

# Pearl Hyde Pupil premium strategy statement (primary)

1. Summary information					
School	Pearl Hyde Community Primary School				
Academic Year	2019/20	Total PP budget	£44,674	Date of most recent PP Review	September 20
Total number of pupils	266	Number of pupils eligible for PP	32	Date for next internal review of this strategy	September 21
2. Current attainment					
<i>Based on Y6 end of year results noting that these results are not based on statutory end of year assessments due to COVID</i>			<i>Pupils eligible for PP (your school) (4 children in Y6)</i>	<i>Pupils not eligible for PP (national average based on 2018/19)</i>	
% achieving in reading, writing and maths			75 %	68%	
% making progress in reading			75 %	75%	
% making progress in writing			75 %	75%	
% making progress in maths			75 %	75%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Increased in year transience across the school is demonstrating that a proportion of those children eligible for PP are less developed in oracy skills in some year groups.				
B.	Due to the increased level of transience, middle ability children eligible for PP are making less progress than other high ability pupils across all key stages. This prevents sustained high achievement in Key Stage 2.				
C.	Lack of aspiration and drive for some children eligible for PP, whose first language is English, is impacting on learning and progress.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for pupils eligible for PP is a challenge. This has been impacted on greatly during COVID19 due to high anxiety rates in this group. This reduces their school hours and causes them to fall behind on average.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Develop strategies to support oracy specifically for those children newly arrived in terms of another country or a setting within the UK			Pupils eligible for PP in all year groups progress so that all pupils eligible for PP meet at least age-related expectations.	

<b>B.</b>	Higher rates of progress across KS2 for middle attaining pupils eligible for PP. A flight path over time through EYFS to end of KS1 identifies priorities within the year groups with a focus on transient children on entry.	Pupils eligible for PP identified as middle ability make as much progress as 'other' pupils identified as middle ability, across Key Stage 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the partner schools in the Elements network
<b>C.</b>	Specific interventions to support those children with English as a first language which inspire and motivate them Make use of assessment tools e.g. WELCOM, SALFORD to identify strategies and resources to support learners Make use of positive role models both in and outside of school to inspire and make learning relevant to real life	Learners whose first language is English who are eligible for PP makes as much progress as EAL peers. Measured by teacher assessments and successful moderation practices established across the partner schools in the Elements network
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance 96% in line with 'other' pupils.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/20</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved oracy skills across the school specifically in Reception and transient groups to improve contributions from children and impact on progress in reading and writing	Staff training on high quality feedback.  Staff training on developing oracy for all children  Staff training from EMAS	A proportion of PP funding is invested in longer term change which will help all pupils. It is well known that high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.  Our aim is to provide children with opportunities to take part fully in positive feedback and contribute effectively to their learning.	In the planning of 'All Round Learning' curriculum all texts used are of a high quality Use CPD sessions at set points of the academic year to deliver training. Peer observation opportunities Reflective CPD sessions	English Lead	October 2019

B. Improved progress for middle attaining pupils	CPD on providing stretch for high attaining pupils.	Middle ability pupils eligible for PP are making less progress than other middle attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'	Use CPD sessions days to deliver training and reflect on practice Peer observation opportunities Collaborative work with network schools	Subject Leaders	Jan 2020
<b>Total budgeted cost</b>					<b>£10,400</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved oral language skills in reception  B. Improved progress for high attaining pupils	121 and small group provision for Early Language skills-based Intervention for children in Reception.	Some of the children need targeted support to catch up. This intervention has impacted on improving oracy and speaking and listening skills in school in previous years.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good	Reception class teachers	September 2019
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	Mar 2019
<b>Total budgeted cost</b>					<b>£16,817</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Part of the Learning Mentor role is to monitor children and follow up quickly on absences. First day response provision.	Attainment for children cannot be improved if they are not physically in school .	Thorough discussions about existing absence issues with the Learning Mentor PP coordinator, Learning Mentor, SLT will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator or	September 2019 and then on-going as a strategy
C. Low level behaviour in specific year groups addressed	Identify a targeted behaviour intervention for identified students. Use the Learning Mentor to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	Research demonstrates that targeted interventions matched to specific children with particular needs or behavioural issues can be effective.	Ensure identification of target children/ groups is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	All staff working with children	Sept 2019
<b>Total budgeted cost</b>					<b>£17,457</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment cross-circular	External and internal CPD specifically about cross – curricular attainment	Mixed: training has informed the approach to building aspiration in school. We measured the impact on attainment for all children, not just PP.  Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings.	Staff were positive about the training and believe it has affected attitudes of the children.	<b>£420 per teacher for 15 teachers.</b>  <b>Plus, staff cover for training days. £10,050</b>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 6 writing results specifically while also impacting on increased progress in writing across the school	Groups tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test.  Success criteria - met	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	<b>£1550 per pupil for 13 pupils. £20,150.</b>
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Maintain progress for high ability pupils over summer.	Summer school programme for high ability PP pupils.	Medium-low: positive impact for students who attended but many did not.  Success criteria: met	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	<b>£1260 per pupil for 21 pupils. £26,460.</b>
--	---	--	---	--

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The academic year 2019/20 has been, to say the very least, a year of huge challenge

The projected outcomes, for a high proportion of children in Y6 and across the school based on in school evaluation and moderation, gave a promising picture in terms of progress and attainment.

When lock down began in March, despite our best efforts to provide a model of high calibre on-line learning for children not in school, this projection picture changed for children not attending school.

Next year, 2020/21, will be one of 'catch-up' to address the gaps for PP children whilst also bringing mental well-being to the forefront of all we do.

Remodelling, our already good approach, to this very important area of child development building on the good practice in place in our school