

Hedworthfield Pupil Premium Report

The Pupil Premium Report links closely with the school development plan and the Covid response plan including the use of catch up funding.

1. Summary information					
School	Hedworthfield Primary School				
Academic Year	2020-21	Total PP budget	£141,775	Date of most recent PP Review	July 2020
Total number of pupils (Sept 20)	215	Number of pupils eligible for PP (Sept 20)	112 (54%)	Date for next internal review of this strategy:	January 2021
				Date for final review:	July 2021

2. Current attainment 2020			
KS2 - end of September 2020	<i>Pupils eligible for PP</i>	<i>Pupils eligible for PP WITHOUT ARB</i>	<i>Pupils not eligible for PP (national average)</i>
Number of Pupils	112 (54%) (N-Y6)	105 (47%) (N-y6 no ARB)	
Of which were SEND at additional need plus	42 (36%) (R-y6)	35 (33%) (R-y6 no ARB)	
% achieving in reading, writing and maths (National 61)	53%	60%	
% achieving in reading	ARE 53%	ARE 60%	

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	HS 0%	HS 0%	
% achieving in Writing	ARE 53% HS 0%	ARE 66% HS 0%	
% achieving in maths	ARE 53% HS 0%	ARE 60% HS 0%	
<p>Pupils have come back to school significantly behind where we would usually expect them to be. This is due to missed content and missed time spent with staff to ensure high quality teaching and learning. The gap between disadvantaged pupils and non disadvantaged pupils was closing rapidly prior to lockdown. It has widened and gap are now apparent in all year groups.</p>			

COVID data - school attendance (March 2020 - July 2020)	
% of pupil premium pupils accessing access school provision at the beginning of the lockdown (March 2020)	2% of PP (48% of pupils within school)
% of pupils premium pupils accessing school provision by the end of academic year (July 2020)	35% of PP

NB These figures are pupils attending the setting. Engagement with online learning from PP pupils during lockdown (both in school and at home) was 3%

3. Barriers to future attainment 2020 (for pupils eligible for PP, including high ability)	
In-school barriers:	
A.	<p>The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school. Early data demonstrates the gap between disadvantaged learners and non- disadvantaged learners has widened. Basic skills across both English and Maths have reduced. A tight recovery curriculum has been planned and implemented to address reading skills, grammar, mathematical operations and times tables</p>

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B.	Attendance is a barrier for disadvantaged children , although this is sometimes linked to medical needs of children with SEND, this is not always the case. The attendance for disadvantaged children is slightly lower than non- disadvantaged children.
C.	Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. The curriculum has been redeveloped to ensure coverage in the curriculum addresses repetition and storage of key skills and concepts into long term memory .
D	Pupil premium students with additional SEND needs have specific difficulties in literacy that are a significant barrier for individual children. Double disadvantaged pupils experience specific difficulties particularly in literacy and language that require specialised interventions.
E	Maths strand analysis has identified gaps within mathematical skills and concepts. Times tables knowledge and retention is significantly impacting on children's fluency as are fractions, percentages and decimals and arithmetic.
F	Lack of staff ownership and accountability for the outcomes of Pupil Premium Students is impacting on progress and attainment. Distribution of ownership and accountability of the pupil plan has in the past possibly limited the outcomes due to the role previously being too top heavy with senior leadership leading. This may have created a culture that the plan and interventions are one person is responsible rather than a whole school approach. Higher expectations for all staff is needed to further ensure the secure accountability of key adults working with children.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
G	Social and emotional experiences in home life impact significantly on family input into the education of a child. Emotional and social well-being of a child is just as important as their physical health. In some cases, our disadvantaged pupils have poor mental health which in turns limits their resilience to cope with whatever life throws at them and ability to grow academically. The impact of social and emotional experiences in the home life, in addition to the challenges through the COVID has seen more pupils experiencing emotional well being needs and their social and emotional
H.	Limited experiences, vocabulary and opportunities affordable to pupil premium and low income families. Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry. Resources and educational based activities are limited in the home setting and local community and as a school we need to develop cultural capital where pupils gain not only knowledge and skills but nurture talents, develop their character and resilience to be able to succeed in life. Cultural capital will be enhanced through increased experiences such as forest, farm, beach and factory school. The four curriculum experiences support the development of metacognition and real life experiences. In addition to this, the four curriculum experiences enhances the communication and language development of the all pupil but in particular those attending the Additional Resources Base at our school and their opportunities to practice speech and communication skills through real life experiences.
I.	ICT access at home to support home learning (link to COVID spend)

