

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Hurst Hill Primary School
Pupils in school	257 Reception to year 6
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£95,495
Academic year or years covered by statement	2020 - 2021
Publish date	1.11.2020
Review date	1.10.2021
Statement authorised by	Rebecca Keen
Pupil premium lead	Claire Johnson
Governor lead	Mrs Gover

Disadvantaged pupil progress for last academic year

Measure	Score 2019	Teacher assessed attainment 2020
Reading	-6.97	66 % made expected point score progress
Writing	-3.99	62 % made expected point score progress
Maths	-6.32	70 % made expected point score progress

Disadvantaged pupil performance overview for last academic year

Measure	Score 2019	Teacher assessed attainment 2020
Meeting expected standard at KS2	22%	55%
Achieving high standard at KS2	0%	-

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid for extensive 'Write Stuff' and 'Vipers' CPD and support, to improve the teaching of English reading and writing across the whole school. Regular quality assurance by phase leaders

Priority 2	To ensure that the progress gap between disadvantaged children and non-disadvantaged children narrows through purchasing and using research based quality resources which are regularly quality assured.
Barriers to learning these priorities address	<p>COVID has impacted on the attainment of all children and created gaps in learning across all areas of the curriculum.</p> <p>Research based interventions, CPD and boosters facilitated by experienced staff are to be used to address said barriers.</p> <p>Quality assurance will ensure maximum impact and continuous improvements on provision.</p>
Projected spending	Total £27934.43

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To ensure that Hurst Hill children achieve national average in KS2 for Reading despite missed education due to COVID 19	July 2021
Progress in Writing	To ensure that Hurst Hill children achieve national average in KS2 for Writing despite missed education due to COVID 19	July 2021
Progress in Mathematics	To ensure that Hurst Hill children achieve national average in KS2 for Mathematics despite missed education due to COVID 19	July 2021
Phonics	To achieve national average in the KS1 phonics screening tests.	July 2021
Other	To reduce the PA of disadvantaged children.	July 2021

Measure	Activity
Priority 1	Ensure all relevant staff have sufficient Phonics CPD to facilitate the scheme effectively and track progress.
Priority 2	Continue to work with the SLE's from NCETM to narrow the attainment gap in maths. Purchase additional maths resources to develop reasoning skills to problem solve and fluency with SATS style questions.
Priority 3	Ensure teachers have quality speech and language CPD to facilitate effective speech and language boosters in EYFS and KS1. Purchase resources additional support recommended buy EEF and local authorities.
Barriers to learning these priorities address	Staff will use evidence-based whole-class teaching interventions to improve attainment.
Projected spending	Total: £2437.09

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that whole school facilitates the new VIPER reading strategies and embed the use of Accelerated Reader and MYON across all year groups, so as to increase reading for pleasure and attainment.
Priority 2	Establish small interventions for disadvantaged pupils falling behind age-related expectations across core subjects and ensure that UKS2 have additional targeted support from support staff during wave one teaching.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensures that COVID gaps in learning are not barriers to sequential learning. • Encourages independence when reading and builds creativity/pupil voice for writing which is currently an area of weakness. • Additional members of staff based in Reception including the DHT • DHT released for UKS2 PPA and Leadership CPD time
Projected spending	Total: £45,439.82

Wider strategies for current academic year

Measure	Activity
Priority 1	Maintaining and funding breakfasts for all children daily.
Priority 2	Use of behaviour mentor, Instill Absence and attendance team to support families with attendance and Early Help Assessments.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	Total: £19706.51 Running total: £95,517.85

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring quality CPD time is provided so that new initiatives are evident and delivered to a good standard in lessons across the whole school.</p> <p>Ensuring that impact of new initiatives is reviewed regularly through quality assurance.</p>	<p>Use of INSET days and additional cover provided by senior leaders.</p> <p>Quality assurance checks carried out by SLT weekly.</p> <p>Additional CPD modelled through team teaching with subject leads.</p> <p>Use of SLE support and subject leads from across the trust.</p>
Targeted support	<p>Ensure boosters and interventions that are conducted are purposeful and personalised to the needs of the groupings.</p> <p>Ensure quality time is provided for groupings.</p> <p>Quality assessments analysed to inform baselines and identify the targets for disadvantaged children – clear communication between teachers and support staff is essential.</p>	<p>Targeted support workers in each phase to carry out interventions and boosters.</p> <p>Time tables map out the dates and timings of boosters and interventions.</p> <p>SLT review the impact of sessions half termly through pupil progress meetings with support staff.</p> <p>Logs maintained to track children and show impact on boosters and interventions.</p>
Wider strategies	<p>Engage and build positive relationships with families who face the most challenges, so they have a more positive outlook on their child's education – consequently working with school to improve attainment and social mobility.</p>	<p>Behaviour mentor role has sufficient time to complete family support work every afternoon with the support of SLT.</p> <p>Working closely with our three local authorities and multi agencies, so as to offer the best support through purposeful and meaningful support plans.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	<p>Reading: Steady improvement in disadvantaged pupil progress with only 4% difference between all pupils and disadvantaged (non SEN). Whereas there was still a 21% gap between all pupils and all disadvantaged +SEN. This shows we need to target more support towards SEN groupings next year:</p> <p>Writing: 8% lower than all pupils for Non SEN disadvantage children but still a 20% gap for disadvantaged SEN children.</p>
Progress in Mathematics	<p>Really good progress. New approach to concrete maths enabled disadvantaged, who were not SEN, to make accelerated progress. 70% were on track Spring 1 compared to all pupils, who achieved 65%</p> <p>Only a 6% gap between All pupils and All disadvantaged pupils inclusive of SEN. We need to embed practice next year.</p>
Phonics	<p>We did not achieve national average 71% of year one were predicted to have achieved based on their previous testing results prior to COVID.</p> <p>Only 57% of year 2 children were on track. This is a continued focus for 2021.</p>
Other: Attendance:	<p>Disadvantaged PA was reduced prior to COVID, but whole school was at 13%. Still not in line with national average and hence this is still a focus for 2021.</p> <p>Whole school attendance was 95% in Spring 1 excluding RIPES – this is a continuous target.</p>