

Hateley Heath Primary Pupil Premium strategy 2020-2021

1. Summary information					
School	Hateley Heath Primary School				
Academic Year	2020-21	Total PP budget	£203405	Date of most recent PP Review	Autumn Term 2020
Total number of pupils	424 (Nurs.-Year 6)	Number of pupils eligible for PP	146 and 3 post LAC	Date for next internal review of this strategy	Feb 2021 & July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths 2019 KS 2	28%	93%
% achieving in reading 2019 KS 2	44%	100%
% achieving in writing 2019 KS 2	44%	95%
% achieving maths 2019 KS 2	38%	99%
% targeted to achieve in reading, writing and maths 2021 KS 2	68%	95%
% targeted to achieve in reading 2021 KS 2	70%	100%
% targeted to achieve in writing 2021 KS 2	70%	100%
% targeted to achieve maths 2021 KS 2	70%	99%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Oral language and literacy skills in Early years (lower for pupils eligible for PP than for other pupils and this slows reading progress in subsequent years).
B.	Some PP families do not have access to ICT resources that would enable high quality remote learning.
C.	Some PP children across the school have attainment below that of their peers and they need intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave.
D.	Some PP children across the school lack confidence and self-belief which impacts on their wellbeing and learning as they move through the school.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance rates for pupils eligible for PP are 94.2% (below the target for all children nationally) and % of PP pupils with persistent absence is at 18.6% (higher than all children nationally). This reduces their school hours and causes them to not make the rapid and sustained progress they need to as they move through our school.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PP in Nursery & Reception class Improved phonics and early reading for pupils eligible for PP in early years and KS1	Pupils eligible for PP in Nursery & Reception class make rapid progress by the end of the year so that all pupils eligible for PP at least meet age related expectations by the end of Reception and KS1.
B.	Increased rates of progress for PP children whose attainment is below that of peers nationally	Rates of progress for PP children whose attainment is below that of peers nationally is accelerated so they at least meet ARE in RWM by the time they leave in year 6.
C.	Higher rates of progress across KS2 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across school so that higher numbers of PP children achieve GD by the end of year 6.
D.	Improve ICT home resources for PP families so they can access high quality remote learning	All PP actively engage in online home learning & can access school digital learning platform, including intervention and homework resources.
E.	Improve confidence and self-esteem of PP children	PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress.
F.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves from 94.2% to at least in line with all pupils nationally.

5. Planned expenditure

Academic year

2020/21

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in Nursery and Reception	<p>Staff are trained on high quality Language First teaching and learning. All staff in EYFS and KSI phases to understand the key principles of the Language First Project and to have clarity as to the intent, implementation and expected impact</p> <p>To undertake on entry & every half term Communication and Language observations: Wellcomm, Leuven Pupil involvement and wellbeing scale and development matters to identify the relative starting points of children and identify reluctant/passive communicators.</p> <p>To complete monitor and review phonics trackers across KSI to monitor and assess children's progress across the year.</p> <p>To develop phonics online resources that can be accessed in school and online to support intervention.</p>	<p>WELLCOMM assessments completed on entry and planning for children to access high quality learning (TA who is WELLCOMM trained)</p> <p>Interventions planned and implemented for children as appropriate and staff in EYFS and KSI understand intent, implementation and impact of the Language First Project and expected outcomes from the children by the end of the school year.</p> <p>On Entry C&L observations are completed by EYFS staff and Wellcomm, Leuven pupil involvement assessment tools are used in EYFS to identify reluctant/passive communicators by TAs. Leuven scales are reviewed half termly and children are reassessed if required.</p> <p>Rates of progress for PP with C&L skills below national expectations are increased and planned targeted interventions carried out for groups of learners to enable them to make rapid and sustained rates of progress in C&L.</p> <p>Targeted phonics training to be delivered by and this good practice is embedded across Early years and KSI. Letters and Sounds is planned and delivered effectively and consistently across relevant year groups.</p> <p>Phonics resources and reading materials that support Letters and Sounds are purchased and rolled out and they support the effective delivery of phonics across the school.</p> <p>Online and hard copies of phonics resources are purchased and made available for children to access from home.</p>	<p>Half termly lesson observations by head teacher, deputy heads and assistant head reflect teaching is of high quality, rates for improvement are supported swiftly by Deputy, assistant head and leader in each phase.</p> <p>Fortnightly learning walks/lesson observations carried out by head teacher and SLT reflect that teaching is enabling children to effectively communicate their learning and transfer key knowledge to long-term memory.</p> <p>Weekly/fortnightly planning and book trawls carried out by SLT reflect above and children making at least good progress over time.</p> <p>Survey PP children to elicit how many children have accessed digital classroom for intervention resources and online learning as necessary.</p> <p>Regular pupil voice for PP children implemented by head teacher and deputy head teachers to ascertain their views about their learning</p>	<p>AHT (EY) CPD budget WELLCOMM TA (LSP)</p> <p>Staff time I-I for on entry observations/assessments</p> <p>CPD</p> <p>See section D</p>	Feb and July 2021

