**Pupil premium strategy statement – Handale Primary School**

*It is our vision that through the implementation of this strategy, in conjunction with carefully monitored, quality first teaching, the needs of disadvantaged pupils will be met and that gaps in progress and attainment will rapidly diminish.*

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| 1. **Summary information** | | | | | |
| **School** | Handale Primary School | | | | |
| **Academic Year** | 2020 - 21 | **Total PP budget** | £108,945.00 | **Date of most recent PP Review** | April 2018 |
| **Total number of pupils** | 265 | **Number of pupils eligible for PP** | 81 | **Date for next internal review of this strategy** | July 2021 |

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| **What have we identified as the key internal and external barriers to learning?** | | | | | | | | | | | |
| **Barrier 1** | Lower levels of English and Maths skills in lower and middle ability disadvantaged pupils. | | | | | | | | | | |
| **Barrier 2** | Social and emotional issues which can influence learning. | | | | | | | | | | |
| **Barrier 3** | High level of complex needs on entry for EYFS cohort 2019-2020 – moving into Year 1 | | | | | | | | | | |
| **Barrier 4** | Some children do not access or have limited support for home learning | | | | | | | | | | |
| **Barrier 5** | PP children can start school with poorer language and communication skills than non PP children. In KS1, more time is allocated to re-in forcing the common language through repetition, talk for writing techniques and modelling | | | | | | | | | | |
| **Barrier 6** | Support for parents in meeting the mental health needs of their child alongside their learning needs | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | |
|  | What do we want to achieve? | | | | | | What will success look like this year? | | | |
| **Barrier 1** | All underachieving children identified and addressed through assessment for learning strategies within lessons and their needs addressed through marking and feedback and follow up interventions. | | | | | | 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. | | | |
| **Barrier 2** | Children who have social and emotional difficulties in school are identified swiftly. They have access to early intervention to provide suitable support. School provides a positive and safe environment for these children. | | | | | | Support provided will show improved social and emotional skills, confidence and stronger friendships which lead to happier children who can focus and engage with their learning. Disadvantaged children will make at least good progress from their starting points. | | | |
| **Barrier 3** | Year 1 pupils with low starting points in social and emotional development, physical development, phonics/reading and maths to be well supported to make strong progress. The teaching and teaching assistant will have to work effectively together to ensure the correct support and provision is provided. | | | | | | Support provided will show improved phonic skills to enable them to read fluently and reach the expected standard by the end of Year 1. Disadvantaged pupils will make at least good progress from their starting points in all areas of the curriculum. | | | |
| **Barrier 4** | Provide the right support for disadvantaged pupils who are completing remote learning at home. Provide enough support for pupils to continue learning at home daily if there is a bubble closure or another lockdown. | | | | | | The additional support from school will ensure that disadvantaged children access learning at home. Disadvantaged pupils will continue to work from home if needed and will receive feedback from teachers. | | | |
| **Barrier 5** | PP children to receive additional support to enhance language and communication skills so that they become in line with their peers. Targeted interventions and quality first teaching to support disadvantaged pupils. | | | | | | Support provided will show improved language and communication skills. Disadvantaged pupils will make at least good progress from their starting points and will catch up with non-disadvantaged pupils. | | | |
| **Barrier 6** | Parents to receive support on how to support mental health needs while supporting learning at the same time. Parents to feel that they are supported and know what strategies and methods to put in place. | | | | | | Pupils mental health will be supported by their parents. 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. | | | |
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| 1. **Planned expenditure** | | | | | | | | | |
| **Academic year** | | **2020 - 2021** | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Higher rates of progress and attainment for targeted groups.  Children to make at least good progress in all areas and to be in line with ‘other’ pupils. | | Quality First Teaching  Targeted Intervention  Raise staff awareness of PPG children and barriers to learning  Phonic Interventions  Early Intervention | PP data highlighted that pupils were below (in some year groups significantly below), therefore further support to be deployed into these year groups. | | | Staff Meetings  Monitoring of pupil progress and quality of teaching  Impact of interventions  Clear links to teaching and learning policy  Pupil progress meetings | | HT/DHT | Termly |
