badge on Marvellous Me weekly.

Pupil Premium Progress and Attainment

A data analysis will be provided at the end of the Summer Term. When children return to school on March 8th, pupils will be assessed and a baseline will be completed. As a school, we feel that we worked tirelessly in the Autumn Term to ensure pupils caught up after the first national lockdown. Our focus for the Summer Term is to support pupil's mental health and well being daily through extra daily PSHE sessions to enable them to reach their full potential academically.

At the end of the Summer Term, Year 2 and Year 6 will complete 2019 SAT tests to enable us to assess their attainment. All other year groups will complete end of term assessments as normal, which are explained in the assessment policy.

As a school, we are closely monitoring pupil premium children in school and our aim is for them to make at least good progress. Provision Maps highlight interventions and programmes which are taking place to support pupils. Pupil Premium proformas are completed termly by staff to raise awareness of the PP children in their class and highlight personalised provision.

Pupil premium children were impacted greatly after the first lockdown especially for pupils in Key Stage 1 as seen in the table below. Interventions are being carefully planned to ensure that pupils receive the support needed to enable them to 'catch up'.

Reception (7 PPG children)	57% of PPG children are currently working below the expected standard.
Year 1 (12 PPG children)	75% of PPG children are currently working below the expected standard in at least one curriculum area (Reading, Writing, Maths).
Year 2 (10 PPG children)	80% of PPG children are currently working below the expected standard in at least one curriculum area (Reading, Writing, Maths).
Year 3 (16 PPG children)	50% of PPG children are currently working below the expected standard in at least one curriculum area (Reading, Writing and Maths).
Year 4 (12 PPG children)	50% of PPG children are currently working below the expected standard in at least one curriculum area (Reading, Writing and Maths).
Year 5 (14 PPG children)	64% of PPG children are currently working below the expected standard in at least one curriculum area (Reading, Writing and Maths).
Year 6 (10 PPG children)	50% of PPG children are currently working below the expected standard in at least one curriculum area (Reading, Writing and Maths).