

St Margaret's at Hasbury CE Primary School PP Strategy Plan 2020-2021

SUMMARY INFORMATION

Pupil Premium Strategy Plan

CURRENT PUPIL INFORMATION 2020/2021

Total number of pupils:	202	Total pupil premium budget:	£55,145
Number of pupils eligible for pupil premium:	41	Amount of pupil premium received per child:	£1,320 (£1,345)

Reception	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
1 M	2 M	1F	2M	2F	3M	6F	3M	3F	3M	3F	8M	6F

Strategy Statement

Having the additional adult in a cohort for 18 months has ensured that all children have made progress. PP attainment for some of these children is still below ARE but accelerated progress is evident. A percentage of PP children are also SEN, and PP/SEN/ESL and this group of children have below average progress.

The overall aims of our pupil premium strategy is:

- To reduce the attainment gap between school's disadvantaged children and others
- To raise the in-school attainment of both disadvantaged pupils and their peers

In school barriers

A	Limited vocabulary, application of vocabulary
B	Recall of times tables, number bonds hamper fluency in Maths
C	Communication and language
D	Aspiration, resilience, independence, metacognition

E	Reading fluency
External Barrier	Contextual issues has led to limited support for out of school learning, lack of confidence in parents, ESL, value of education

Desired Outcomes	
A	Increase the number of disadvantaged working at ARE or who made 3 points progress across reading, writing and Maths
B	Children's fluency is ARE (over 80% in each cohort)
C	Communication skills and low base line are eradicated in EYFS through early intervention from outside support
D	Children are self-motivated, learning behaviours are positive

Planned expenditure for 2020-2021					
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	Monitoring	Staff	Review date
A, C, D	Ensure reading has a high profile across school	Children are seeing adults read, hearing adults and peers talk about books. Reading is celebrated. Children are being asked about what they are reading which encourages children to engage in reading for enjoyment	Children conferencing	FJ	Termly
A, C, D	Staff are trained in carrying out and responding to Wellcomm	Children are entering nursery with communication and language difficulties. The vocabulary gap is widening, and school needs to address this to prevent difficulties with reading and writing	Actions from the results	MGI/LH	Termly
A, C, D	All parents have had the reading pledge shared with them and this is a school expectation	See below			
A, C, D	Develop children's vocabulary	Vocabulary size is a convenient proxy for a whole range of educational attainments and abilities - not just a skill in reading and writing, listening and speaking, but also general knowledge of Science, History and the Arts (E.D. Hirsch Jnr). The vocab gap starts early and research has identified parents in professional families speak 32 million more words to their children than in lower income families.	Drop ins, lesson observation, books	LH/FJ	Termly
A, E	Continue to improve phonics provision across	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics	Half termly screening, drop ins	SS	Half termly

	EYFS and Year 1 through training	of reading (developing strands of word recognition, such as decoding and phonological awareness)			
B	2 teachers for one cohort (year 6)	Evidence shows reducing the ratio of child:adult will improve the quality of teaching and learning by increasing the amount of high- quality feedback thus addressing misconceptions sooner. .	Pupil progress meetings, learning walks, books	SS/LH HK	
A, D	New curriculum includes a focus on STEM, careers, vocations to raise aspirations	Primary Futures STEM workshops provide opportunities for children to be inspired and curious and see the diverse range of careers. Knowing that primary school age children find it difficult to make connections between what they learn and how it relates to the world of work, will help them see the connections and raise aspirations.		FJ/AA	termly
A, E	Reading scheme books to match and support children's phonics	Reading books need to match children's phonics ability in order to develop fluency. Research suggests that children need to be fluent in their reading in order to access high order reading skills. If a child is fluent their cognitive processes can be freed up to comprehend what they are reading.	Baselines, reading with chn	FJ/SS	Half termly

Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	Monitoring	Staff	Review
E	Phonics intervention	EEF suggested impact +5 months. Short regular sessions over a set period of time appear to result in. optimum impact.	Half termly screening PP meetings	SS	
A E	Reading catch up	Children having additional time with class teacher reading	Half termly	FJ/SS	
A E B D	Teacher led intervention/ta led intervention	Teacher is released to follow up with children to close the gap in basic skills while TA reads to the whole class. TA delivers high quality interventions after receiving training from LSS	Pupil progress meetings	SS/LH	Termly

Other Approaches

B, D	Raising aspirations – Yr 4 completing Archbishop Young Leaders Award	EEF state that as a result of participation in the Arts, improved outcomes have been identified in English, Mathematics and Science. We believe it is important for children to have equal access to enrichment opportunities and a broad and balanced curriculum.	Through Hasbury Hous	AA	termly
D	Subsidising music tuition for PP	<p>Music has a power of forming the character and should therefore be introduced into the education of the young. (Aristotle)</p> <p>EEF state that as a result of participation in the Arts, improved outcomes have been identified in English, Maths and Science. Benefits have been found in both primary and secondary schools, with greater effects on average for primary learners and in some cases for disadvantaged pupils. We believe that it is important for pupils to have equal success to enrichment opportunities. Therefore, we are committed to finding, whole class tuition in year 5. We are also committed to subsidising tuition for PP pupils if they wish to continue to play an instrument in KS2.</p>		SS	Yearly
D, D	Extra support from an educational psychologist Dedicated SENCo time Support for vulnerable pupils from mentor (Phase Trust)	Ensure timely and prompt support provided.	Monitoring of data, behaviour incidents, attendance, PP meetings	SS/LH	Termly