| Pupils have been identified in the Year 1 cohort 2019-2020 who will need high levels of support to attain the expected standard in English and Maths | | Quality First Teaching  Targeted Intervention  Targeted teaching groups  Effective use of the Linked Learning Room  Structures approaches to Teaching in the main teaching classroom  Phonics and storytelling being high profile  Quick parental engagement | Pupils have been identified in this cohort prior to the academic year starting, who will need high levels of support to attain the expected standard – due to Covid and individual behaviour problems within the cohort | | | Staff Meetings  Monitoring of pupil progress and quality of teaching  Impact of interventions and close monitoring of how effective they are  Clear links to teaching and learning policy  CPD for teacher and teaching assistant  Reviewing current systems in place  Reviewing parental involvement  Pupil progress meetings | | HT/DHT | Half termly |
| Upskilling teachers to improve practice – to be at least good but to aim for outstanding | | Good quality CPD  Strong Policies and procedures  Strong SLT  Sharing of good practice | We want our teachers to be the best teachers they can be – improving their practice in all areas of the curriculum | | | Appraisal reviews  Pupil progress meetings  Monitoring of quality of education: learning walks, pupil voice, book scrutiny | | HT/DHT | Termly |
| Children who enter EYFS will have improved speech and language skills by the end of the year. | | Speech and Language appointments  TA in EYFS to target pupils and deliver interventions  Teachers and teaching assistants to work alongside the SENDCo | The poor speech of some pupils ad poor on entry language is a barrier for them not achieving a GLD at the end of the year. | | | CPD  Robust tracking and monitoring | | AHT/SENDCo | Termly |
| Families will be receiving the right amount of support to engage in home learning in the case of a bubble or school closure. | | Daily teaching videos  Remote Learning  Printed out copies  Additional support and resources given to pupils who are struggling to access  Loan of laptops  Sim Cards  Home Visits  Weekly phone calls  Home Learning Agreement shared with parents and staff | During the last lockdown, children did not participate in home learning and did not often have the right resources to support at home.  We want all children to continue with some learning while learning from home. | | | Robust weekly monitoring of learning at home  Marvellous Me to engage  Weekly phonecalls | | HT  All teachers | Weekly |
| Key Stage Leaders to monitor PP within Key Stages and report back to SLT (1/2 a day every half term)  EYPP Teaching Assistant in EYFS  Reading books  Lexia  CPD  SENDco release time to support disadvantaged SEN  Deputy Head release time to monitor quality of teaching of learning (1 day every half term)  Booster Groups – selected year groups | | | | | | **Total budgeted cost: £52,617** | | | |
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| 1. **Targeted support** | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Children to make at least good or accelerated progress in reading, writing and maths | | -Daily interventions identified on provision maps  -Intervention Impact Evaluations to be completed at the end of an intervention  -TAs to lead targeted intervention groups focused on basic skills in maths, reciprocal reading and phonics/spelling | Continue to build on success on these interventions last year to ensure standards/attainment in these areas remains high for all year groups. | | | -Organise timetables effectively  -Ensure staff who are delivering interventions have an allocated room and sufficient preparation and delivery time.  Monitor the effectiveness of interventions / staff appraisals and TA performance management  Monitor interventions completed by selected TA’s (PR, MO, SD) | | DHT  Key Stage Lead | Half Termly |
| Ensure the more able PP make at least expected progress and are well supported in English and Maths | | Quality First Techer  Appropriate daily challenge  Pupil Progress Meetings  Moderation Sessions | Focused tracking of high attaining PP children will ensure they continue to meet targets. | | | Monitor teaching and learning through learning walks, pupil voice and book scrutiny | | HT/DHT |  |
| Nearly all pupils in Year 1 (85% aim) meet the expected standard in the phonic screening test and pupils in Year 2 continue to attain well in Reading – High level of success for pupils taking the Autumn Term phonic test. | | Phonics intervention group for pupils in Year 1 and 2.  Carefully group pupils for phonics teaching based on prior learning and potential  Well skilled teachers and TAs to deliver interventions  Targeted support for pupils moving into Year 2 to enable them to meet the phonic screening standard. | Continue to build on success of these interventions last year to ensure children have tailored support for specific needs. | | | Monitoring of quality of teaching  Regular half termly phonics meetings to review progress | | DHT | Half Termly |
