



# Pupil premium strategy statement 2019/20

## School overview

Metric	Data
School name	Halfpenny Lane Junior, Infant and Nursery School
Pupils in school	455
Proportion of disadvantaged pupils	76
Pupil premium allocation this academic year	£130,596
Academic year or years covered by statement	2019 - 2020
Publish date	22 <sup>nd</sup> October 2019
Review date	October 2020
Statement authorised by	James Parkinson
Pupil premium lead	Kate Gawthorp
Governor lead	Linsey Hodgett

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+1.0
Writing	-1.3
Maths	+2.2

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	13%
Measure	Activity
Priority 1	To ensure the English outcomes of disadvantaged pupils increase on the previous year so that a greater proportion attain ARE+ and progress is improved, particularly in Writing.
Priority 2	The attendance of disadvantaged pupils increases from the previous year and the persistent absence decreases from the last academic year, through daily analysis & actions from Pastoral Learning Mentor & SLT.

<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Many pupils who are disadvantaged have other barriers to learning, such as safeguarding, SEND (22%), below average attendance, which the children &amp; families need support with to ensure minimal impact on learning outcomes.</li> <li>• Low esteem and resilience – pupils lack confidence to demonstrate effective learning without the support or constant guidance from others.</li> <li>• Children have limited opportunities for out of school activities or experiences. This impacts on their knowledge, understanding of the world, imagination and vocabulary, which consequently has an impact on their learning outcomes.</li> </ul>
<p>Projected spending</p>	

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	GLD Reading: 62% KS1 Reading: 55% KS2 Reading: 73%	September 2021
Progress in Writing	GLD Writing: 64% KS1 Writing: 55% KS2 Writing: 73%	September 2021
Progress in Mathematics	GLD Number: 68% KS1 Maths: 64% KS2 Maths: 73%	September 2021
Phonics	Year 1 Phonics: 65%	September 2021
Other	Disadvantaged attendance: 95% Disadvantaged PA: -15%	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed the Reading Strategy across all year groups, to increase opportunities for reading for pleasure, purpose & productivity through the implementation of Accelerated Reader.
Priority 2	Establish small groups in Writing interventions for disadvantaged pupils who are falling behind age related expectations.
Barriers to learning these priorities address	Pupils not reading an adequate amount at home. (parental engagement) Lack of resilience and motivation to read appropriately or write including all age-related skills.
Projected spending	Click or tap here to enter text.

## Wider strategies for current academic year

Measure	Activity
Priority 1	Employing a Pastoral Learning Mentor to work with families to improve attendance, as well as providing

	relevant resources and links to external agencies, to ensure those families with acute needs are supported appropriately.
Priority 2	Learning Mentor employed to carry out ELSA work with children to improve their resilience and ability to be ready to learn. Wider opportunities offered, to give children access to wider experiences, extending their knowledge & understanding of the world, vocabulary and in turn impacting directly on their Writing & Reading attainment.
Barriers to learning these priorities address	Low esteem & resilience – pupils lack confidence to demonstrate effective learning without the support or constant guidance from others. Parental support – parents are not equipped well enough to support their child emotionally or academically.
Projected spending	Click or tap here to enter text.

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring reading strategies and writing interventions are embedded in school but also supported at home	Working closely with English Lead, T&L AHT & creating a whole school ethos of reading for the 3 P's
Wider strategies	Engaging the families facing most challenges & providing the relevant support	Working closely with external agencies and school SLT / Inclusion Team

## Review: last year's aims and outcomes

Aim	Outcome			
The number of disadvantaged children continue to reach the expected standard and disadvantaged pupils continue to improve		2018	2019	Gap
	KS1 Expected Standard Reading	50%	42%	-8%
	KS1 Expected Standard Writing	50%	42%	-8%
	KS1 Expected Standard Maths	67%	42%	-25%
	KS2 Expected Standard Reading	43%	81%	+38%

	<b>KS2 Expected Standard Writing</b>	<b>65%</b>	<b>75%</b>	<b>+10%</b>
	<b>KS2 Expected Standard Maths</b>	<b>74%</b>	<b>88%</b>	<b>+14%</b>
<b>Progress for disadvantaged children across school will be at least in line with other children.</b>	Showing progress for whole school PP children, from previous statutory assessment point to Summer 2019:			
		<b>EYFS/KS1 statutory assessment</b>	<b>Summer 2019</b>	
	<b>Reading</b>	<b>57%</b>	<b>69%</b>	<b>+12%</b>
	<b>Writing</b>	<b>58%</b>	<b>61%</b>	<b>+3%</b>
	<b>Maths</b>	<b>64%</b>	<b>72%</b>	<b>+8%</b>
<b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children and consequently improve progress &amp; attainment.</b>	Those strategies implemented, such as interventions which are reviewed & updated half-termly, PP Breakfast Reading Club & a wide range of extra-curricular activities, have all impacted upon the positive progress and attainment in the above figures. Whilst the 2018-19 focus was predominantly on KS2 outcomes, the next steps include sustaining this but also focusing in improving KS1 outcomes.			