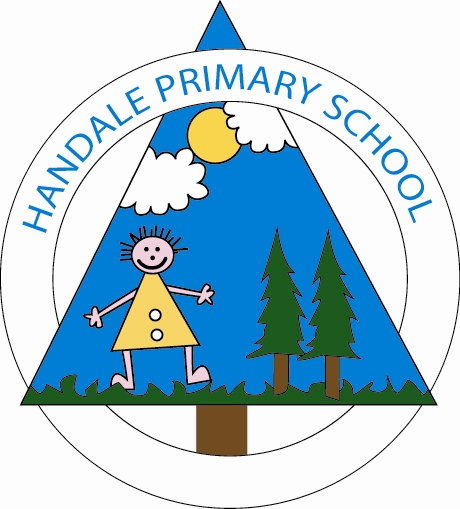
**Handale Primary School**

**Pupil Premium Impact Report**

**June 2021**



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| **Context of the School** |
| **Handale Primary School is a place where children love to learn, teachers love to teach, and parents love to send 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 | |

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| **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.   Progress made from March to May   * Provision Maps identify the targeted intervention which children receive. Intervention impact sheets highlight the progress and next steps for each intervention. * Pupil Progress meetings have highlighted that teachers have a good understanding of individual pupils in their class and interventions have been carefully planned to meet individual needs. * Since returning to school in March, all disadvantaged pupils are making good progress – we look forward to seeing the impact at the end of Summer Term when data is inputted * We have seen a huge improvement in Year 1 phonics, the teachers and children are working exceptionally hard to ensure that we reach a target of at least 80%. * Every day, teachers have been embedding extra PSHE teaching into their daily timetables to meet the needs of mental health especially about the impact of lockdown. * Teachers have completed parent consultation to communicate with parents about how well children have settled in and how parents can support at home. * A new weekly newsletter is to be sent out every Friday to update parents on weekly learning and provide them updated information about what learning is coming up. * The National Tutoring Programme has been very successful and this is evident in the progress the children have made especially in Year 1 phonics and Year 5 reading. The focus has now changed to Maths and SPAG and more children have been identified. * Pupil Premium Proformas have been completed by every teacher to outline the provision and support each disadvantaged child is receiving.   **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 * National Tutoring Programme   **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 inventions for children who are below national expectations for Reading, Writing and Maths * Teaching Assistant to support EYPP pupils in the Early Years * Subject Leaders have been given allocated time to monitor the teaching and learning of their subject   **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 full data analysis will be provided at the end of the Summer Term. When children returned to school on March 8th, pupils were assessed and a baseline was 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, Year 5 and Year 6 will complete 2019 SAT tests and Year 1 will complete the Phonic Screening Test 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.

