



## Pupil Premium Strategy Statement 2020/21

### School Overview

Metric	Data
School name	Hagley Primary School
Pupils in school	630
Proportion of disadvantaged pupils	4%
Pupil premium allocation this academic year	£40,625
Publish date	October 2020
Review date	December 2020
Statement authorised by	Vanessa Payne
Pupil Premium lead	Laura Hamilton
Governor lead	Tess Davis

### Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	2.34
Writing	-0.25
Maths	0.16

### Disadvantaged pupil performance overview for last academic year (2018-19)

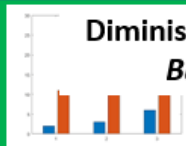
Measure	Score
Meeting phonics check (1 child)	0%
Meeting expected standard in KS1 (6 children)	33%
Achieving high standard in KS1 (6 children)	0%
Meeting expected standard in KS2 (11 children)	55%
Achieving high standard in KS2 (11 children)	9%



### HPS 2020-2021 Our Pupil Premium Approach



**Pupil Wellbeing**  
*Build resilience*



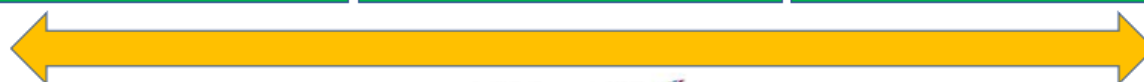
**Diminish the difference**  
*Build opportunity*



**Communication**  
*Build language*



**Parental Engagement**  
*Build partnerships*





## Strategy aims for disadvantaged pupils

Aim	Intent
<b>Priority 1</b> <b>Pupil Wellbeing: <u>Build resilience</u></b>	To provide high quality social and emotional support, such as Thrive, in order to develop resilient learners who know how to regulate their emotions and engage positively in school life.
<b>Priority 2</b> <b>Diminish the difference: <u>Build opportunity</u></b>	To ensure that pupils rapidly close gaps in missed learning due to school closures and achieve age related expectations.
<b>Priority 3</b> <b>Communication: <u>Build language</u></b>	To ensure high quality speech, language and communication provision is in place for all pupils through early screening and specialist intervention.
<b>Priority 4</b> <b>Parental Engagement: <u>Build partnerships</u></b>	To continue to build strong partnerships with parents through clear, regular communication and carefully targeted support. Close any attendance gaps between PP and non PP children through positive working relationships with families.
<b>Rationale behind the identification of these priorities</b>	<p>Following discussions with parents on return to school in September, a clear focus on pupil well-being was targeted as many parents have expressed concern regarding their children showing signs of anxiety on return to school. Some children have been unsettled and are showing signs of separation anxiety. Thrive screening indicates that some disadvantaged pupils have gaps in terms of their social and emotional development.</p> <p>School closure will have had an impact on the learning of some of the disadvantaged pupils who have been unable to access the home learning to the same level as their peers.</p> <p>Early language link screening indicates that some disadvantaged pupils have poorer speech, language and communication skills than their peers. SLCN is an area that continues to affect many of our children, also those who are disadvantaged.</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve a positive progress score in KS2 Reading	July 2021
Progress in Writing	Achieve a positive progress score in KS2 Writing	July 2021
Progress in Mathematics	Achieve a positive progress score in KS2 Maths	July 2021
Phonics	100% of disadvantaged children to pass the Y1 Phonics Screening and the Y2 Phonics Screening	July 2021
Other	To improve attendance of disadvantaged to school target of 98.2%	July 2021