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	To reduce the phonics gap between disadvantaged and non- disadvantaged pupils in years R, 1, 2 and 3 through high quality teaching of Read Write Inc. (KS1/lower KS2)	Percentage of PP pupils who are ARE improves by the following: R - 24% (4 pupils) Y1 - 24% (4 pupils) Y2 - 14%(2 pupils) Y3 - 18% (3 pupils)
A	To improve reading fluency and comprehension across all year groups in school through the use of targeted story time and reading plus intervention and high five reading in years 4, 5 and 6.	100% of pupils in year 4, 5, & 6 access reading plus at least twice a week. Y4,5,6- 100% participation in Reading Plus Y4 - 36% (6 pupils) Y5 - 32% (4 pupils) Y6 - 18% (3 pupils)
A	To ensure target pupils in each cohort close the gap in reading and phonics through direct catch up	To improve the percentage of PP pupils in upper KS2 who are ARE in reading as follows Y4 - 36% (6 pupils) Y5 - 32% (4 pupils) Y6 - 18% (3 pupils)
A	To secure the missed learning in maths particularly in fraction and problem solving through a bespoke recovery curriculum and focus on basic skills-linked to Covid plan.	85% of pupils working at ARE in maths.
A	To increase the % of pupils attaining HS in reading, writing and maths	To improve the % of HS by 4 pupils with 50% being disadvantaged in each cohort.
B	To ensure attendance for disadvantaged children is inline with non disadvantaged children through focused tracking and action of attendance in collaboration with LA attendance team to provide effective challenge	Reduce persistent attendance of non disadvantaged by 20% (5 PP pupils) Improve the average disadvantaged attendance to 95.6%

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	Targeted family support to engage parents with school and remove external barriers linked to removing barriers plans.	
C	To improve the quality of teaching and learning through developing staff understanding of memory cognition and learning and ensuring the curriculum is structured and delivered with long term learning in mind.	Staff training from Maria Wiloson on memory and cognition followed by lesson study of disadvantaged pupils.
D	To provide effective teaching and support for pupils with specific literacy difficulties and therefore a double disadvantaged.	85% of DD pupils make better than expected progress with short term interventions. Removing barriers plan complete and actioned Clear assessment pathways with clear identification of needs.
E	To ensure all pupils in years 4,5and 6 are fluent in multiplication tables	95% of pupils demonstrate fluency in multiplication tables for year groups.
F	To develop a culture of ownership and accountability of disadvantaged progression amongst staff.	100% disadvantaged reviews complete termly. 95% of all actions complete termly.
G	To reduce the impact of social and emotional experience in home life on attainment and wellbeing of the child.	100% of pupil referrals to Healthy Minds Team to have 1:1 support from NHS Primary Mental Health Worker
H	Experiences, vocabulary and opportunities afforded to pupil premium and low income families. Children lack the experiences and vocabulary required of current expectations of the curriculum	100% of children access enrichment activities and trips to aid real life experiences. 100% of children to engage with Forest school, Beach school, farm school and factory school to secure wider life experiences
I	To ensure all children have access to appropriate ICT in order to support home learning fully and access to home interventions.	100% of disadvantaged pupils have access to appropriate ICT technology at home

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5. Planned expenditure						
Academic year	2020-2021					
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
To reduce the phonics gap between disadvantaged and non-disadvantaged pupils in years R, 1, 2 and 3 through high quality teaching of Read Write Inc. (KS1/lower KS2)	Daily quality first phonics teaching through the implementation of RWI scheme. Intervention groups delivered through highly skilled LSA and Pupil Premium Lead COVID response phonics programme SDP	Phonics approaches have been consistently effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. (EEF 2018) Teacher's phonics teaching and subject knowledge is being enhanced through the introduction of a newly appointed reading lead and through in class support for all pupils by Pupil Premium Lead. This allows for the development of both the quality of phonics and reading teaching as well as tuition for individuals for whom the gap has increased during COVID through a 1:1 phonics programme. Basic skills in English have reduced. A tight recovery curriculum has been planned and	Baseline assessments and regrouping of pupils to maximise progress by Reading Lead by October 2020 Termly monitoring of phonics progression. Assessment 2 - 19.10.20 18.12.20 12.2.21 20.5.21 16.7.21	M Sibbald Reading Lead	Phonics baseline completed 18.9.20 Tracking and teacher assessment for reading each half term. 18.12.20 12.2.21 20.5.21 16.7.21	RWI training days £2,700 Reading leader noncontact: £2340 2 LSA £47111.24 (30 hrs) 1 EYFS/ 1 KS1 DHT coaching and deliver 1 hour per day £11,028.61

