

# Pupil Premium Strategy Statement 2020-2021



## School overview



Metric	Data
School name	Heather Primary School
Pupils in school	108
Proportion of disadvantaged pupils	5.5%
Pupil premium allocation this academic year	<b>£12,105.00</b>
Academic year or years covered by statement	2020-2021
Publish date	February 2021
Review date	July 2021
Statement authorised by	Maxine Michalowski
Pupil premium lead	Maxine Michalowski
Governor lead	Rachel Aucott

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

### Strategy aims for disadvantage pupils –

Measure	Score
Meeting the expected standards at the end of Year 6 Reading – 2 pupils across the Key Stage	100%
Meeting the expected standards at the end of Year 6 Writing – 2 pupils across the Key Stage	50%
Meeting the expected standards at the end of Year 6 Maths – 2 pupils across the Key Stage	50%
Meeting the expected standards at the end of Year 6 RWM– 2 pupils across the Key Stage	50%

## Strategy aims for disadvantage pupils – KS1

Measure	Score
Meeting the expected standards at the end of Year 2 Reading – 3 pupils across the Key Stage	66%
Meeting the expected standards at the end of Year 2 Writing – 3 pupils across the Key Stage	66%
Meeting the expected standards at the end of Year 2 Maths - 3 pupils across the Key Stage	66%
Meeting the expected standards at the end of Year 2 RWM – 3 pupils across the Key Stage	66%

Measure	Activity
Priority 1	To provide ELSA and counselling support for the Pupil Premium children – self-esteem, grief support, developing understanding of feelings
Priority 2	Work with Talk for Writing trainer to improve story-telling and writing across the school
Barriers to learning these priorities address	Provides the children with the vocabulary to express their thoughts and feelings. Ensuing staff have the skills and the knowledge to teach writing with more confidence Clear teaching structure of Talk for writing will improve writing outcomes for all.
Projected spending	£4000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All children to increase their reading age inline with the chronological age – if child's reading age is less than the chronological age then gap is closing	June 2021
Progress in Writing	All children to show progress in writing outcomes from Autumns 2020	June 2021
Progress in Mathematics	Children maintain/improve standardised score in maths from Autumn 2021	June 2021.
Phonics	No phonic data to be collected. Children to show an improved phonic score over the year.	June 2021
Attendance	Attendance of key Pupil Premium children to be at least 96.5%	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>To narrow the reading attainment gap between disadvantage and non-disadvantage pupils</p>	<p>To ensure LSA support in classes to provide support with reading, SALT, maths, social groups and writing . Providing provide a more favourable staff to pupil ratio, resulting in positive progress gains</p>
<p>Priority 2</p> <p>To improve the maths attainment gap through teaching for mastery for maths between disadvantage and non disadvantage pupils to improve the standardised scores of the PP children</p>	<p>Maths lead to share strategies from the maths hub to embed Teaching for Mastery across all year groups# To provide staff with the support to use evidence-based whole-class teaching interventions.</p>
<p>Barriers to learning these priorities address</p>	<p>Pupils have been working remotely for a considerable time over the past 6 months, and all bar the key workers being at home during lockdown</p> <p>Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress</p> <p>Learning behaviours may need developing due to long periods of self-isolation</p>
<p>Projected spending</p>	<p>£7105.00</p>

### Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations</p>	<ul style="list-style-type: none"> <li>• To identify pupils who are falling behind national</li> <li>• To provide support for families with low attendance</li> </ul>
<p>Priority 2</p> <p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<ul style="list-style-type: none"> <li>• To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development</li> <li>• To ensure all PP children in KS 2 are able to attend a residential in year 3/4 and 5/6 at a reduced rate if required</li> <li>• To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons and adapts to current</li> </ul>

	<p>restrictions caused by #Covid19 at a reduced rate if required</p> <ul style="list-style-type: none"> <li>To have themed curriculum days to deepen children's understanding of specific topic areas</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Poor attendance – including the impact of Covid 19</li> <li>Covid 19 measure effecting visits and visitors to school.</li> </ul>
Projected spending	See LSA spend above plus £1000 for residential

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development	<p>Use of INSET Days and twilight sessions.</p> <p>Cover for the teachers by MM where possible</p> <p>All subject Leaders to be released for half a day every term – cover provided by MM</p>
Targeted support	Time for LSAs and clear direction of tasks to provide targeted maths support	Targeted staff meetings for LSAs to attend on maths support
Wider strategies	<p>Children's absence on the day this session happens.</p> <p>Engaging the families facing the most challenges</p> <p>Ensuring all children in Y3 to Y6 has a residential</p>	<p>Regular monitor of attendance data to look for patterns and trends</p> <p>Working closely families as much as possible</p>

### Review: last year's aims and outcomes

Aim	Outcome
<p>Golden tickets to encourage reading at home</p> <p>KS 2 children targeted for key intervention with class teacher</p> <p>Purchase of PIRA/PUMA assessments to track progress and monitor gaps</p> <p>My Maths Subscription</p> <p>TT Rock Stars to boost times table knowledge</p>	<p>No end of year data due to Covid 19.</p> <p>From June – places were offered for all PP children if they were not in the priority year groups where possible targeted interventions did take place</p> <p>My Maths and TT Rockstars were used extensively throughout the lockdown period.</p>
<p>Talk Boost</p> <p>Developing language rich environment</p> <p>New curriculum development to focus on vocab development</p> <p>Echo reading to develop fluency</p>	<p>Year 5/6 teacher trained in echo reading – this has not yet been cascaded</p> <p>Curriculum under further review so that talk for writing is embedded in the long term plan</p>

Pupil Premium Champion – LSA to work with PP children – working 0.5 days twice a week - support with reading, homework, emotional support	This was in place until March 2020
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