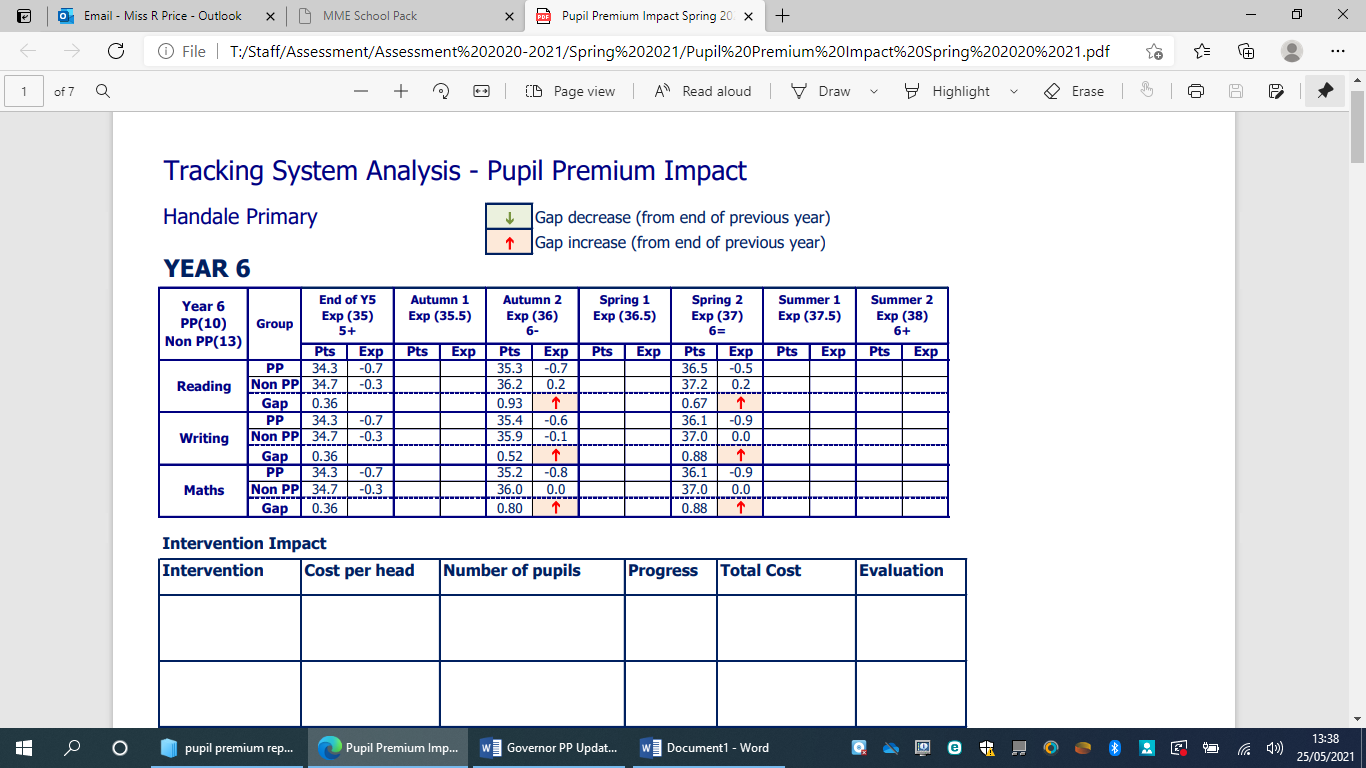
Pupil premium children were impacted greatly after the first lockdown especially for pupils in Key Stage 1 as seen in the table below. Interventions are being carefully planned to ensure that pupils receive the support needed to enable them to ‘catch up’.

