

Pupil premium strategy statement

School overview

Metric	Data
School name	St Hilary Primary School
Pupils in school	241
Proportion of disadvantaged pupils	10.4%
Pupil premium allocation this academic year	£41,170
Academic year or years covered by statement	2019-20
Publish date	1 December 2019
Review date	01 November 2020
Statement authorised by	Kelley Butcher
Pupil premium lead	Michelle Brant
Governor lead	Jo Atkinson

Disadvantaged pupil progress scores for last academic year

(Caution small cohort of 7 pupils)

Measure	Average Scaled Score
Reading	-2.6
Writing	0
Maths	-3.3

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	51%
Achieving high standard at KS2	5%
Measure	Activity
Priority 1	<p>To implement an approach to subject leadership that ensures our REAL project based curriculum exceeds national expectations. Establish:</p> <ul style="list-style-type: none">- Clarity in our school-wide approach to subject leadership;- Systems which support subject specific professional development – ensuring all teaching staff have the relevant expertise to best deliver curricular expectations. <p>(Priority 1 – School Improvement Plan 2019-20)</p>

Priority 2	<p>READING –</p> <ul style="list-style-type: none"> - further develop a positive reading culture by fostering a deep love of books -make the most of opportunities to develop reading across all subjects <p>(Priority 2 – School Improvement Plan 2019-20)</p>
Priority 3	<p>To improve the attainment and progress rates of identified key groups in Maths.</p> <p>Pupil Premium 35% EXS (In school data)</p> <p>(Priority 3 – School Improvement Plan 2019-20)</p>
Priority 4	<p>To implement restorative practices consistently in all aspects of school life, which should enhance all children's emotional well-being.</p> <p>(Priority 4 – School Improvement Plan 2019-20)</p>
Barriers to learning these priorities address	<p>Ensuring pupils accessing quality first teaching consistently throughout the school, with interventions that match pupils' needs as required.</p> <p>Continuing to ensure children's emotional needs are addressed- TIS monitoring and assessing impact.</p>
Projected spending	£41,170

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 for Reading (0)	Sep 2020
Progress in Writing	Achieve national average progress scores in KS2 for Writing (0)	Sep 2020
Progress in Mathematics	Achieve national average progress scores in KS2 for Maths (0)	Sep 2020
Phonics	Achieve national average expected standard in PSC	Sep 2020
Other	Improve attendance from 94% to at least 96%. (Target the pupils as they fall below 90%, as a few pupils impact on this %)	Sep 2020

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
Priority 1	<p>Reading: make the most of opportunities to develop reading across all subjects by:</p> <ul style="list-style-type: none"> - Ensuring that in the early years, reading practices continue to promote an intense enjoyment of books, alongside the rigorous teaching of the 'building blocks' of synthetic phonics; - Developing stamina in reading with children accessing more challenging texts and reflecting on these texts creatively and purposefully; - Selecting and using texts with purpose – not only to develop reading skills (VIPERS), but also to expand subject knowledge and vocabulary across all curriculum areas; - Encouraging our whole school community to get involved in our passion for all things reading! - Use reading books throughout the whole school curriculum. <p>See Priority 2 of School Improvement Plan 2019-20</p>
Priority 2	<p>Maths: PP lead works with Maths lead (as per School Improvement Plan)</p> <p>Monitor maths intervention groups, through group provision maps- are they having impact?</p> <p>Complete joint book looks to track progress of PP as a group.</p>

	Target: Pupil Premium 35% EXS (In school data) See Priority 3 – School Improvement Plan 2019-20
Barriers to learning these priorities address	Ensuring pupils accessing quality first teaching consistently throughout the school, with interventions that match pupils' needs as required. Ensuring PP group in Maths make expected progress and achieve in line with peers. Maths has continued to be an areas to develop across the school since introduction of Maths Mastery approach. Achievement is now more in line with national average, but key groups Including PP need careful monitoring to ensure they achieve in line with their peers.
Projected spending	£40,170

Wider strategies for current academic year

Measure	Activity
Priority 1	To implement an approach to subject leadership that ensures our REAL project based curriculum exceeds national expectations. Establish: <ul style="list-style-type: none"> - Clarity in our school-wide approach to subject leadership; - Systems which support subject specific professional development – ensuring all teaching staff have the relevant expertise to best deliver curricular expectations. (Priority 1 – School Improvement Plan 2019-20)
Priority 2	To implement restorative practices consistently in all aspects of school life. Restorative Justice leads (RH, MB, EM, LB) work throughout school to fully implement strategies and support staff in their development of RJ practise. See Priority 4 – School Improvement Plan 2019-20 Continue to monitor TIS support for pupils that need it and develop the TIS approach across the school.
Priority 3	Attendance continues to be lower for PP. New EWO working with school to improve attendance for key pupils. Head/ PP lead continue to track and monitor attendance-meeting with parents when needed to identify barriers to attendance and offering support.
Priority 4	Children able to access school clubs, trips and residentials. They can also access to playing a musical instrument if desired, using PP match funding as needed.

Barriers to learning these priorities address	Improving attendance for PP children and readiness to learn- supporting pupil's emotional needs through TIS and RJ practices.
Projected spending	Approx £1000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Access to new reading resources which link to the wider curriculum.	New reading resources to be purchased across the school.
Targeted support	Ensuring maths and English lead have enough time to implement their action plans	Both English and Maths lead have fortnightly leadership time, in which their priorities are planned and implemented. Regular SLT meetings update staff as to their progress.
Wider strategies	Monitoring RJ and ensuring staff leads have time to implement and support other staff.	Timetabling time for staff to be freed up for assemblies and supporting lunchtime staff throughout the year.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Maths	For KS2 SATS 67% achieved the Expected Standard, compared to 78% for all pupils. Progress from KS1 to KS2 was -4.58 (compared to -2.47 average, therefore showing a gap of -2.1). Therefore this gap is still in place- need to continue to monitor. Please note this was for a cohort of 7 pupils (3/7 were on School record of need, with 2/7 joining at the beginning of Year 6 with very low attainment.)
Writing – closing the attainment & progress gaps in writing	For KS2 SATS 68% achieved the Expected Standard, compared to 78% for all pupils. Progress from KS1 to KS2 was -2.7 (compared to 1.17 average, therefore showing a gap of -3.9). Therefore this gap is still in place- need to continue to monitor. Please note this was for a cohort of 7 pupils (3/7 were on School record of need, with 2/7 joining at the beginning of Year 6 with very low attainment.)
Children need to be ready to learn and their social and emotional needs and developments in self-esteem need to be met.	4 children attended TIS sessions throughout the year

Whole school attendance for PP	Attendance was 94% in 2018-9
Children able to access school clubs, trips and residential. They can also access to playing a musical instrument if desired.	21/ 27 (78%) PP attended clubs at school. If they weren't attending they were encouraged to do so. 8/27 were learning a musical instrument – with 2 children learning 2 instruments. PP funding was used to help match fund for private lessons, with 1 pupil accessing the Cornwall Council 100% subsidy available. All attended trips and residential as relevant.