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		<p>implemented to address reading skills. . In Key Stage One and Year 3 the primary focus of the curriculum is phonics and reading. Quality first teaching using the RWI phonics scheme is in place and delivered intensively each day. Teacher's phonics teaching and subject knowledge is being enhanced through the introduction of a newly appointed reading lead and through in class support for all pupils by Pupil Premium Lead.</p>	<p>Year 2 phonics screening W/C 18/2/20 LA data collection 22.1.21</p> <p>1:1 intervention implemented following the initial catch up. October 2020</p> <p>1:1 interventions to application of phonics within lessons.</p> <p>Monitoring of lesson observations to ensure that quality first teaching is at least good or better</p> <p>RWI development day monitoring programme. (20.11.20)</p>		<p>RWI development day 20.11.20</p> <p>End of year data analysis July 2021</p>	
To improve reading fluency and comprehensio	Whole school targeted story/class novel time allocated on timetable.	On average, reading comprehension approaches deliver an additional six months' progress There is also evidence that indicates that computer-based tutoring	LSA to deliver interventions. Ongoing	K Sparks English Lead	Termly monitoring of phonics progression. Assessment 2 -	FTE LSA KS2 £28,445 JS/ SA

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<p>n across all year groups in school through the use of targeted story time and reading plus intervention and high five reading in years 4, 5 and 6.</p>	<p>Reading Plus & High 5 reading intervention in years 4,5 & 6.</p>	<p>approaches can be successful in improving reading comprehension particularly when they focus on the development of strategies and self-questioning skills (EEF 2018)</p>	<p>Reading plus implemented for years 4, 5, & 6. September 2020</p> <p>Half termly monitoring of intervention programmes and data reviews to monitor progress and reading plus.</p>		<p>19.10.20 Dec 2020 Feb 2021 April 2021 June 2021</p> <p>End of year data analysis - July 2021</p>	
<p>To ensure targeted pupils in each cohort close the gap in reading and phonics thorough direct catch up</p>	<p>Covid response team to identify must move premium pupils for intervention</p> <p>Part time teacher to deliver 1:1 reading and phonics tuition. SDP</p>	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as means to support those working at higher standard. Small group tuition can result in 4 months progress which will support the closing of the gap from COVID.</p>	<p>Targeted pupils through effective data analysis. Pre-planning sessions with the class teacher to ensure 1:1 tutor has a clear knowledge and understanding of their target pupil and specific priorities have been identified. . 6 week reviews for the identification of targeted pupils.</p> <p>1:1 tuition delivered by a highly skilled experienced</p>	<p>K Maughan K Elliott K Sparks</p>	<p>Implementation in October 2020</p> <p>6 week review throughout the year for groupings.</p> <p>Progress review July 2021</p>	<p>KM £3,380</p>

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			teacher.			
To secure missed learning maths particularly in fractions and problem solving through a bespoke recovery curriculum and focus on basic skills. - linked to COVID plan	<p>Tuition programme for individuals with maths specialists.</p> <p>Bespoke recovery curriculum to embed missed learning and revision of key concepts. SDP</p>	<p>1:1 tuition gain of +5</p> <p>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.</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>Analysis of data (September 2020) demonstrates that within Maths the main gaps are those that relate to concepts that were not taught face to face in the summer term due to school closures and FDP and arithmetic.</p>	<p>Targeted pupils through effective data analysis.</p> <p>Pre planning sessions with the class teacher to ensure 1:1 tutor has a clear knowledge and understanding of their target pupil and specific priorities have been identified.</p> <p>1:1 tuition delivered by a highly skilled maths specialist.</p>	<p>K Elliot</p> <p>N Tait</p>	<p>Termly data monitoring</p> <p>Dec 2020 Feb 2021 April 2021 June 2021</p>	<p>£6380 NT boosters KS2</p> <p>£3,141 2 LSA 9 hours KS1)</p>
To increase staff knowledge on mathematical misconceptions and interventions to close the gap.	<p>Subject Lead to deliver training to staff on specific interventions and programmes to address mathematical misconceptions and gaps. 'Fluent in 5' interventions, number and place value Interventions, number operations target group,</p>	<p>CPD ensures that staff maintain and enhance the knowledge and skills that are needed to deliver a quality first teaching and that knowledge is up to date and forward moving with current trends and directions within maths teaching.</p>	<p>Monitoring of planning, teaching and workbooks.</p> <p>Monitoring and evaluation of progress of intervention programmes.</p> <p>Teaching observations</p>	<p>K Elliot</p>	<p>Termly data analysis</p> <p>Dec 2020 Feb 2021 April 2021 June 2020</p> <p>Termly monitoring of working and planning srcunitties</p>	<p>None</p>

