

**Pupil Premium**

**Strategy Statement:**

**Hainford Primary School**

**Review 2019 – 2020 Strategy 2020 - 2021**



# Pupil premium strategy statement

## School overview

Metric	Data
School name	Hainford Primary School
Pupils in school	71
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	Joint allocation with Frettenham Primary & St. Faiths' Primary Schools: £52 495
Years covered by statement	Academic Year 2019-2020 Review Academic Year 2020-2021 Strategy
Publish date	December 2020
Review date	December 2021
Statement authorised by	Ashley-Best White Executive Head Teacher
Pupil premium lead	Executive Deputy Line Manager
Governor lead	Sue Hill

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Between Sept 2019 and March 2020, pupil premium pupils were progressing broadly in-line with other pupils with similar starting points
Writing	Between Sept 2019 and March 2020, pupil premium pupils were progressing broadly in-line with other pupils with similar starting points
Maths	Between Sept 2019 and March 2020, pupil premium pupils were progressing broadly in-line with other pupils with similar starting points

## Disadvantaged pupil performance overview for last academic year

Measure	Score
EYFS GLD	Between September and March, pupil premium children were performing slightly below their cohorts
Yr.1 Phonics Screening	No year 1 PP children

KS 1	Between September and March, pupil premium children were performing in-line with their cohorts
Meeting expected standard at KS2 RWM	Between September and March, pupil premium children were performing in-line with their cohorts
Achieving high standard at KS2	Between September and March, pupil premium children were performing in-line or above their cohorts

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all pupils have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff will focus on implementing the Power of Reading and LTE
Priority 2	Ensure teacher and TA intervention programmes target disadvantaged pupils.
Priority 3	Inspire a love of reading.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Lack of exposure to suitably challenging texts across KS1</li> <li>Loss of time in school (due to Covid 19) and lack of engagement with remote learning has led to increased number of children unable to access age-appropriate texts.</li> <li>Pupils with poor reading skills at the end of KS1 demonstrate slower progress at KS2 where they have difficulty accessing the broader curriculum</li> <li>Narrow vocabulary limits pupils' progress in reading and writing.</li> </ul>
Projected spending	<i>Joint Spend with Frettenham and St. Faiths' Primary Schools: £61287</i>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve progress scores in-line with the average across their cohort at Hainford Primary School	May 2021
Progress in Writing	Achieve progress scores in-line with the average across their cohort at Hainford Primary School	May 2021
Progress in Mathematics	Achieve progress scores in-line with the average across their cohort at Hainford Primary School	May 2021

Phonics	By the end of Year 1 all pupils have a reading age in-line with their chronological age and pass their phonics screening check	July 2021
Other	All pupils will be fully involved in any inquiry learning.	July 2021

### Targeted academic support for current academic year

Measure	Activity
<b>Priority 1</b>	<p>Power of Reading / LTE: trained staff to monitor, disseminate and implement to all teaching staff across Hainford</p> <p>Inquiry Learning focus on broadening vocabulary across the curriculum and using it in context.</p> <p>Inquiry Mentor continue to champion the use of enquiry across the curriculum. This will enable staff to access advice around specific strategies for pupils who do not fully involve themselves in their learning.</p>
<b>Priority 2</b>	Establish intervention groups, both teacher and TA led, for vulnerable pupils falling behind. Monitor closely the use of Spelling Frame, Lexia and TT Rockstars.
<b>Priority 3</b>	Inspire pupils through author visits, purchasing high-quality texts and establishing appropriate spaces conducive to reading.

### Wider strategies for current academic year

Measure	Activity
<b>Priority 1</b>	<p>Ensure all pupils have relevant support with SEMH issues by training staff and parents to recognise signs of anxiety and supporting pupils to resolve their issues in a positive way. The 'Talking Mental Health' research project will address this.</p> <p>Involvement in research project, instigated by the school, 'Talking Mental Health'. This project aims to train some staff to deliver a programme to parents enabling them to appropriately support their children who are anxious, preventing more serious mental health issues developing. All staff will be trained to identify signs of anxiety and to understand the principles of the programme being delivered to parents. ( This is being carried out in conjunction with the UEA.)</p>
<b>Priority 2</b>	Supporting the emotional well-being of children as they return to full time school and the ongoing, unknown disruption to them caused by Covid 19.

<b>Priority 3</b>	Implement the GOAL (Game Of Actual Life) intervention for all Year 5 and 6 pupils
<b>Priority 3</b>	Improve self-esteem, develop resilience and raise the aspirations of pupils through CC1.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Pupils with SEMH difficulties are unable to focus on their learning, do not always enjoy school and may fail to attend. Pupils who lack the ability to emotionally regulate will be unable to consistently access learning or maintain secure relationships with staff.</li> <li>• Pupils lacking in self-esteem, resilience and aspiration are less likely to be fully involved with their learning; they take fewer risks; have less ambition about their future and are less likely to reach their potential.</li> </ul>
Projected spending	<i>Joint Spend Frettenham and St. Faiths' Primary Schools: £15,962</i>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Providing sufficient time for staff receiving professional CPD to disseminate information to all other staff</p> <p>Consistency of staffing</p> <p>Maintaining standards during remote learning</p>	<p>Timetable staff meeting time</p> <p>Additional staffing</p> <p>Provide supply cover for 'mentors' to observe, team teach and advise other staff.</p>
Targeted support	Teacher led intervention groups are subject to cancellation when staff are absent.	<p>Additional staffing</p> <p>Ensure that intervention is rescheduled or covered by a suitably qualified TA.</p> <p>Increase staffing capacity.</p>
Wider strategies	<p>Capacity of staff to support the level of need.</p> <p>Staff not trained at an appropriate level to support parents in supporting their children.</p>	<p>Increased hours of Pastoral Support.</p> <p>Collaboration with the YMCA to provide specialist services.</p> <p>Staff CPD for Parent Led CBT</p> <p>Implementation of SDQs to measure the impact of GOAL and CC1.</p>

## Review: last year's aims and outcomes

Aims	Outcome
<p>Ensure all pupils have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff training will focus on LTE and The Power of Reading.</p>	<p>LTE is well established across the school although from September we have 2 new members of teaching staff who will need training. No end-of-year data is available to support teacher assessment; however improved articulation of thought was evident before wider school closures in March.</p> <p>Inquiry has been built into long term plans. Again, teachers new to the school will require training and mentoring</p> <p>PoR is being more widely used across the school</p>
<p>Ensure high quality, teacher and TA intervention programmes target disadvantaged pupils.</p>	<p>Interventions took place both academic and pastoral. The impact of this was not fully measured due to school closure. These were quickly re-established once schools fully reopened.</p> <p>During school closure, home learning packs were delivered and updated while regular welfare calls provided additional support to families</p>
<p>Inspire a love of reading.</p>	<p>Additional texts purchased to broaden the range of guided reading texts and classroom texts. Carefully matched phonic reading texts were purchased for EYFS and KS1.</p> <p>Additional texts have been provided including individual books for pupils during lockdown – enabling children with limited access to have a choice of texts.</p> <p>Subscriptions to Online Oxford Owl Tree, Scholastic E-reading and Bug Club were created to provide access to high quality books throughout lockdown</p> <p>Subscriptions to magazines / comics purchased to encourage a love of reading.</p> <p>Staff read a wide-range of books (on-line) via learning platforms during lockdown.</p>