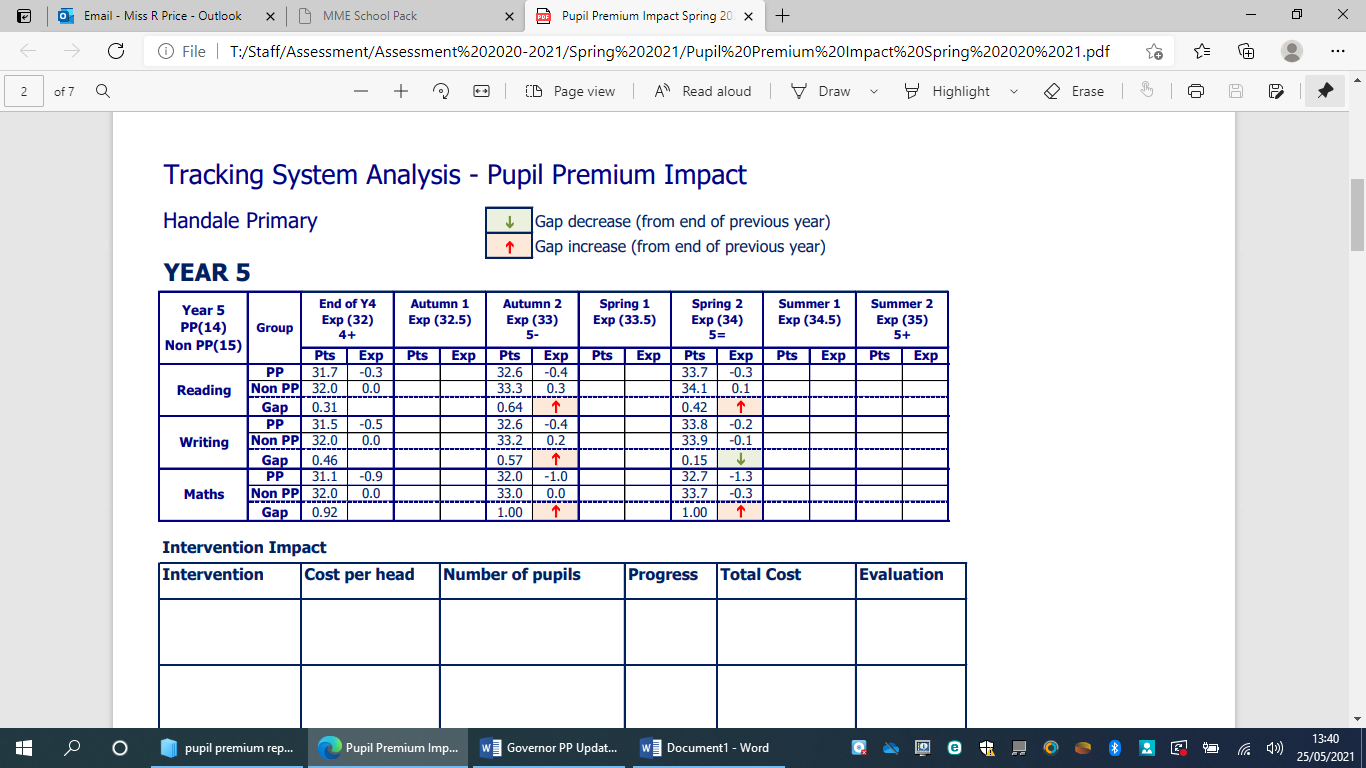
Next half term, teachers will be submitting Summer Term data for their class. This will include the percentage of pupil premium children making expected progress and also how many PPG are currently working at the expected standard.