## Targeted academic support for current academic year

Aim	Action
<b>Priority 1</b> <b>Pupil Wellbeing: <u>Build resilience</u></b>	<ul style="list-style-type: none"> <li>• Thrive sessions will be delivered to children on a weekly basis to those who are identified through the Thrive Screening process.</li> <li>• Termly re-screening to take place for children identified for Thrive sessions. Regular progress checks to take place by class teachers in order to monitor the impact of interventions.</li> <li>• Play therapy and specialist SEND team to work with children identified as requiring a higher level of social and emotional support.</li> <li>• Recovery curriculum delivered to all children across the school in the Autumn term with a clear focus on social and emotional learning. This has given vulnerable children a chance to express their feelings and reiterated the message that school is a safe place to talk about and share any concerns.</li> <li>• Whole school 'Jigsaw' scheme taught to deliver Personal, Health and Social Education. (PHSE)</li> </ul>
<b>Priority 2</b> <b>Diminish the difference: <u>Build opportunity</u></b>	<ul style="list-style-type: none"> <li>• Children who have left EYFS working below age related expectations will be taught phonics in small groups.</li> <li>• An additional outstanding teacher will be teaching Maths in Year 5 and 6 to reduce the number of children in each group. This will allow for those pupils falling behind to be taught in a smaller groupings with more support.</li> <li>• Pupils who have fallen behind will be offered extra sessions before / after school -</li> <li>• Catch up programmes, such as Rapid Reading used to accelerate progress in Reading.</li> </ul>
<b>Priority 3</b> <b>Communication: <u>Build language</u></b>	<ul style="list-style-type: none"> <li>• Early identification of children with Speech, Language and Communication needs (SLCN) using the Language Link screening in reception.</li> <li>• Specialist trained Teaching Assistants and SALT team to continue to work with children who are falling behind in order to close the gap before the children leave KS1. SALT to continue to liaise with class teachers and parents to support them in developing speech, language and communication skills with their children.</li> </ul>
<b>Priority 4</b> <b>Parental Engagement: <u>Build partnerships</u></b>	<ul style="list-style-type: none"> <li>• Offer pastoral support for any PP families in need. DSL to make links with families where disadvantaged children are especially vulnerable, at risk or logged as requiring safeguarding protection.</li> <li>• PP lead to make termly telephone calls home to parents to speak individually about any needs/concerns or specific resources required to address barriers to learning. These conversations will be shared with SLT/DSL/SENCo and class teachers to be actioned if needed.</li> <li>• Education Welfare Officer (EWO) employed to support families to reduce lateness and increase attendance figures of PP children to be in line with non-PP children. A clear process is in place for the EWO to issue letters and contact parents when lateness or attendance falls below the 95% target.</li> </ul>
<b>Rationale behind the identification of these priorities</b>	<ul style="list-style-type: none"> <li>• Speech and language difficulties will be addressed through personalised intervention.</li> <li>• Gaps in learning and the curriculum due to school closure will be identified by baseline testing (NFER) and moderation. Close tracking on O Track will be used to</li> </ul>



	<p>monitor gaps and termly progress. Pupil Progress Meetings to be used to discuss PP children individually and their barriers to learning/progress through the curriculum.</p> <ul style="list-style-type: none"> <li>Children's behaviour for learning and ability to engage fully in learning will be supported through the range of social and emotional provision available (e.g.: the recovery curriculum).</li> </ul>
Projected spending £32,340	<p>Jigsaw resources - £500            Additional teacher - £25,000            Before and after school Maths Booster sessions - £4500            Rapid Reading/ Language Link - £1000            Education Welfare Officer - £800            Thrive - £1540</p>