		<p>Videos are shared on class dojo (school learning platform) that follow the sequence of Letters and Sounds programme to model phoneme enunciation, blending and segmenting of words.</p> <p>Provide families and children with access to digital learning platform to access interventions for phonics. Provide Digital resources to ensure all PP can access digital learning platform from home. Purchase router for families so they can use WiFi effectively at home.</p>	<p>experiences in school and remotely and to find out what they have learned and remembered.</p>		
<p>B: To increase rates of attainment for PP children across the school whose attainment is below that of their peers nationally</p> <p>C: Higher rates of progress across KS2 for high attaining children eligible for PP</p>	<p>Teaching and interventions ensure that PP children are making accelerated progress in all subjects to close the gap with their peers.</p> <p>Teaching and targeted class support for PP children to ensure they make higher rates of progress. Robust assessment and effective moderation practices in place. Half termly assessments are in place for reading, writing and maths in every year group and these inform next steps. Moderation of work takes place every half term. Develop range of digital learning materials for digital platform and for intervention so that intervention modelling is delivered by school staff and can be accessed in class or at home.</p> <p>LSP (SEMH lead) to provide 1-1 time across the week to target strengths and areas for</p>	<p>Accelerated rates of progress for PP children whose attainment is below that of peers nationally ensures that they at least meet ARE in RWM by the time they leave in year 6.</p> <p>Higher rates of progress for KS2 high attaining PP children ensures that they achieve GD by the end of year 6 in reading, writing and maths.</p> <p>Robust assessment and effective moderation practices are in place.</p>	<p>Half termly lesson observations by Deputy and Head reflect teaching is of high quality. Rates for improvement are supported swiftly by deputy, assistant head teacher in each phase</p> <p>Head, Deputy and Assistant head conduct learning walks to establish if all staff are compliant with expectations and pupil voice.</p> <p>As above.</p>	<p>Head teacher, Deputy HT and assistant HT</p> <p>CPD budget</p>	<p>Feb and July 2021</p>
<p>D: To continue to develop Virtual Classrooms within the Digital Learning Platform that provides high quality resources that support learning both in and out of school that are delivered by outstanding teachers</p> <p>E: Improve confidence and self-esteem of PP children</p>		<p>PP children have access to high quality lessons and interventions that are delivered by teachers and TAs.</p>	<p>Deputies and assistant head to carry out tracking of how online materials are being used in and out of school.</p>	<p>Head, deputy and assistant head</p> <p>Head teacher, deputy HT,</p>	<p>Feb and July 2021</p>

	development and provide targeted teaching to support rapid progress.	PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress	SLT to have 1-1/group discussions with PP children termly.	assistant HT and SEMH lead	Feb and July 2021
Total budgeted cost					See expenditure breakdown below
ii. 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?
A. Improved oral language skills in reception	<p>EYFS member of staff to deliver C&L interventions at least one day a week to improve speaking, reading and writing to enable to make accelerated progress.</p> <p>AHT to Monitor weekly planning to see how new language is being embedded into the curriculum.</p> <p>Fortnightly monitoring of EY learning environments to monitor how Language is being used to enhance learning opportunities for children.</p>	<p>EYFS and KSI staff complete observations of children and identify reluctant and passive communicators, readers and writers.</p> <p>Planning matches learning to relative starting points of children.</p> <p>Learning environments promote high quality language development (all staff in EY support this).</p>	<p>Staff have assessment evidence to indicate different groups of children in their class.</p> <p>Half termly lesson observations and fortnightly learning walks carried out by head teacher.</p> <p>Monthly Pupils books trawls and scrutiny of portfolios carried out by Head, Deputy and Assistant head.</p> <p>Half termly learning environment trawls carried out by head teacher</p> <p>Termly reviews of Pupil outcomes carried out by head, deputy and assistant head.</p>	AHT EYFS	Feb and July 2021