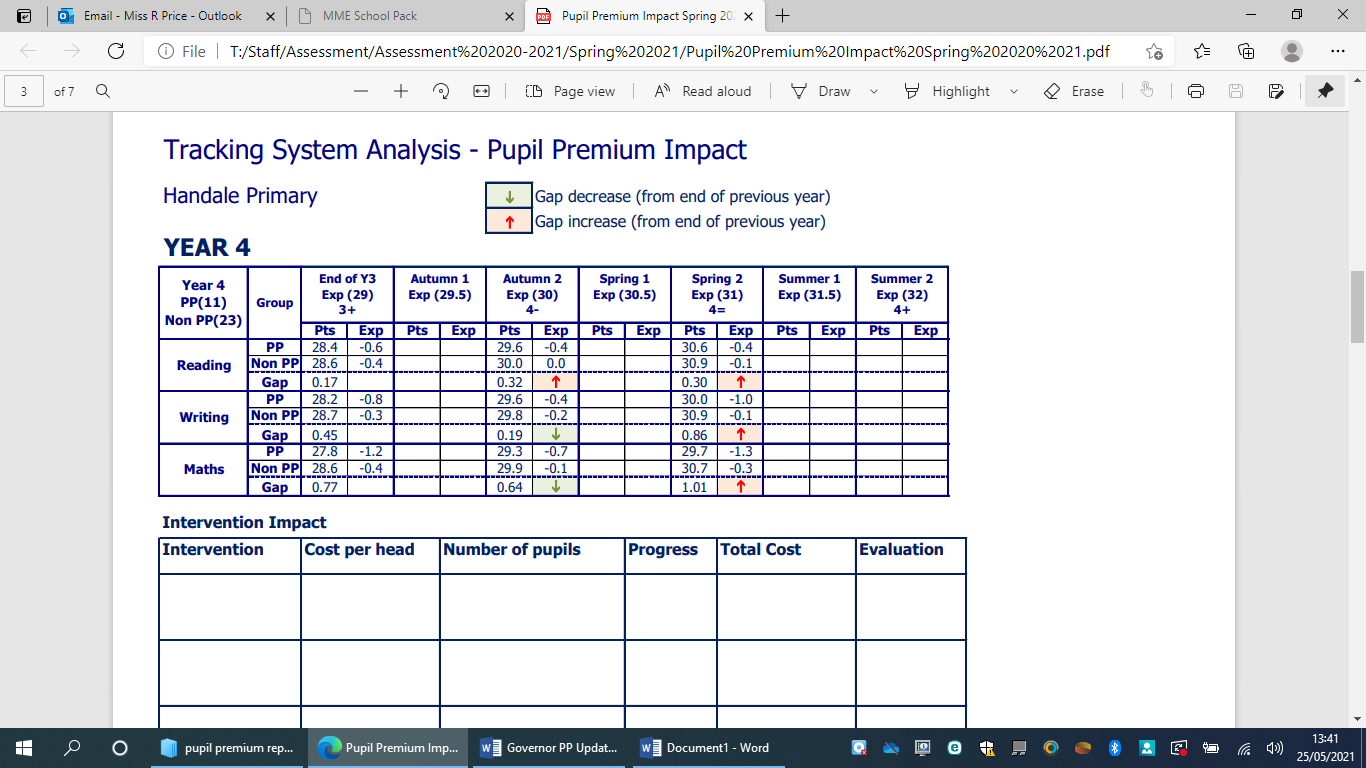
Autumn Term Data Analysis

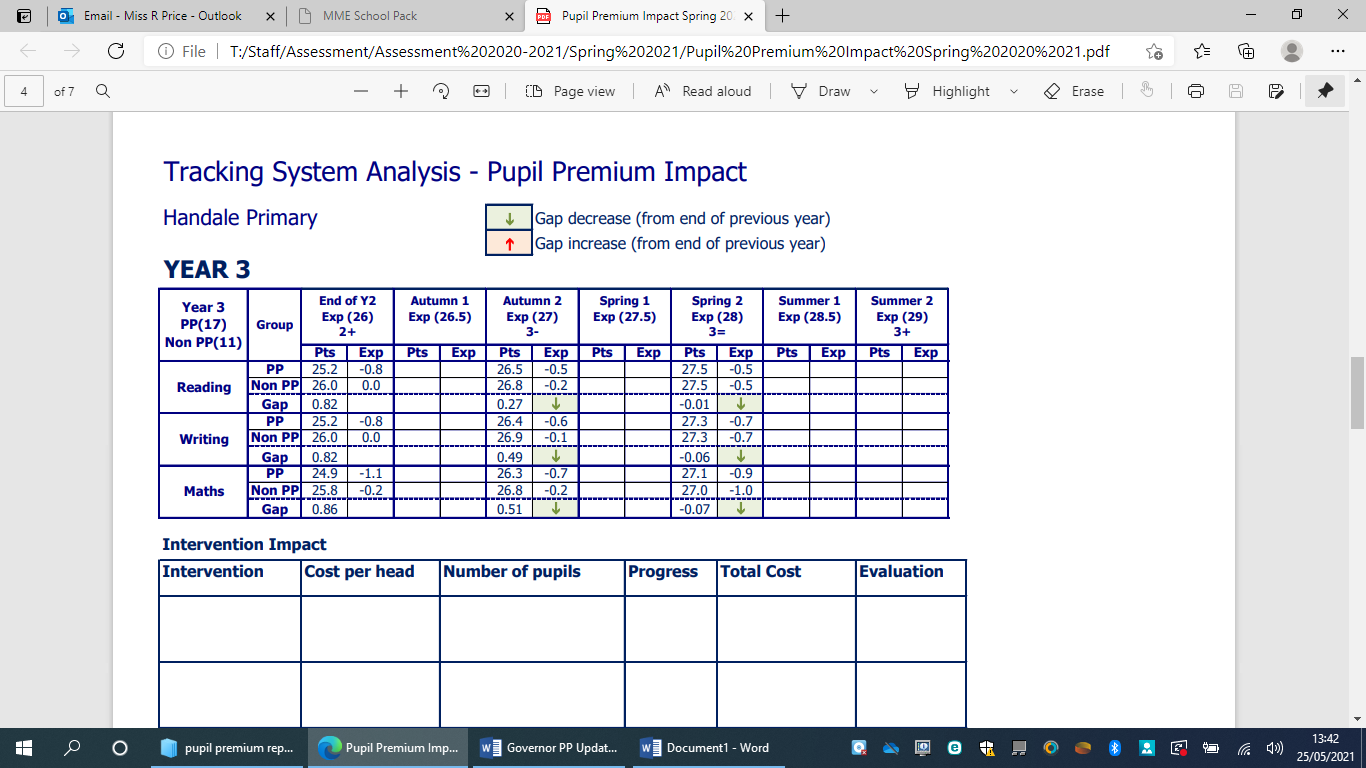
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| Reception (7 PPG children) | 57% of PPG children are currently working below the expected standard. |
| Year 1 (12 PPG children) | 75% of PPG children are currently working below the expected standard in at least one curriculum area (Reading, Writing, 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). |