### Wider strategies for current academic year

Measure	Action
<b>Priority 1</b> <b>Pupil Wellbeing: <u>Build resilience</u></b>	<ul style="list-style-type: none"> <li>Education Welfare Office (EWO) to continue to provide practical and emotional support for families.</li> <li>All teachers/TA to be regularly trained in school safeguarding procedures to recognise early signs and how to report a safeguarding concern using Edukey.</li> <li>Breakfast club is available to all children and funded for those in receipt of FSM.</li> <li>Homework club (Covid dependent)</li> <li>Funding for visits and trips, including residential is available for families in receipt of FSM.</li> <li>Funding for additional items such as uniform, resources to support home learning (such as laptops and tablets) music lessons etc to be spend as deemed necessary from conversations with parents and staff.</li> </ul>
<b>Priority 2</b> <b>Diminish the difference: <u>Build opportunity</u></b>	<ul style="list-style-type: none"> <li>Teachers' to begin the term by recapping previous year's key skills, whilst addressing gaps in learning and misconceptions from current learning in Reading, Writing and Maths.</li> <li>PP Passports have been set up for every child. These detail barriers to learning in R, W and M and additional information about provisions they are receiving each term and their impact.</li> <li>Following pupil voice conversation, discussion with parents/teachers – bespoke resources are ordered to help PP pupils with any areas of difficulties- e.g: magazine subscriptions to encourage a love of reading, phonic flash-cards to support learning at home.</li> <li>Identify Higher Ability PP children in music and sports and given access to extra-curricular enrichment opportunities – e.g: Music tuition and sporting clubs.</li> </ul>
<b>Priority 3</b> <b>Communication: <u>Build language</u></b>	<ul style="list-style-type: none"> <li>Speech and language therapists and trained staff to continue to work alongside class teachers offering suggestions and further resources to support SLCNs.</li> <li>Any children who failed the language link screening to be closely monitored, given targeted support by extra SALT interventions to address difficulties and correct and close language gaps.</li> </ul>
<b>Priority 4</b> <b>Parental Engagement: <u>Build partnerships</u></b>	<ul style="list-style-type: none"> <li>Targeting PP parents for parental workshop attendance (Covid-dependent)</li> <li>Clear COVID communication with parents: app, text, videos, home learning strategies if lockdown/bubble closure happens.</li> </ul>



	<ul style="list-style-type: none"> <li>Teachers to telephone most vulnerable children weekly if future lockdown occurs.</li> </ul>
<b>Rationale behind the identification of these priorities</b>	<p>Encouraging varied and higher level of written and spoken vocabulary of all pupils.</p> <p>Pupils falling behind in Maths and Writing to have catch-up sessions with teachers and teaching assistants.</p> <p>Poor attendance and persistent absenteeism will be improved by thorough measures and procedures in place.</p>
Projected spending - £8285	<p>Breakfast club subsidy - £1000</p> <p>Homework club breakfast - £500</p> <p>Subsidies for visits and trips - £500</p> <p>Subsidies for music/ uniform etc - £1000</p> <p>Speech and Language Therapists - £3785</p> <p>Extra Curriculum enrichment - £1000</p> <p>Bespoke resources - £500</p>

### Monitoring and Implementation

Area	Aim	Action
<b>Teaching</b>	Ensuring curriculum planning is effective in addressing gaps in learning due to school closure and children's different experiences of home learning.	<p>Use of high-quality formative assessment to shape daily lessons and tailor learning to children's individual needs.</p> <p>Key skills in Maths to be addressed by following the White Rose units of work which recap key learning from the previous year group.</p> <p>A recovery curriculum has been written and taught across the school to address children's social and emotional well-being on return to school.</p>
<b>Targeted support</b>	Ensuring the facilitation, resources and time given for interventions, therapies, pupil progress meetings and timely catch up for pupils in need of intervention.	<p>Data systems (O Track) to be used to support the process of intervention allocation.</p> <p>Pupil progress meetings will detail children in need of most support.</p> <p>Thrive screening analysed and clear referral systems in place to ensure that no child is missed.</p>
<b>Wider strategies</b>	Ensuring that the families facing the most challenges are engaging with us.	Attendance is tracked and analysed on a weekly basis by a designated attendance officer and any concerns are directly reported to the SLT and Safeguarding leads.



