

Pupil premium strategy statement (primary)

1. Summary information					
School	Ham Dingle Primary School				
Academic Year	2020-2021	Total PP budget	£98,050	Date of most recent PP Review	October 2020
Total number of pupils	277	Number of pupils eligible for PP	78	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Disadvantaged children have poor oral language skills on entry to Reception
B.	12% of PP children have SEND
C.	Attendance in school due to Covid – remote learning taking place
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Covid catch up - gaps are bigger than usual due to time out of school
E.	Disadvantaged pupils often have emotional well-being and social issues which impact upon their readiness to learn and academic achievement.
F.	Poor attendance & punctuality of some pupils eligible for PP grant - <u>9 pupils eligible for PPG were PA last year</u>
G.	Poorer development of 'soft skills' – resilience, independence, concentration and positive attitude to learning – for pupils eligible for PPG and their families
4. Desired outcomes	
	Long Term Success criteria

<i>Desired outcomes and how they will be measured</i>		<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>
A.	On entry to Year 1, the language gap will have closed between disadvantaged and non-disadvantaged pupils.	Increased percentages of disadvantaged children achieving GLD from 2021.	Increased percentages of disadvantaged children achieving GLD from 2022.	Increased percentages of disadvantaged children achieving GLD from 2023.
B.	All non-SEND pupils eligible for PPG to achieve at least ARE for their year group, in reading and maths	Termly data analysis will reflect expected attainment and progress for these pupils.	Termly data analysis will reflect expected attainment and progress for these pupils.	Termly data analysis will reflect expected attainment and progress for these pupils.
C.	By the end of KS2, disadvantaged pupils who are not SEND, will achieve in line with national averages for Reading and Maths	Summer 2020 data for disadvantaged pupils, who are not SEND, will be at least in line with national average	Increased percentages of disadvantaged pupils, who are not SEND, achieving ARE from 2020.	Disadvantaged pupils, who are not SEND, outperform all pupils nationally in R,M by the end of KS2.
D.	Increased attendance & punctuality rates for pupils eligible for the PPG.	PP pupils to have above 90% attendance (with exception of those with medical conditions). Parents co-operating with school to ensure good attendance & punctuality.	Increased percentage of PP pupils to have above 90% attendance (with exception of those with medical conditions). Parents co-operating with school to ensure good attendance & punctuality.	Increased percentage PP pupils to have above 90% attendance (with exception of those with medical conditions). Parents co-operating with school to ensure good attendance & punctuality.
E.	Barriers to learning for pupils eligible for the PPG are identified and addressed resulting in higher levels of well-being, self-esteem, confidence, resilience and independence.	The social/emotional/mental health needs for pupils eligible for the PPG are identified and addressed		

		<p>promptly resulting in barriers to their learning being removed.</p> <p>Monitoring will show that PP pupils are displaying positive learning behaviours and developing ‘soft skills’ across the curriculum.</p>		
F.	Improved parental engagement in learning of pupils eligible for the PPG including development of parents' subject knowledge and involvement in Remote Learning.	<p>PP parents engage in home learning and remote learning.</p> <p>Attendance at parent workshops. Engagement in Kumon Programme</p>		

5. Planned expenditure										
Academic year	2020-2021									
The three headings demonstrate how Ham Dingle is using the pupil premium grant 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?					
On entry to Year 1, the language gap will have closed between disadvantaged and non-disadvantaged pupils.	Engage in Nuffield Early Language Intervention Programme – 1:1 and small group intervention	EEF research shows that there is strong evidence that structured interventions and intensive 1:1 support will have a positive impact on pupil progress and attainment.	<ul style="list-style-type: none"> • All children tested • Children identified as needing support • Online training for staff • TA's deliver support to identified pupils 	SM	July 2021 Share with EYFS Governor Termly					
	Progress tracked through year		<ul style="list-style-type: none"> • Data collection and analysis by SM • Findings shared with all Reception staff • Pupil Progress meetings held half termly 	SM	July 2021 Share with EYFS Governor Termly					
All non-SEND pupils eligible for PPG to achieve at least ARE for their year group, in reading and maths	Teaching Assistants in each class during the morning to support with the teaching of Literacy and Maths	EEF research shows that there is strong evidence that structured interventions and intensive 1:1 support will have a positive impact on pupil progress and attainment.	<ul style="list-style-type: none"> • Produce non-negotiable expectations for all staff for Wave 1 teaching of disadvantaged children • CPD offer • Learning Walks • Book Looks • Pupil Conferences • Support from Subject Leaders 	SM/CF	Termly review					

	Introduce White Rose Maths Scheme across the whole school	The White Rose scheme of learning is designed to support the development of reasoning and problem solving alongside fluency to ensure challenge and ambition for all pupils.	<ul style="list-style-type: none"> • Training led by Maths lead • Termly Monitoring by Maths Lead • Pupil Progress meetings held half termly 	EW/SLT	July 2021
	Introduce Whole Class reading model	Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.	<ul style="list-style-type: none"> • Training to all staff led by W.J • Monitoring termly • Book Looks • Termly Monitoring by Literacy Lead 	DH	Termly review
	Half Termly review, target setting and feedback sessions for pupils in receipt of PPG, with their teacher	EEF research shows that providing regular, personalised feedback to pupils on their next steps provides high impact on learning for a low cost	<u>Half termly use of Star Reading tests</u> and weekly diagnostic scrutiny will provide accurate and individualised information for teachers on a child's strengths and weaknesses in reading.	classteachers	Termly review SM
	Whole school commitment to importance of the Pupil Premium agenda – time given to all teachers to carry out 1:1 reviews and target setting meetings each term	Consistent, whole school approach required to close gaps and raise expectations and standards.	<ul style="list-style-type: none"> • Regular and rigorous monitoring • learning walks • book looks • lesson observations • data scrutiny • Staff meetings to follow up training and coaching sessions & ensure approach is embedded 	All staff	Termly review

