

**The evaluation of this report has been carried out during the COVID-19 pandemic and is based upon the last analysis of formal data in the Spring term before lockdown.*

1. Summary information					
School	Hedworthfield Primary School				
Academic Year	2019-20	Total PP budget	£136,820	Date of most recent PP Review	2017
Total number of pupils (Sept 19)	232	Number of pupils eligible for PP (Sept 19)	93	Date for next internal review of this strategy	February 2020

2. Current attainment 2018-19 summary			
KS2 (pupils)	<i>Pupils eligible for PP</i>	<i>Without language unit and EHC</i>	<i>Pupils not eligible for PP school</i>
	12		
% achieving in reading, writing and maths (National 51.2% for disadvantage and 64%)	67	80	63.2
Reading	83	90	68
Writing	83	90	68
Maths	67	80	79
<p>There were 4 EHC pupils within the additional resource base and 4 EHC pupils within the Year 6 cohort. Disadvantaged attainment without these pupils significantly improves. However there is still a significant gap in reading. There were two disadvantaged pupils without an EHC who did not reach ARE</p> <p>Disadvantaged reading and maths are a significant element of the school improvement focus in 2018.</p>			

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

In-school barriers:

<p>A.</p>	<p>Pupil skills are weak in KS1 with many pupil premium pupils accessing wave two or SEND support. Access to high quality teaching and learning, intervention and increasing support at home will support the closing of this gap.</p> <p>R 11PP (1 SEND/PP pupil)</p> <p>Y1 8PP (1 SEND/PP pupil)</p> <p>Y2 11PP (5 SEND/PP pupils)</p> <p>Y3 14PP (4 SEND/PP pupils)</p> <p>Y4 11PP (4 SEND/PP pupils)</p> <p>Y5 13PP (4SEND/PP pupils)</p> <p>Y6 13PP (5 SEND/PP pupils)</p> <p>ARB 1 2 (2 SEND/PP pupils)</p> <p>ARB 2 7 (7S SEND/PP pupils)</p>
<p>B.</p>	<p>Pupils enter the school with skills with significant delay in their communication and language skills. This impacts significantly on pupils progress and attainment in literacy. This is particularly evident for free school meal pupils.</p>
<p>C.</p>	<p>The school have a high proportion of pupils with additional needs and EHC plans who are also entitled to pupil premium. This impacts significantly on attainment outcomes. Ensuring the correct level of input is vital to support those pupils to achieve.</p>
<p>D.</p>	<p>The school hosts a specialist speech and language provision on behalf of the local authority. The language unit provides education for 25 pupils of which are also pupil premium. The barriers many of these pupils face are combined speech and language disorder which make accessing mainstream provision not suitable. Their difficulties limit their confidence, social interaction and life skills. Academically these pupils make excellent academic progress although this</p>

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	may not be measured by scaled scores or even achievement against ARE. The pupils who remain with us until year 6 move onto specialist provision. We wish to eradicate the barrier the speech and language difficulties and the limited experiences our pupils have create to the life skills of our pupils.	
E	Attainment in reading for disadvantaged pupils improved in 2019 however is still a priority to address all year groups. Although EHC and LU pupils impact in these statistics without language unit the gap remains high (attainment has improved in reading on 2017 results by 14%).	
F	Attainment in writing is much lower for disadvantaged pupil. This is not a trend and is an issue due to the number of language unit pupils whose speech and language skills limit their ability to reach ARE in writing who are also pupil premium.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance of individual pupils who are disadvantaged is a barrier to attainment.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment in reading is at least in line with non- disadvantaged attainment.	End of KS2-achievement is similar between disadvantaged and non disadvantaged meeting expected standard 80% of disadvantaged pupils reach the expected standard at KS2
B.	Attainment in maths is in line with non- disadvantaged attainment	End of KS2-achievement is similar between disadvantaged and non disadvantaged meeting expected standard 80% of disadvantaged pupils reach the expected standard at KS2
C.	Attendance for free school meal pupils is in line with attendance of non- free school meal pupils.	Attendance is at least 95% for the group
D.	Progress of disadvantaged pupils in reading is in line with other subjects	80% of disadvantaged pupils make expected progress