<p>B: increase rates of attainment for PP children who attainment is below that of their peers nationally</p> <p>C: Higher rates of progress across KS2 for high attaining children eligible for PP</p> <p>D: To continue to develop the Digital Learning Platform to provide high quality resources that support learning both in and out of school that are delivered by outstanding teachers. To ensure all PP children have equipment to access home learning.</p>	<p>Level 3 TAs in each phase of the school target PP children in class and deliver interventions weekly (total half of their time) to accelerate rates of progress.</p> <p>Head, deputies and phase leaders teach booster groups to year 6 and year 2 PP children once per week.</p> <p>Deputy and head teacher to develop intervention planning to address PP needs with teachers in each phase of the school.</p> <p>TAs to deliver in class intervention/out of class intervention across the week.</p> <p>TAs/teachers to support high attaining children in class.</p> <p>Create resources for reading and maths on the Digital Learning Platform.</p> <p>Develop Assessment for Learning to measure impact of online resources that support RWM across the school.</p>	<p>TAs effectively support PP children 1-1/ groups in class and in intervention groups accelerating rates of progress as a result they make rapid and sustained rates of progress overtime and at least achieve ARE by the time they leave our school</p> <p>Leaders effectively support PP children in groups after school to improve their reading and maths and as a result they achieve ARE by the end of KS1 and KS2.</p> <p>Questioning and tasks on planning and within lessons are differentiated to ensure these children are challenged effectively. Children respond well to challenges and make high rates of progress throughout KS2. Evidence of this is shown in half termly assessments and within moderation judgements.</p> <p>Sequenced programmes for phonics and maths that are accessible to staff across the school to support PP children.</p> <p>There will be a bank of Phonics and Numeracy videos to support the sequence of Letters & Sounds, White Rose maths and the school reading scheme for children to access online.</p> <p>aand Sounds adnlLetterphonics and maths interventions that model high quality instruction.</p>	<p>Deputy and deputy to observe quality of T&L half termly</p> <p>Fortnightly books trawls by Head and deputy (PP children)</p> <p>Pupil voice.</p> <p>As above</p> <p>Self-review of programmes and resources including effective strategies are available on the Digital Learning Platform that support pupils as identified as below ARE in Mathematics, Phonics & Reading.</p> <p>Analysis of numbers of PP children accessing home learning.</p>	<p>2 LSPs and 1 LSA for 2.5 days a week each</p> <p>Each L3 TA half week in each phase</p> <p>Deputy Time and assistant head time 1 day a week</p> <p>ICT resources and equipment</p>	
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Total budgeted cost					See expenditure breakdown below
iii. 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?
E: Improve confidence and self-esteem of PP children	<p>1:1/group support from SEMH lead using a variety of activities to develop confidence, self-esteem and emotional wellbeing.</p> <p>To ensure all PP children access all visits and participate in a range of extracurricular clubs to develop their confidence as a learner.</p>	<p>PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress</p> <p>Pay for PP children to participate in school visits and a range of extracurricular activities to improve their confidence and self-esteem.</p>	<p>Headteacher to have half termly discussions with groups of PP children about improved attitudes to learning and confidence. HT to discuss next steps with pupils.</p> <p>As above.</p>	SEMH lead and PP lead (head teacher)	Feb and July 2021
F: Increased attendance rates	<p>Attendance lead to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Attendance lead to further develop relationships with families of disadvantaged pupils to ensure they are making the best efforts to ensure their children attend school every day</p> <p>Attendance lead to overview attendance of pupil groups and work in partnership with attendance consultant to tackle attendance issues and persistent absence.</p> <p>Provide attendance reward system for children and parents.</p>	<p>Overall attendance and PP group improves overtime and is at least in line with national figures.</p> <p>PP persistent absence reduces and this has a positive impact on whole school persistence absence to make it in line with national figures.</p> <p>Children are motivated to improve their attendance and they want to come to school. Parents ensure their children come to school every day and on time.</p>	<p>Thorough briefing of attendance consultant about existing absence issues.</p> <p>PP lead (head teacher) and attendance lead will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Attendance lead</p> <p>Head teacher salary</p> <p>Attendance consultant salary</p> <p>Rewards purchased in consultation with SLT, attendance lead and children.</p>	Feb and July 2021

Total budgeted cost					See expenditure breakdown below

Overview of PP spending for 2020-2021 across the school

Number of pupils and pupil premium grant (PPG) received	
Total Number of pupils on roll	Full time pupils: 391 Part time nursery pupils in total: 33
Total number of pupils eligible for PPG Total Number of pupils eligible for post looked after PPG Total Number of pupils for current looked after PPG	146 3 0 Total: 149
Amount of PPG received per pupil PPG for post looked after children & current looked after children	£1345 £2345
Total amount of PPG received	£203405

Planned Expenditure for 2020-2021

Level 3 teaching assistants working with PP across the curriculum to close attainment gap to ensure children make better than expected rates of progress and at least achieve age related expectations by the time they leave Hateley Heath Primary (in class and out of class interventions).	£30577
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2 L3 TAs in EYFS and KS 1 to work with PP across the curriculum to close attainment gap to ensure children make better than expected rates of progress and at least achieve age related expectations by end of year 2.	£25412
Deputy head teacher time to implement digital classroom and develop online interventions that can be accessed at school and home so pupils get specialists delivering input of catch up programmes.	£10904
Deputy, assistant head teacher and phase leader time to team teach and support staff to accelerate rates of progress of PP children and to drive initiatives.	£21474
Head teacher to have discussions with PP children across the school every week on a rolling programme.	£10000
Head teacher, deputy head teachers and phase leader to teach booster groups to year 6 children every week after school.	£13474
Assistant head teacher (EY lead) to monitor the progress of PP children in communication, language and reading across Early years.	£20000
WELLCOMM lead to work with groups of PP children throughout the school, implementing speech and language interventions.	£20412
SEMH lead to work with PP children in groups/1:1 every week.	£10421
CPD to link to SIP to improve provision for more able PP children so they make rapid and sustained rates of progress.	£4000
Attendance lead, attendance consultant and rewards purchased to improve attendance of PP children.	£23253
Provide visits and paid extracurricular clubs for PP children removing financial barriers to achievement.	£5000
ICT resources purchased to provide PP children with lap tops and WiFi devices so they can access school online learning platform.	£10000
TOTAL EXPENDITURE:	£204927

Total Grant: £203405

Total Expenditure: £204927

£1522 top up from school budget