## Review: Last year's aims and outcomes

Desired outcome	Chosen action/ approach	Evaluation	Cost
All pupils achieve ARE as any gaps in learning are closed	Quality First Teaching with support from highly effective teaching assistants (through the investment in specialised resources e.g. language link/ Thrive/ Rapid Reading).	<p>Based on the end of year teacher assessments within Year 6, Pupil Premium children attained in line with Non Pupil Premium children in Reading (86% PP vs 87% Non PP) and Maths (86% PP vs 88% non PP) reaching Age Related Expectations, and 100% of Pupil Premium children achieved Age Related Expectation in Writing in comparison with 84% of Non-Pupil Premium.</p> <p>Within YR-Y5, between September 2019 and March 2020, a greater number of Non – Pupil Premium children achieve ARE in comparison to Pupil Premium children. Within Reading, 58% of PP were working at ARE compared to 74% of Non-PP. Within Writing, 60% of PP were working at ARE in comparison to 80% of Non-PP children. Finally, within Maths, 56% of PP children were working at ARE compared with 84% of non – PP children.</p>	£5000
Accelerate progress of all PP children so that all children are making good progress (and are at least in line with non PP children)	Early identification -Clear tracking -Swift Intervention groups, where necessary -From September 2019.	All PP children identified and tracked as part of performance management meetings. The Pupil Premium lead, in conjunction with the class teachers, created individual Pupil Premium passports, identifying strengths and areas for development.	£36,400
	PP children are to be offered extra after school tuition from a class teacher from Autumn term 2019.	Between September 2019 to March 2020, 20 Pupil Premium children across the school were involved in interventions (both during and after school).	
	Employment of Outstanding practitioner to create 4th group in Year 5 and 6 in Maths.	4 groups of maths sets were in place between September – March in both Year 5 and Year 6.	
	Purchase of resources to support/ enhance learning e.g. Reading books, subscriptions to magazines.	14 Pupil Premium children were in receipt of a weekly magazine subscription between September and March.	
Increased progress of PP SEND children so that all children are making at least good progress from their relative starting points	- Effective deployment and support from specialist teachers and teaching assistants.	23% of Pupil Premium children from 2019-20 were SEND. All of these children made expected progress from their relevant starting points between September 2019 – March 2020, as evidenced by outcomes summary reports for the same period.	£1000
Identified pupils in each year group to make at least good progress and meet	Individual children identified to be part of regular and swift group intervention to	Between September 2019 to March 2020, 20 Pupil Premium children across the school were involved in interventions (both during and after school).	£5100



ARE through Quality First Teaching	close gaps in learning carried out by outstanding teacher or highly skilled teaching assistant.		
	Pupil Premium children will be offered an opportunity to attend a weekly breakfast homework club.	33% of PP children regularly attended weekly breakfast homework club between September 2019 and March 2020.	
	All teaching staff have a Performance Management target relating to progress of key groups including PP.	All teaching staff had a target in relation to progress of key groups including Pupil Premium children.	
Improvements in Speech and Language/ Social and Emotional development for pupils eligible for PP	Early identification of individual children's Speech and language needs leads to group and 1:1 intervention by SEN staff Thrive training leading to Thrive assessments and interventions by our thrive Practitioners.	NHS reviews of children demonstrated progress in Speech and Language for children on their case load. Thrive support and on-going work through the West End Theatre Group supported our PP children on their transition to school in September 2019.	£1500
Improved attendance and punctuality so that all PP children's attendance is at least in line with non-PP.	All families targeted where lateness considered a concern and attendance less than 95%. Pupil premium children where attendance and punctuality is of a concern will be invited to attend Breakfast Club from 8am (paid for through Pupil Premium money)  Parents spoken to at Parents' Evening and attendance figures given out.	Attendance of PP children (96.22%) was in line with the attendance of non PP children (96.52%) between September and March. All children whose attendance was below 95% received an attendance letter.	£800
All children included in trips, visits and given the opportunity for musical instrument subsidies. Support also given with school uniform requests.	Subsidies considered on an individual basis.	4 children received musical instrument subsidies. 18 children received reading books. 6 children received SATs revision packs.	£2000