E.	Pupils with additional needs develop confidence and social interactions skills to gain skills for life.	All pupils within the specialist unit develop recognised social skills and skills for life measured by PIVATS/ accreditation.
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5. Planned expenditure								
Academic year	2019-20							
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?	Cost	Monitoring Internal spring data2020	
<p>Improve attainment at the end of KS2 for disadvantaged pupils in reading and maths to 80%</p>	<p>Reduction of class size in upper KS2 through employment of an additional teacher TLR 2 days per week to deliver lessons and interventions</p>	<p>Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF This strategy was successful in 2018-19 with 100% of targeted children reaching ARE and 80% overall. This is being extended into maths.</p>	<p>Data analysis and identification of target groups of learners. Additional classroom used as break out space for split class.</p>	<p>G Jeynes</p>	<p>Review will take place with the monitoring cycle. Work and planning and lesson observations each half term and data interviews</p>	<p>£14,140.50 (KM)</p>	<p>Reduction in class size in upper KS2 implemented and targeted interventions in place.</p> <p><u>Reading March 2020 (No ARB)</u></p>	

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<p>Teacher interventions will be arithmetic focused.</p>				<p>termly.</p>		<p>47% PP at or above expected progress HS(No ARB) 27% <u>Maths March 2020 (No ARB)</u> 73% PP at or above expected progress HS (No ARB 13%)</p>
<p>Renew read write inc training for target staff. Many trained staff have moved on and there is a skills gap in this area.</p>	<p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. Research from Royal Holloway University, London (2017), 'shows that learning to read by sounding out words has a dramatic impact on the accuracy of reading aloud and comprehension.'</p>	<p>Staff identified will attend training. As part of the package the RWI team provide development days where they work alongside the staff to ensure correct implementation and coaching.</p>	<p>K. Sparks</p>	<p>RWI assessment data phonics.</p>	<p>£3250</p>	<p>RWI completed by staff 13th January 2020 & 10th February Development day -27th February 2020 Additional day: move to October 2020 due to COVID</p>
<p>Targeted teaching to close gaps for individuals in reading. (non teaching DHT 1/3 of time table intervention teaching.) Timetables teaching and quality teaching first</p>	<p>EEF small groups tuition + 4 months. 100% of targeted pupils met ARE in 2018-19</p>	<p>Tracking of individual pupils progress. Progress measure from baseline</p>	<p>K. Sparks</p>	<p>Termly monitoring. July outcomes for KS1</p>	<p>£20,371 (ER)</p>	<p>Intervention group delivered by DHT within KS 1. Targeted focus group for intervention sessions on reading.</p>

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<p>Pupils with additional needs develop confidence and social interactions skills to gain skills for life.</p>	<p>Reduction of cost for enhancement visits to set the scene for learning. Reducing the cost of educational visits in school to allow greater opportunities to engage learners.</p>	<p>Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity. CC case study.</p>	<p>Feedback will be taken from learners. Monitoring will look at the impact of educational visits on reading and writing.</p>	<p>G. Jeynes</p>	<p>Termly monitoring.</p>	<p>£5000</p>	<p>PP children have accessed Farm school (Jarrow School) and enhancement visit to develop confidence and social intervention skills. Farm school has comprised of half termly weekly sessions. In support of this school have invested in own animals and run daily and weekly clubs. 59% of pupils attending clubs are PP.</p>
<p>To reduce the impact of low speech and language skills in EYFS and KS1 through ICAN interventions</p>	<p>Across the federation a joint project to undertake the ICan implement systems and processes and develop a network of training opportunities. This is sustainable and will continue to impact from</p>	<p>Oral language interventions are deemed to provide +5 months impact on pupil achievement. EEF ICAN direct research +18 months on completion of ICAN programme. Dockerill, J. and Lindsay, G. Specific Speech and Language Difficulties and Literacy. T. Nunes and P. Bryant</p>	<p>ICAN is an accredited course and is moderated and evaluated externally. The ICAN programme is a measured impact programme and outcomes will be set against a baseline assessment.</p>	<p>D Watson</p>	<p>I can assessment data</p>	<p>£2500</p>	<p>Early Years Talk Boost planned but not delivered due to lack of applicants. 18th June 2019 Training was planned for KS1 Talk Boost but not delivered as not enough applicants - staff</p>

	previous years spend. Inhouse training	(eds) (2003) Handbook of Children's Literacy pp 403-435 L http://www.ican.org.uk/download%20files/ReadOnGetOn%20I%20CAN%20SLCN%20and%20literacy.pdf					to attend from HF and VV. 4th June 2020 Training in diary for KS1 Talk Boost. Didn't go ahead due to COVID19. 4 PP children who have completed Talk Boost KS1 7 PP children have completed the EYFS ICAN programme
Total budgeted cost					4		
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?		Monitoring
Improve attainment at the end of KS2 for disadvantaged pupils in	1:1 tuition for target individuals (4 in 2018-19 cohort reading/ 1:1 tuition for target	1:1 tuition gain of +5 Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.	Targeted pupils through effective data analysis. Pre planning sessions with class teacher to ensure 1:1 tutor has a clear knowledge and	K. Sparks	Start and end of 10 week block assessment data on itrack.	£5000	KS2 booster session and 6 X 1 hour tuition sessions (1:2 ratio) completed between