By the end of KS2, disadvantaged pupils who are not SEND, will achieve in line with national averages for Reading and Maths	Robust data analysis of PP children throughout Year 6.	Individual and small group targeted and precision teaching will aim to enable pupils eligible for the PPG to catch up and close the attainment gap between them and their peers	<ul style="list-style-type: none"> Pupil Progress meetings Book looks Data scrutiny 	Year 6 teachers /SLT	Ongoing monitoring throughout year
	Intervention groups	1:1 instruction is one of the most effective interventions for struggling readers. Regular practise with an adult will enable pupils to develop as more confident and accurate readers			

Total budgeted cost TA cost 8 X £9,000

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?
Barriers to learning for pupils eligible for the PPG are identified and addressed resulting in higher levels of well-being, self-esteem, confidence, resilience and independence.	Introduce Mental Health Lead role in school Targeted support for identified pupils with mental health/emotional issues following Wellbeing surveys collated by SW	Interventions which target social and emotional learning can improve attainment by improving learning behaviours EEF research shows that behaviour interventions have a positive impact, improving attainment by reducing challenging behaviour.	<ul style="list-style-type: none"> Progress and data of pupils targeted is analysed each term. Behaviour for all pupils monitored & analysed fortnightly 	SW/CF SM/CF	Termly meeting with Governor lead for PP Termly review
	Use of Educational Psychologist to provide assessment and support for identified pupils. Use of Learning Support Service to assess, set targets and monitor identified pupils eligible	The first step in tackling lower attainment is to use accurate diagnosis of capabilities and difficulties in order to identify the correct intervention to use.	Reports from EP reflect starting point, issues and strategies used. EP intervention organised and monitored by SENCo Termly	CF	Termly review

	Additional tutoring lessons for individual children in Year 6	1:1 instruction is one of the most effective interventions for struggling readers. Regular practise with an adult will enable pupils to develop as more confident and accurate readers	<ul style="list-style-type: none"> • Ensure attendance • Regular monitoring of progress by class teacher • Regular discussion with parents 	Class teacher/ CF	Termly review
Total budgeted cost					Tutoring money £350
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?
Continue to provide family support to further engage all disadvantaged families.	High levels of engagement between school and disadvantaged families.	<p>Engagement and involvement of parents in their child's learning will increase a child's motivation and confidence which will in turn enable the child to make better progress and achieve their full potential.</p> <p>Improved knowledge and understanding of curriculum for parents will enable them to support their child more effectively.</p>	<p>Feedback and questionnaires from events and programmes. Monitoring of pupil data. Increased efforts to ensure targeted parents attend workshops and meetings.</p> <p>Completion of Homework is consistent between PPG children and non-PPG children</p>	SM	Termly review/progress meeting with Governor lead for PP

	<p>Parent Workshops for reading, writing and maths – demonstrating how we teach various skills and concepts – phonics, kinetic letters, mathematical/written calculations, SATS information etc., for parents of EYFS, Yr 2 and Yr 6 pupils.</p> <p>Tailored parent & child workshops provided by class teachers to embed basic skills of phonics and kinetic letters in Reception and years 1 & 2.</p>		<p>Feedback and questionnaires from events and programmes. Monitoring of pupil data. Increased efforts to ensure targeted parents attend workshops and meetings.</p>	SM/Subject leads	<p>Termly review Parent surveys Ongoing Parental Feedback from workshops</p>
	Kumon 2-year programme scholarship offered to selected pupils eligible for PPG. (parents have to commit to marking and monitoring homework & taking child to Kumon Centre)		Half termly meetings with Lisa Sheldon from Kumon centre to discuss progress and attendance.	SM/LS	Half termly progress meeting with Kumon instructor
	Provision of Storytime - £45- (Yrs 2 & 4) and Letterbox - £130- (Yrs R,1,3 & 5) resources to enrich home learning and provide PP pupils with their own games and books.	Provision of quality resources will remove financial barriers to learning.	Parental and pupil Feedback/evaluation on Letterbox, Storytime and other resources provided. Prize draw for those returning evaluation forms	SM	Termly review

<p>Increased attendance & punctuality rates for pupils eligible for the PPG.</p>	<p>Weekly attendance monitoring followed up by appropriate actions – letter, meeting with Head of School or Governor Panel, referral to EIS.</p> <p>Hand delivery of Attendance Concern cards to homes when absence is unexplained.</p>	<p>Research shows that poor attendance and or punctuality has a significant negative impact on a child's chances of succeeding at school. Some PP pupils who were PA were also low achievers last year and did not achieve ARE in Statutory assessments.</p> <p>Good attendance will ensure that a child has every opportunity to achieve their full potential.</p>	<p>Weekly attendance monitoring by CF. Clear attendance policy in place and on website for parents. Specific letters sent to parents when absence or lateness triggers action. Termly attendance report to governors detailing the attendance of identified groups, including pupils eligible for the PPG. Persistent absentees will be invited to a meeting with the Head of School or called to a meeting with a Governor Panel. Unauthorised absence meeting the LA criteria will be referred to EIS.</p> <p>CF Weekly meeting with SM to discuss any attendance issues</p>	<p>MW/CF /SM</p>	<p>Weekly monitoring by SLT</p> <p>Termly attendance report to governors</p>
Total budgeted cost					<p>Kumon - £11,000 Letterbox - £5,610</p>