



# Pupil premium strategy statement 2020- 2021

School Overview	
School name	Halfpenny Lane Junior, Infant and Nursery School
Pupils in school	455
Proportion of disadvantaged pupils	96
Pupil premium allocation this academic year	£133,395
Academic year or years covered by statement	2020 - 2021
Publish date	23 <sup>rd</sup> October 2020
Review date	October 2021
Statement authorised by	James Parkinson
Pupil premium lead	Kate Gawthorp
Governor lead	Amanda Small

## Disadvantaged pupil progress scores for last academic year (No new data due to COVID-19)

Measure	Score
Reading	+1.0
Writing	-1.3
Maths	+2.2
Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	13%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress schools in KS2 Mathematics (0)	Sept 21
Phonics	Achieve national average expected standard within Year 2 December screening. Achieve national average expected standard within Year 1 checks and year 2 re-checks.	Sept 21
Other	Disadvantage pupils to attend better than All Others	Sept 21

Aim	Target	Target date
Progress in Reading	GLD Reading: 70% KS1 Reading: 60% KS2 Reading: 62%	September 2021
Progress in Writing	GLD Writing: 70% KS1 Writing: 70% KS2 Writing: 62%	September 2021
Progress in Mathematics	GLD Number: 70% KS1 Maths: 70% KS2 Maths: 69%	September 2021
Phonics	Year 1 Phonics: 85%	September 2021
Other	Disadvantaged attendance: 95% Disadvantaged PA: -15%	September 2021

### Teaching priorities for current academic year

Measure	Activity
Priority 1 (Reading)	<ul style="list-style-type: none"> <li>• Time and staff's development into Trust wide approach to reading and how we can differentiate and enhance reading skills within reading lessons.</li> <li>• Development of staff's expectations of reading domains across the year groups.</li> <li>• Rigorous monitoring of quality of education for disadvantage pupils within their literacy learning.</li> <li>• Buy in to School Library Service to enhance reading provision through school and provide curriculum enhancement books within each classroom to support reading.</li> <li>• Unqualified teacher to support DA pupils as they reach UKS2 and address misconceptions.</li> <li>• Cost of additional TA's for intervention plans to work with targets DA pupils across reading, writing and maths.</li> </ul>
Priority 2 (Phonics)	<ul style="list-style-type: none"> <li>• Strategic phonics programme (Read Write Inc) (working within covid19 restrictions) with a vigorous screening and assessment timetable to ensure effective intervention and catch up.</li> <li>• Purchase CPD phonics resources and implement as part of a catch-up phonics curriculum in Y1 &amp; Y2 (RWI training and development days)</li> <li>• Continuous training for staff members within EYFS and KS1.</li> <li>• Phonics Programme in Key Stage 2.</li> </ul>
Priority 3 (Maths)	<ul style="list-style-type: none"> <li>• Staff development on teaching maths – applying White rose Maths Hub planning/assessment/resources to support vulnerable groups.</li> <li>• Use of Third Space Learning to provide extra intervention for vulnerable pupils.</li> <li>• Audit and update where needed maths resources so that children have the needed mathematical equipment to support them with their learning.</li> <li>• Track and monitor the interventions in place for pupils so that vulnerable pupils who need have barriers to learning make expected progress.</li> </ul>
Barriers to learning these priorities address	Time Budget
Projected Spending	£33,480

## Targeted academic support for current academic year

Measure	Activity
Educational Books/Resources – Provided at the start of the academic school year.	To provide disadvantaged pupils with age appropriate educational resources for at home to encourage home learning to support with “Catch Up”.
Release time of AHT’s	Addressing within school variance: Ensuring consistent implementation of practice and expectations. Improving monitoring and evaluation Ensuring Quality first teaching: <ul style="list-style-type: none"> <li>• Team teaching and planning</li> <li>• Modelled lessons</li> <li>• Provide targeted CPD Sharing best practice:</li> <li>• Release for staff to share best practice</li> <li>• Modelled lessons</li> <li>• Ensuring more accurate data:</li> <li>• Supporting effective use of data and gap analysis</li> <li>• Moderation</li> <li>• Ensuring Effective interventions:</li> <li>• Providing targeted support intervention for pupils to address underachievement</li> <li>• Ensuring effectiveness of support staff increasing engagement of parents in learning.</li> <li>• Ensuring parents are involved and know how to support their child’s learning.</li> </ul>
Use of online mentoring systems to provide additional support for DA pupils.	Use of Third Space learning to support pupils with maths throughout KS2.
Additional staff costs to provide pupils with reading intervention.	Preschool reading and phonics interventions to provide ‘catch up’ opportunities of pupils. (4 staff members 1 hour 3 times a week)
Recruitment of unqualified teacher to support DA pupils and provide extra support.	Opportunity to work in smaller groups, ensuring children receive the appropriate, bespoke learning intervention to address learning misconceptions and overcome barriers to learning.
SALT (SEND)	Use of SALT agencies to support and develop strategies to support DA pupils who are low ability. Provide training and coaching to support and develop other staff so that pupils can make progress.
Barriers to learning these priorities address	Lack of resilience and motivation to read appropriately or write including all age-related skills.
Projected spending	£55,093

## Wider strategies for current academic year

Measure	Activity
Using skills and expertise of Pastoral Learning mentor throughout school. (DSL/Attendance)	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.

Learning mentor within school – school intervention. (Behaviour/social/Emotional)	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. Providing additional support for pupils with a range of needs – emotional, social, behavioural, attendance and punctuality etc
Subsidising school trips and experiences	Extending experiences for pupils and building confidence. Providing opportunities that pupils may not ordinarily be exposed to and benefit from.
Breakfast support for DA pupils	Provide 15 free places for breakfast support for DA pupils so that pupils are able to be in school and be nourished before the start of the school day. Within this resource, pupils will have the opportunity to read to an adult.
Educational Books/resources	To provide disadvantaged pupils with age appropriate educational resources to support with their learning.
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. Barriers to learning are overcome and targeted pupils make good progress. Increased positive behaviours for learning for pupils who have Learning Mentor support. Pupils have higher aspirations for themselves.
Projected spending	£44,822

### 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 (No official data release due to COVID- 19)

Aim	Outcome			
The number of disadvantaged children continue to reach the expected standard and		2018	2019	Gap
	KS1 Expected Standard Reading	50%	42%	-8%
	KS1 Expected Standard Writing	50%	42%	-8%

<b>disadvantaged pupils continue to improve</b>	<b>KS1 Expected Standard Maths</b>	<b>67%</b>	<b>42%</b>	<b>-25%</b>
	<b>KS2 Expected Standard Reading</b>	<b>43%</b>	<b>81%</b>	<b>+38%</b>
	<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.			