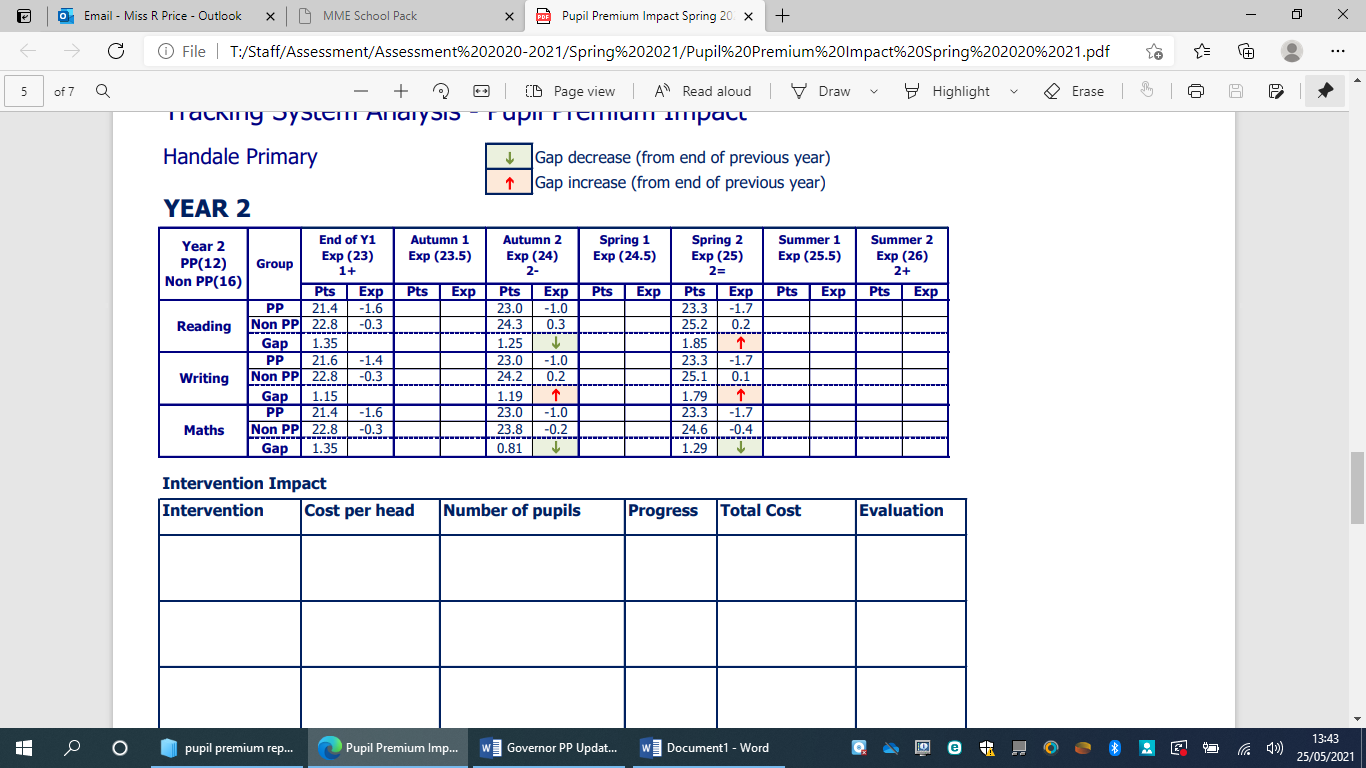
Spring Term Data Analysis

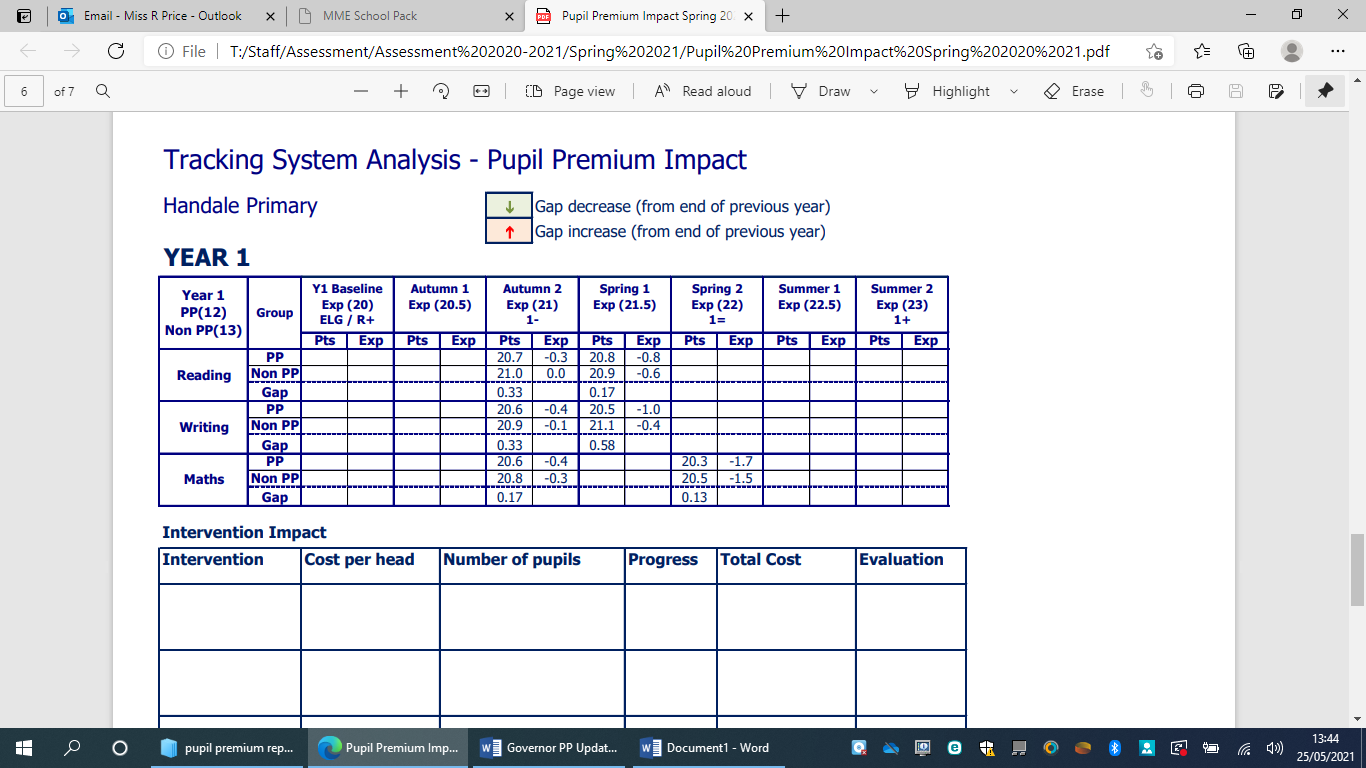












As you can see from the data above, in most year groups, the pupil premium gap has increased this academic year due to the impact of lockdown. However, we are looking forward to seeing the progress towards narrowing the gap in the final term of school. Pupil progress meetings and teaching and learning monitoring has already highlighted the brilliant progress which is currently being made.

*Next Steps for Summer Term*

The Head Teacher and Deputy Headteacher are currently working on the new Pupil Premium Strategy after receiving the latest PPG guidance produced by the DFE. This will be completed next half term ready to be implemented in the September Term.

All teachers will input data at the end of the Summer Term and data will be analysed by SLT.

A pupil premium book scrutiny will be completed by the Head Teacher and Deputy to monitor the progress of the pupils.

The National Tutoring Programme will continue for targeted pupils in Year 2, Year 3 and Year 4.

Pupil Premium Proformas will be updated by all teachers.