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			demonstrating learning is embedded into practice.			
To increase the % of pupils attaining HS in reading, writing and maths	Targeted teacher led boosters in upper KS2 1:2 Tuition sessions. SDP	Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF Maths strand analysis has identified that COVID has impacted significantly on HS pupils, and particularly HS girls To improve the % of HS by 4 pupils with 50% being disadvantaged in each cohort.	Boosters will be tested/ measured through data analysis and performance in Mock tests and final results. Monitoring will be undertaken. Mixed groups will include target HS pupils to secure peer learning.	E.Riches	July 2021	Covered by additional staff providing LA boosters. In house staff to deliver HS.
To improve the experiences, opportunities and vocabulary of Pupil Premium pupils and low income families.	Pupils to engage in enrichment activity through trips, visitors and experiences. All pupils to access Forest, Beach, Farm and Factory school during their school life.	EEF 2018 found that where collaborative learning opportunities were provided a gain of 4 months in learning was evident. Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.	100% of children access enrichment activities and trips to aid real life experiences. 100% of children to engage with Forest school, Beach school, farm school and factory	E Riches Federation Curriculum Team	Curriculum monitoring Dec 2020 April 2021 June 2021	Beach school £2000 Farm school £3000 Forest school Resources and development of environment £5714.65 SDP
Total budgeted cost						£105340.50

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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?	Cost
<p>To improve the quality of teaching and learning through developing staff understanding of memory cognition and learning and ensuring the curriculum is structured and delivered with long term learning in mind.</p>	<p>Staff training from Maria Wilson (Educational Psychologist team) on memory and cognition followed by lesson study of disadvantaged pupils.</p> <p>SDP</p>	<p>Quality first teaching is at the heart of all we do. School value the importance of memory, cognition and metacognition. Evidence from the EEF (2018) suggests that a curriculum with these elements embedded consistently results in high levels of impact with pupils making an average of seven months additional progress. Metacognition and self-regulation and memory development approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. The curriculum has been redeveloped to ensure coverage in the curriculum addresses repetition and storage of key skills and concepts into long term memory.</p>	<p>Curriculum to repeat key learning objectives, skills and knowledge to ensure that the learning is embedded into long term memory</p> <p>Pre and post tuition of disadvantaged pupils in all subject areas.</p>	G Jeynes	<p>Training 9th November 2021</p> <p>November 2020</p> <p>April 2021</p> <p>June 2021</p>	<p>Maria Wilson Training £1050</p> <p>Coaching Cover £3000</p> <p>Leadership PP lead time £2912</p>
<p>To provide effective teaching and support for pupils with specific literacy difficulties (SEND & disadvantaged).</p>	<p>Effective and accurate assessments via Educational psychologist team and non class based senco-</p> <p>ICT access, interventions on specific programmes linked to need.</p> <p>Removing barriers plans for these children</p>	<p>1:1 tuition gain of +5</p> <p>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.</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>Targeted pupils through effective data analysis.</p> <p>Educational psychologist to observe and assess pupils to ensure academic difficulty is SEND</p>	H Richardson	<p>Termly reviews of PPP</p> <p>October 2020</p> <p>March 2021</p> <p>July 2021</p>	£3,500

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			<p>and not just a direct result of a disadvantaged start.</p> <p>Pre planning sessions with the class teacher to ensure 1:1 tutor has a clear knowledge and understanding of their target pupil and specific priorities have been identified.</p> <p>85% of DD pupils make better than expected</p>			
To ensure all pupils in years 4, 5 and 6 are fluent in multiplication tables	Implementation of Time Tables Rockstars/Maths Rocks	Studies consistently find that the use of digital technology intervention to supplement other teaching than replace traditional approaches provide a gain of 4 months learning. (EEF 2019)	<p>Fluency and recall of multiplication factors secure and support mental arithmetic and problem solving</p> <p>95% of pupils demonstrate fluency on tables for year groups.</p>	K Elloitt	Termly monitoring of progress. December 2021 April 2021 July 2021	TTRS £94.90
To close the disadvantaged gap in	Delivery Nuffield Early Language Intervention (NELI) to improve	DFE(202) have concluded that due to COVIS some pupils entering reception will have missed more than 20 weeks of early	12% (4PP) to be ARE in communication	Early Years Team	Registration for NELI. September Nov- Dec Language	0.5 NN to cover language lead to deliver