| Pupils have been identified in EYFS prior to the academic year starting, who will need high levels of support to attain the expected standard by the end of the year particularly in communication and language | | Targeted support in small group interventions/highly supported classroom interventions and upskilling of staff when needed | Establish clear interventions  Ensure quality of provision is reviewed | | | Robust and effective Monitoring  Pupil progress meetings | | AHT | Half Termly |
| Use of online learning platforms such as Spelling Shed, Lexia and TTRS  Purchase of Phonic Books linked to Letters and Sounds  Dyslexia screening  White Rose release time for staff | | | | **Total budgeted cost: £35,079** | | | | | |
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| 1. **Other approaches** | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Increase attendance rates for pupils eligible for PP | | Learning Mentor to work closely with families to identify barriers  Breakfast club offered for vulnerable pupils | Children have structures opportunities to develop social and communicational skills, arrive at school on time – this in turn impacts on learning and improved standards of work | | | Targeted support for identified families/children | | HT/Learning Mentor | Termly |
| Upskilling parents to best support pupil learning at home | | Workshops with parents: phonics, reading, maths  Family Learning Days  Parental guidance and support given  Read for the Stars | Parental support at home is vital to support learning – parents would like to know how to do this | | | Monitor participation rates of pupils  Monitor pupil progress  Monitor attendance  Regular updates on Marvellous Me | | HT/DHT/ Maths Lead | Termly |
| Parets comfortable to come into school or contact school to ask for learning / social / emotional support for their child | | Learning Mentor/Family Support Worker to support vunerable families | Parental support at home is vital to support learning – parents would like to know how to do this | | | Update website with how family support worker can support families  Regular updates or newsletters/marvellous me | | Learning Mentor/ Family Support Worker | Termly |
| Improve children’s emotional well-being/resilience | | Edukit surveys to identify needs  Funding breakfast club if needed  Growth Mindset Week  Whole school focus on resilience – awarding weekly | Children have structures opportunities to develop social and communicational skills impacting on their learning.  You, Me and PSHE scheme  Improved social and emotional well-being and learning for pupils in school – resulting in a positive impact and being read to learn. | | | Monitoring improvements in children’s well being / behaviour and monitor whether improvements translate into attendance and improved attainment | | PSHE Lead  HT | Termly |
| Regardless of their background, all children will have access to a broad range of rich and varied experiences which will enhance their learning across the curriculum | | Each class to create their own Making Memories map of group activities to take part in over the year, which provide experiences for children to draw upon to make connections, support and extend their learning.  Educational visits and visitors to school planed which are linked to half termly topic.  Enrichment activities provided in school | Lack of experiences can impact on children’s learning especially when accessing a broad and balanced curriculum.  We have found that our pupils learn best when they have the experience. | | | Monitoring  Children’s progress and attainment  Pupil Voice | | HT / DHT / AHT / KS Leads | Termly |
| Children who have social and emotional difficulties in school are identified swiftly. They have access to early interventions to provide suitable support. School provides a positive and safe environment for these children. | | ELSA programme (Emotional Literacy Support Assistant)  Edukit Surveys  ELSA training for staff  Individual ELSA sessions to provide support and strategies to manage social, emotional and mental health needs and provide strategies to improve resilience. | Impact of lockdown on our pupils  Results of edu kit surveys highlight issues in children’s social and emotional needs. | | | Training  Monitoring | | HT / DHT / PSHE Lead / Learning Mentor | Termly |
| CPD for staff to support children with Mental Health anxieties following extended absence from school.  Safeguarding CPD for all staff around signs to look for in the vulnerable children school have had limited contact with during lockdown.  ELSA  Free school PE bag and book bag  Support with access and completion of work  Subsidised visits and education trips  Loan of equipment for home  Booster Groups | | | | | **Total Budgeted Cost: £20, 303** | | | | |