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<p>reading and maths to 80%</p>	<p>individuals 6 in maths Yr6)</p>	<p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>understanding of their target pupil and specific priorities have been identified. .</p>				<p>February and March</p> <p>Due to covid no end of KS2 test were completed. <u>Reading March 2020 (No ARB)</u> 47% PP at or above expected progress HS(No ARB) 27%</p>
<p>Improve attainment in reading across school so disadvantaged pupils particularly disadvantaged boys attain in line with non disadvantaged pupils.</p>	<p>****Targeted individual reading programmes focusing on teaching comprehension. FT TA in years 4, 5 and 6 peer to peer reader in breakfast club and story time. Non- pupil premium funded. timetabled</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF</p>	<p>Wednesday 3.00-3.30 Y6 readers engage with younger targeted pupils to secure reading-monitored by Literacy Lead.</p>	<p>G. Jeynes</p>	<p>Tracking and teacher assessment each half term. Personalised learning summary.</p>	<p>£6,086 (JP/ LM/AA/MD)</p>	<p><i>Not completed due to school closures.</i></p>
	<p>KS1 and y3 Daily phonics and reading intervention for targeted pupils £3000</p>	<p>EEF +4 Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other</p>	<p>Monitoring cycle.</p>	<p>G. Jeynes</p>	<p>Tracking and teacher assessment each half term. Intervention summary.</p>	<p>£7979</p>	<p>Daily teaching of phonics and phonics club and interventions. Invitation only phonics club targeted the number of PP</p>

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		approaches to early reading.					pupils attending to have maximise impact. Phonics
EYFS PP To close the disadvantaged gap in communication, language and learning by the end of reception	Speech and language therapist (not linked to language unit) provides targeted support to pupils with a priority on disadvantaged pupils. 1 day per week.	Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.		H Richards on	Data tracking and improved outcomes for pupils. % of pupils reaching GLD.	£3000 Metis	50% of pupils receiving intensive SAL input from METIS were PP. Due to COVID-19 no GLD assessment took place.
Total budgeted cost					£		
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?		Monitoring
Improve attendance so disadvantaged attendance is in line with non disadvantaged and above 95%	Inclusion manager per week will monitor attendance, send out reminder letters, liaise with the LA attendance team for fines and	Children need to be in school to learn and achieve. In February 2015 the Department for Education (DfE) published a report on the link between absence and attainment in KS2 and	Attendance monitoring termly.	C. Henderson	December 19 March 20 June 20	£7,532 (CH)	PP attendance due to school closure was 94.39%. Disadvantaged attendance was very strong and

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	<p>enforcement. Call and collect service. Non- class based DHT time to target attendance.</p>	<p>KS4: Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions.</p>				<p>a target of the PM and SDP.</p> <p>Due to COVID-19 schools have been open to vulnerable children but attendance has not been compulsory.</p> <p>At the high of school closures/lockdown 11 PP were accessing provision. (48% of the pupils in school)</p> <p>63% of PP were assessing English and maths online tasks through home learning. 27% of PP pupils received paper based work as no ICT/internet access.</p>
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	Use of external agencies to support persistent absenteeism. Outreach support. Attendance at review meetings.		Attendance monitoring termly.	C Henderson	December 19 March 20 June 20	£641	Need for external agencies to support absenteeism has been significantly lower than previous years (cost) however Operations Manager and SLT have completed this work when needed. Changes to working arrangements with regard to COVID impacted on home visits from external agencies.
Personal budget allocation	This section is used to ensure individuals have equal and fair access. This fund is flexible	The evidence varies depending on need. This can be solely to make a child more comfortable, to purchase specialist equipment for a subject or hobby, to support a family in financial difficulty in meeting basic needs, pay for pp transport to young carers or activities which would otherwise be missed.	Inclusion manager to review impact on emotional well being of activities and events. Feedback form class teachers following spend.	DHT	In response to need.	£1341	Basic needs, particularly those limited to food parcels have been significantly high this year as a direct impact of COVID The whole SLT have been redirected to support the more

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								vulnerable and disadvantaged children during COVID-19 outbreak. Weekly welfare calls, support, advice, food parcels have been allocated to each family and a robust tracking and recording system is in place to monitor engagement in home learning. SEND packs and extra support sent when necessary.
Total budgeted cost						£		