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communication, language and learning by the end of reception by 12%	listening, narrative and vocabulary skills. BookStart treasure packs in collaboration with Book Trust.	education with most impact being on language development. 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 six months' additional progress over the course of a year.	and language by the end of the Reception year 100% of pupils to be gifted with a book start treasure pack and have parent engagement activities shared to support basic skills.		screening assessment Dec - Staff online training Jan/Feb - July - 2021 week intervention programme July 2021 - follow up screening programme Book start - December 2020	programme and attend training £12562.79.
Total budgeted cost						£13628.59
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?	Cost
To reduce the impact of social and emotional experience in home life on attainment and wellbeing of the child.	Targeted family support and targeted social and emotional interventions. Crisis management. South Tyneside and Sunderland NHS Healthy minds team Wellbeing	In a study produced by professor Charles Deforges for the DFE it was found that 'The most important finding from' is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the	Bi-weekly reports to senior leaders and regular performance reviews. Early help data and family support impact to be reported to	E Riches	COVID response review October 2020 Dece 2021 April 2021 July 2021	Inclusion/Senco NCB £12,760

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	Trackers and removing the barriers plan for target pupils implemented.	impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.	governors termly via the HT report. 100% of pupil referrals to Healthy Minds Team to have 1:1 support from NHS Primary Mental Health Worker			
To develop a culture of ownership and accountability of disadvantaged progression amongst staff.	<p>Cass teachers to have a secure understanding of their disadvantaged pupils, backgrounds and characteristics of learning.</p> <p>Termly pupil data and progress interviews in collaboration with CT, PP lead & Subject leaders</p> <p>Book/ work review, pupil voice and joint planning around removing barriers document to secure CT responsibility.</p> <p>Disad focus on performance management targets with a 'digging deeper' approach to data analysis to close the gaps.</p> <p>Termly updates to governors.</p>	<p>Evidence suggests that the most effective plans are those where all professionals have ownership for the teaching, interventions and progress of PP students. (NYCC 2017)</p> <p>Evidence also suggests that class teachers must understand the barriers of learning for pupils and their future vision in order to enable them to succeed.</p> <p>Action research has found that PP role has been to top heavy with a senior leadership lead. This may have created a culture where one person is responsible for the plan</p>	<p>100% disadvantaged reviews complete termly.</p> <p>95% of all actions complete termly.</p>	E Riches	<p>Review Dec 2020</p> <p>Feb 2021</p> <p>April 2021</p> <p>June 2021</p>	<p>Staff Cover to plan response and develop leadership.</p> <p>£4121.08 (*will be subsidised by school budget).</p>

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To ensure attendance for disadvantaged children is in line with non disadvantaged and above 96%	Through a focused tracking method Attendance Team to monitor attendance weekly , send out reminder letters. Call and collect service.	Children need to be in school to learn and achieve. 2015 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage KS2 and 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.	Attendance monitoring termly.	Attendance Team	December 2020 March 2021 June 2021	Attendance officer £3,177.60 LA attendance buyback £420
	Collaboration with the LA attendance team for fines and enforcement to provide an effective challenge.		20% (5) disadvantaged pupils targeted for attendance support. Removing barriers plans for individuals and their families devised and reviewly half termly.	Attendance Team	Half termly review 15.10.21 Dec 2020 Feb 2021 April 2021 May 2021 July 2021	As above £3,177.60
	Targeted family support to engage parents with school and remove external barriers.		Attendance monitoring termly.	Attendance Team	15.10.21 Dec 2020 Feb 2021 April 2021 May 2021 July 2021	Voucher cost 2320
	Reward pupils for 100% attendance and most improved attendance . £10 vouchers for 100% attendance and most improved attendance		Attendance monitoring termly.	Attendance team	15.10.21 Dec 2020 Feb 2021 April 2021 May 2021	As above
Reduce persistent attendance of disadvantaged pupils by 20%	Use of external agencies to support persistent absenteeism. Outreach support. Attendance at review meetings.					

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	July 2021	
Total budgeted cost		£22798.68
Total pupils premium spend		£141775.00