



Hawridge and Cholesbury CE School - 3 Year Pupil Premium strategy statement

3 Year Strategy Statement Details

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| Academic years covered by statement | 2019-2022 |
| Original publish date | December 2019 |
| Review date | November 2020 |
| Next review date | November 2021 |
| Statement authorised by | Rosie Phillips |
| Disadvantaged pupils lead | Caroline Davey & Heather Woodward |
| Governor lead | Kerry Jones |

School overview 2020-2021

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| School name | Hawridge and Cholesbury CE School |
| Pupils in school | 201 (November 2020) |
| Proportion of disadvantaged pupils | 13.4% (27 children) |
| Proportion of FSM | 9% |
| Pupil premium allocation this academic year | £34,970 |
| Pupil premium per child | £1,345 |

Cohort information 2020-2021

| Characteristic | Number in group | % of group |
|----------------|-----------------|------------|
| Boys | 10 | 37% |
| Girls | 17 | 63% |
| SEN support | 3 | 11.1% |
| EHC plan | 0 | 0% |

Disadvantaged pupil progress scores for last academic year

| Measure | Score 2019-2020 | Score 2018-2019 | Score 2017-2018 | Score 2016-2017 |
|---------|------------------|-----------------|-----------------|-----------------|
| Reading | NO DATA COVID | -2.2 | -3.9 | 2.2 |
| Writing | | 0.7 | -11.8 | 4.3 |
| Maths | | -4.8 | -1.7 | -2.0 |

Disadvantaged pupil performance overview for last 3 academic years (No data for 2019-2020 due to COVID)

EYFS: Achieving GLD:

| Measure | 2019-2020 | % Disadvantaged pupil 2018-2019 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2017-2018 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2016-2017 | Compared to non-disadvantaged pupils |
|------------|-----------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|
| GLD | No data - COVID | 0% | 75% | 33.3% | 70.4% | 50% | 70.4% |

Year 1: Achieving expected standard in Phonics Screening Check:

| Measure | 2019-2020 | % Disadvantaged pupil 2018-2019 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2017-2018 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2016-2017 | Compared to non-disadvantaged pupils |
|----------------|-----------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|
| Phonics | No data - COVID | 33.3% | 85.2% | 33.3% | 77.8% | 75% | 76.9% |

KS1: Meeting expected standard:

| Measure | 2019-2020 | % Disadvantaged pupil 2018-2019 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2017-2018 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2016-2017 | Compared to non-disadvantaged pupils |
|----------------|-----------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|
| Reading | No data - COVID | 100% | 70.4% | 75% | 88.5% | 50% | 78.6% |
| Writing | | 100% | 63% | 50% | 92.3% | 50% | 64.3% |
| Maths | | 66.7% | 66.7% | 50% | 84.6% | 0% | 75% |

KS1: Meeting high standard:

| Measure | 2019-2020 | % Disadvantaged pupil 2018-2019 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2017-2018 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2016-2017 | Compared to non-disadvantaged pupils |
|----------------|-----------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|
| Reading | No data - COVID | 33.3% | 22.2% | 0% | 42.3% | 0% | 60.7% |
| Writing | | 0% | 7.4% | 0% | 26.9% | 0% | 42.9% |
| Maths | | 0% | 18.5% | 0% | 34.6% | 0% | 46.4% |

KS2: Meeting expected standard:

| Measure | 2019-2020 | % Disadvantaged pupil 2018-2019 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2017-2018 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2016-2017 | Compared to non-disadvantaged pupils |
|---------|-----------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|
| Reading | No data - COVID | 50% | 76.2% | 75% | 84.6% | 33.3% | 90% |
| Writing | | 83.3% | 85.7% | 50% | 92.3% | 33.3% | 75% |
| Maths | | 50% | 71.4% | 50% | 76.9% | 33.3% | 75% |

KS2: Achieving High Standard:

| Measure | 2019-2020 | % Disadvantaged pupil 2018-2019 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2017-2018 | Compared to non-disadvantaged pupils | % Disadvantaged pupil 2016-2017 | Compared to non-disadvantaged pupils |
|---------|-----------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|
| Reading | No data - COVID | 16.7% | 28.6% | 25% | 38.5% | 0% | 45% |
| Writing | | 16.7% | 28.6% | 0% | 23.1% | 0% | 5% |
| Maths | | 16.7% | 9.5% | 25% | 46.2% | 0% | 15% |

Strategy aims for disadvantaged pupils

| | Aim |
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| Priority 1 | Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score. |
| Priority 2 | Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be 15% or less. |
| Priority 3 | Reduce the percentage attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less. |
| Priority 4 | Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury's ambitious curriculum and through engagement with enrichment opportunities. |
| Barriers to learning these priorities address | 11% of disadvantaged children are also children with SEND, the average attendance of disadvantaged children is 94.89% (lower than the 97% school target), parental engagement and lack of learning support outside of school, accessibility to rich extra-curricular experiences is restricted owing to finances. |
| Projected spending | £35,016 |

