

Pupil premium strategy statement Hemingford Grey Primary 2020/21

1. Summary information					
School	Hemingford Grey Primary School				
Academic Year	2020/21	Total PP budget	£52,765	Date of most recent PP Review	September 2019
Total number of pupils	300	Number of pupils eligible for PP	46 FSM + 4 Ever6	Date for next internal review of this strategy	January 2021

2. Attainment of KS2 2020		
Due to coronavirus, we do not have assessment data available for the 2019/20 academic year, and so cannot benchmark progress against other schools. Instead, we have outlined our school's internal data for the Baseline assessment for year groups 1-6 in Oct 2020.		
Year 1: 11/44 children 30% PP	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading		
% making expected or better than expected progress in writing		
% making expected or better than expected progress in maths		
Year 2: 4/41 children 10% PP	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	25%	58%
% making expected or better than expected progress in writing		
% making expected or better than expected progress in maths	25%	54%
Year 3: 7/43 children 16% PP	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	0%	18%
% making expected or better than expected progress in writing	0%	47%
% making expected or better than expected progress in maths	0%	27%
Year 4: 11/44 children 25% PP	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	63%	84%

% making expected or better than expected progress in writing	63%	73%
% making expected or better than expected progress in maths	45%	63%
Year 5: 6/45 children 13% PP	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	50%	75%
% making expected or better than expected progress in writing		
% making expected or better than expected progress in maths	33%	69%
Year 6: 5/45 children 11% PP	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	14%	66%
% making expected or better than expected progress in writing		
% making expected or better than expected progress in maths	28%	76%

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

In-school barriers

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| A. | Oracy around expressing thoughts and ideas |
| B. | Reading to expected level to access the wider curriculum. |
| C. | Mental health concerns which distract pupils from focussing on learning (oracy – managing feelings and behaviours) |

External barriers

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| D. | Attendance is a barrier which will be monitored closely for impact on learning. |
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased Oracy around feelings	Oracy focus within all subjects
B.	Sound reading ability with understanding enables pupils to access curriculum	Gap narrowed between cohort and class for PP reading Y6
C.	Children have a 'toolkit' of strategies to manage difficulties and access QFT.	PSHE curriculum embedded and pupils outcomes increase. Pupils achieve at expected levels for their ages
D.	Attendance monitoring linked to Pupil Progress	All children attend school regularly and on time.

5. Planned expenditure

Academic year	2020.21
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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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reading outcomes are closer to in line with writing and maths.	Reading for pleasure and focussed strategies of QFT in reading implemented through CPD and monitoring.	Reading, writing, maths as basic skills are crucial to future achievement and life outcomes for all pupils.	School Development plan identifies reading as a priority.	VR, DG	Termly with SLT and in Pupil Progress meetings.
Progression of reading across phases is seamless and addresses gaps in learning.	Rigorous approach to the teaching of reading. Book banding to track progress.	Phonics EEF research +4 months Systematic teaching of phonics across the school will ensure progress is not lost between key stage transitions and allows KS2 pupils to continue to access QFT and close gaps. Book banding allows for careful tracking and planning of reading skills as they develop. Reading comprehension strategies EEF research +6 months.	School Development plan identifies reading as a priority.	VR, DG	Termly with SLT and in Pupil Progress meetings.
Increase in pupil's oracy around recognising and managing feelings.	PSHE curriculum incorporated and embedded into all year groups.	Oral Language Interventions EEF research +5 months. Social and Emotional Learning EEF research +4 months	School Development plan identifies PSHCE as a priority.	DJ/MP	Termly with SLT and in Pupil Progress meetings. Pupil Voice Tracking of Disadvantaged pupils
Total budgeted cost					£2500

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?
All disadvantaged pupils tracked on Classroom Monitor and gaps planned for.	Classroom monitor group tracking. Link to planning.	Careful monitoring of children's progress and gaps enables targeted QFT and	PP progress meetings with teachers termly. CPD for teachers on PP and disadvantaged.	KM/DJ	Termly with SLT and in Pupil Progress meetings.

Gaps narrowed through planned intervention and linked to work Learning Zone and Big Questions.	45 teaching assistant hours across Learning Zones	Increase in adults enables teachers to teach the basic skills in smaller groups (EEF research group size), tailoring the learning to the needs of the children. Additional adults will also support language and communication development as well as providing additional, targeted support in the basic skills.	Monitoring – inc books looks, BLINKS observations, data and planning.	SLT	Termly with SLT and in Pupil Progress meetings. Annually at PMR – staff impact on pupil outcomes.
Targeted S&L support	Elkan trained TA	Follow up Speech and Language practice.	PP progress meetings with teachers termly.	MP	Termly with SLT and in Pupil Progress meetings.
Total budgeted cost					£38,000
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?
Pastoral Mentor to support children in developing 'toolkit' of strategies to manage difficulties and access QTF. Increase in Pastoral Support hours in response to increase in no. of PP following Covid-19	Resilience group work– running groups to support anxiety	Social and Emotional Learning EEF research +4 months	CPD Directed time Availability to parents to meet class teachers or MP Class teachers to refer to MP MP to assign to Pastoral Mentor	MP	Termly impact on pupils reviewed in pupil progress meetings.
Maths remains an area of strength and disadvantaged pupils continue to achieve well.	Maths lead monitoring in Spring 2020 to focus on disadvantaged pupils.	Maths as basic skill is crucial to future achievement and life outcomes for all pupils.	Termly Pupil Premium meetings with teachers.	KM/DJ	Governor visit linked to disadvantaged pupils.
Total budgeted cost					£12,500

6. Review of expenditure				
Previous Academic Year		£46,200		
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
Gaps narrowed through planned intervention and linked to work Learning Zone and Big Questions.	35 additional teaching assistant hours across Learning Zones	No SATS results 2020	Learning Zone operating with smaller focussed teaching groups allows for deeper focus on basic skills and Big Questions allow for application of knowledge across the curriculum.	£34,000
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
To support pupils with social and emotional barriers to learning as well as their families.	Inclusion worker Lunchtime teaching assistant	No SATS results 2020	Pupils need to feel safe and happy to learn. Investing in emotional and social support enables this.	£6500 towards cost
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
Reduction in payments to enable all pupils to access a range of opportunities, including school trips, residential visits, breakfast and after school clubs and access to instrumental lessons.	Contribution towards extra-curricular activities	Increased access to opportunities – impact not measurable on outcomes in basic skills.	Impact of reduced cost trips and visits, clubs and instrumental lessons needs to be monitored more carefully for impact. Instrument lessons no longer offered as part of PP offer.	£4000