Teaching priorities for current academic year

| Aim | Activity |
|--|---|
| <p>Priority 1 Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score.</p> <p style="text-align: center;">&</p> <p>Priority 2 Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be 15% or less.</p> | <ul style="list-style-type: none"> • Embed Quality first teaching (QFT) across the school – EEF show that the largest impact on learning comes from QFT. • Embed mastery maths approach. • A focus on arithmetic in lessons to take place for all children in all classes. • Supplementary mental arithmetic practice for those children not receiving practice at home from LSA/ parent volunteer/ times table buddy. EEF suggest that Peer Tutoring can have an average impact of an additional 5 months progress. • Targeted verbal feedback to be given to disadvantaged children in every lesson to redirect or refocus their actions to achieve a goal, by aligning effort and activity with an outcome. EEF suggest feedback can have an average impact of an additional 8 months progress. • Teachers to ensure a number of questions in each lesson are directed to disadvantaged children. • PiXL PLCs to be used to build up a profile for each disadvantaged child. • Pixl data/ used by teachers to plan lessons to address gaps in whole cohort/ group learning and support the achievement of the following whole school targets: <ul style="list-style-type: none"> -95% of disadvantaged children achieve ARE/ELG in reading by the end of the summer term 2021. -80% of disadvantaged children achieve ARE/ELG in writing and maths by the end of the summer term 2021. • Whole school staff training on working memory 2019-2020. • Teachers to build children’s vocabulary by modelling and identifying vocabulary in quality texts, media etc. This to be reflected on displays in classrooms. • Teachers planning to show increased opportunities for cross curricular reading, writing and maths activities. • Teachers to promote a passion for reading to address pupil voice survey on reading October 2019. |
| <p>Staff involvement: All teachers & LSAs Jude Kretschmer (Maths) Jemma Wale (Literacy) Caroline Davey (Assessment & PPG) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p> | |
| <p>Priority 3 Reduce the percentage attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less.</p> | <ul style="list-style-type: none"> • All relevant staff (including new staff) receive RWI training to deliver quality phonics lessons and ‘tutoring’. EEF states: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. |

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| <p>Staff involvement: KS1 teachers & LSAs Specialist Phonics LSA Jemma Wale (Literacy) Caroline Davey (Assessment & PPG) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p> | <ul style="list-style-type: none"> • Phonics team meetings across EYFS and KS1 to monitor attainment and progress to ensure the following target is met: -90% of disadvantaged children to achieve the expected standard in the phonics screening check in June 2021. • Head teacher to conduct phonics screening trials regularly. • Establish smaller group phonic teaching sessions across Windmills and Year 1 using RWI scheme by appointing an additional Phonics Specialist LSA to work across KS1 with a particular focus on targeting low achieving and disadvantaged pupils. |
| <p>Priority 4 Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury's ambitious curriculum and through engagement with enrichment opportunities.</p> | <ul style="list-style-type: none"> • Subject leaders implement and develop their area of the FRESH curriculum to include a range of experiences and opportunities giving all children the knowledge and cultural capital they need to succeed in life. • Teachers planning is coherent, sequenced and shows progression and ambition for all children. • Targeted verbal feedback to be given to disadvantaged children in every lesson to redirect or refocus their actions to achieve a goal, by aligning effort and activity with an outcome. EEF suggest feedback can have an average impact of an additional 8 months' progress. • Teachers to ensure a number of questions in each lesson are directed to disadvantaged children. • Teachers planning to show increased opportunities for cross curricular reading, writing and maths activities. • One additional planned curriculum day to be provided each term to provide new experiences for all children. E.g. 'behind Chesham' or art/ theatre visits. • Employed 'Engagement Leader' to build and develop relationships with parents and engagement with learning both at home and at school. |
| <p>Staff involvement: All teachers & LSAs Caroline Davey (Assessment & PPG) Lucia White (Curriculum) All subject coordinators Heather Woodward (PPG) Rosie Phillips (Head teacher)</p> | |
| <p>Barriers to learning these priorities address</p> | <p>Attendance, parental engagement and support with learning at home, children with special educational needs, children with low self-esteem, personal emotional resilience and negative mindset.</p> |
| <p>Projected spending</p> | <p>£706</p> |

Targeted academic support for current academic year

| Measure | Activity |
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| <p>Priority 1 Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score.</p> <p style="text-align: center;">&</p> <p>Priority 2 Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be 15% or less.</p> | <ul style="list-style-type: none"> • Results from weekly Terrific Times Table tests and from the Pixl Times Table app to highlight the need for additional interventions to be put into place to improve mental recall of times tables. • Use of Pixl by teachers to create Individual Pupil Reports/ PLCs detailing current attainment of individuals and highlight any gaps in their learning. • Fully implement Pixl boosters to target gaps in learning in reading, writing and maths for all children, regardless of need, and use Pixl PLCS to carefully track and measure the impact of the intervention. • Increased focus on the attainment and progress of disadvantaged children in Pupil Progress Meetings (PPM) to ensure learning is targeted to individual needs. • Additional resources to be purchased to support learning in reading, writing and maths such as CPG revision guides, a set of reading books to suit the interests of disadvantaged children, subscription to First News to widen accessible reading genre, a whole-school subscription to Times Table Rock Stars and Numbot which encourages learning at home. • Disadvantaged children to read daily 1:1 with an adult. • Reading club – weekly lunchtime club where children can go and listen to a story being read by an LSA. • School to promote the free eBooks on the Oxford Owl website. • Disadvantaged children to be given free access to one story start session and one homework session per week to allow them the space, time and support needed with homework and to give access to reading. Children to be actively encouraged to attend. • Additional weekly booster sessions to be provided for targeted children after school, led by LSA. • Teachers to hold half termly learning mentor meetings with their disadvantaged children to review book evidence, targets and highlight next steps. PPG leads to also attend these meetings once per term to ensure the best provision is being provided. |
| <p>Staff involvement: All teachers & LSAs Jude Kretschmer (Maths) Jemma Wale (Literacy) Caroline Davey (Assessment & PPG) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p> | |
| <p>Priority 3 Reduce the percentage attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less.</p> | <ul style="list-style-type: none"> • Additional phonics booster sessions offered to targeted children to close gaps. • Targeted phonics work packs to be given out during the Spring term to support learning of phonics at home. • Appoint an additional Phonics Specialist LSA to work across KS1 with a particular focus on targeting low |

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| <p>Staff involvement: KS1 teachers & LSAs Phonics Specialist LSA Jemma Wale (Literacy) Caroline Davey (Assessment & PPG) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p> | <p>achieving and disadvantaged pupils</p> |
| <p>Priority 4 Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury's ambitious curriculum and through engagement with enrichment opportunities.</p> | <ul style="list-style-type: none"> • Curriculum days and trips to be planned to meet the needs of the existing cohort of disadvantaged children to ensure these provide opportunities to extend their current experiences. • Employed 'Engagement Leader' to build and develop relationships with parents and engagement with targeted learning opportunities both at home and at school. |
| <p>Staff involvement: All teachers & LSAs All Curriculum Coordinators Caroline Davey (Assessment & PPG) Lucia White (Curriculum) Miss Smith/ Miss James/Mrs Ditta (Story Start and Homework club) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p> | |
| <p>Barriers to learning these priorities address</p> | <p>Parental engagement and support with learning at home, attendance, time for teachers to engage fully with data, children with special educational needs, children with low self-esteem, personal emotional resilience and negative mindset.</p> |
| <p>Projected spending</p> | <p>£21,800</p> |

Wider strategies for current academic year

| Measure | Activity |
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| <p>Priority 1 Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score.</p> <p style="text-align: center;">&</p> <p>Priority 2 Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be</p> | <ul style="list-style-type: none"> • Phonics and Maths workshops offered for parents to develop their knowledge and understanding of how to support their children at home. Engagement leader and Workshop leader to actively invite and encourage parents of disadvantaged children to attend to help reduce barriers to learning. • Yearly Battle of the Books competition to encourage reading at home. <p>Evidence shows that disadvantaged pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school which can lead to a significant, negative impact on their outcomes in school. To address this and to foster a sense of well-being and</p> |

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| <p>15% or less.</p> <p style="text-align: center;">&</p> <p>Priority 3</p> <p>Reduce the percentage attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less.</p> | <p>greater self-esteem we will provide the following activities:</p> <ul style="list-style-type: none"> • Forest school - All children across the school receive Forest School sessions over the course of the year which helps build self-esteem, confidence, communication and social skills as well as motivation and concentration. • Nurture group – selected children attend weekly nurture session. Nurture sessions focus on social and emotional needs, giving help that is needed to remove the barriers to learning. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. • Art Therapy – selected children attend weekly art therapy sessions. These sessions help children to manage emotional difficulties and express them through artwork. It develops more positive attitudes to learning and increased well-being. EEF suggest an additional 2+ months progress can be made by those involved with arts participation. |
| <p>Staff involvement:</p> <p>All teachers & LSAs Phonics Specialist LSA Jude Kretschmer (Maths) Jemma Wale (Literacy) Helen Ansell (Forest School Teacher) Annie Lowe (Art Therapist) Caroline Davey (Assessment & PPG) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p> | |
| <p>Priority 4</p> <p>Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury’s ambitious curriculum and through engagement with enrichment opportunities.</p> | <ul style="list-style-type: none"> • Employed ‘Engagement Leader’ to build and develop relationships with parents and engagement with learning both at home and at school. • Provide Bronze level Arts Award for disadvantaged children. • Provide subsidy for the provision of school trips for disadvantaged children. • Regular Kith and Kin days to encourage parental engagement with Hawridge and Cholesbury’s curriculum and to promote learning through nature. • Yearly ‘Fit for Fun’ week to promote the impact of healthy eating and fitness on readiness to learn to children and parents. • Provide opportunities for learning beyond the classroom: <ul style="list-style-type: none"> -disadvantaged children to be offered one free weekly after-school club. -disadvantaged children to be offered a 50% reduction on tuition of a musical instrument through Bucks Music Centre (school subsidise 50%). • Disadvantaged children to be given free access to one story start session and one homework session per week to allow them the space, time and support needed with homework, to give access to reading and to encourage attendance and prompt arrival for school. Children to be actively encouraged to attend. |
| <p>Staff involvement:</p> <p>All teachers All Curriculum Coordinators Miss Smith/ Miss James/Mrs Ditta (Story Start and Homework club) Caroline Davey (Assessment & PPG & Arts Award Adviser) Lucia White (Engagement Leader) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p> | |
| <p>Barriers to learning these priorities address</p> | <p>Parental engagement, attendance, children with SEND, children with low self-esteem, personal emotional resilience and negative mindset.</p> |
| <p>Projected spending</p> | <p>£12,510</p> |

Monitoring and Implementation

| Area | Main Challenge | Mitigating action |
|------------------|---|---|
| Teaching | <ul style="list-style-type: none"> Embedding the use of Pixl so all staff are familiar and at ease in using the system to highlight gaps in attainment. | Use of staff meeting time to input and prepare data. Training for teachers on analysing and using data effectively. Detailed PPMs to monitor and review targeted provision. |
| Targeted support | <ul style="list-style-type: none"> Timetabling and staffing Pixl boosters so that gaps in learning can be addressed. Establishing smaller groups for phonics. | Staff training, re-deployment of staff to enable smaller groups for phonics and for Pixl boosters to take place across the school. |
| Wider strategies | <ul style="list-style-type: none"> Encouraging parents to engage with the wider curriculum offers available. | Employ Engagement Leader to build relationships with parents and teachers to provide parents with regular reminders. |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score. | <ul style="list-style-type: none"> No data for the end of year 2019-2020 due to COVID-19. Staff training completed on working memory. Times Table Rock Stars has been purchased and is used in Y2-6. CPG revision guides were sent home over the summer for all Y5 children. A set of Chrome books have been purchased by the school for children who do not have access to a computer whilst working from home (self-isolating). All other activities listed are in place and being developed. |
| Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be 15% or less. | <ul style="list-style-type: none"> No data for the end of year 2019-2020 due to COVID-19. Staff training completed on working memory. The school gained free access to Nessy to support phonics, reading and writing at home during lockdown. E-books on Oxford Owl website were used by parents over lockdown to support reading. CPG revision guides were sent home over the summer for all Y5 children. Battle of the Books competition was held virtually. A set of Chrome books have been purchased by the school for children who do not have access to a computer whilst working from home (self-isolating). All other activities listed are in place and being developed. |
| Reduce the percentage | <ul style="list-style-type: none"> No data for the end of year 2019-2020 due to COVID- |

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| <p>attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less.</p> | <p>19.</p> <ul style="list-style-type: none"> • Staff training completed on RWI. New staff in 2020-2021 to be trained. • Additional phonics boosters put in place to support the Y2 children taking the PSC in Autumn term 2 (2020). • The school gained free access to Nessy to support phonics, reading and writing at home during lockdown. • RWI provided daily virtual phonics sessions during lockdown which all reception and Y1 children were encouraged to join. • Phonics specialist LSA was appointed. • Virtual phonics workshops held for parents. • All other activities listed are in place and being developed. |
| <p>Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury's ambitious curriculum and through engagement with enrichment opportunities.</p> | <ul style="list-style-type: none"> • Additional planned curriculum days have been limited by COVID – we are providing as much as possible in school. • Subject leaders are continuing to develop their curriculum areas and holding subject specific staff meetings. • Virtual days were encouraged during lockdown e.g. visit to the zoo and the aquarium. • Bronze level arts award was set up but unable to be completed due to COVID. • Weekly extra-curricular clubs are no longer running due to COVID. • Homework club and peripatetic music lessons are running. |