



Pupil Premium Strategy Statement

The Disadvantaged Pupil Premium (DPP) is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium Grant is a significant amount of money for many schools, with schools attracting £1900 per 'looked-after child' or £1345 per child who has been able to access free school meals.

The Disadvantaged Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months.

The Service Pupil Premium has a slightly different purpose to the Disadvantaged Pupil Premium, focusing more on pastoral support than academic progress. The Service Pupil Premium (SPP) is an allocation of £310 per child whose parents are connected to the military, which is paid to school. The purpose of this funding is to mitigate any detrimental effects that the demands of service life may place on pupils or their families.

Pupil Premium Strategy Statement 2020-2022

Title	Information
School name	Hipswell Church of England Primary School
Pupils in school	195
Proportion of disadvantaged pupils	26/195
Proportion of service pupils	116/195
Pupil premium allocation this academic year	Total £82690 <u>Disadvantaged Pupil Premium</u> 26 FSM @£1345=£34970 7 FSM6+ @£1345=£9415 + £2345 LAC <u>Service Pupil Premium</u> 116 Service @ £310=£35960
Academic year or years	Two years: 20-2021 and 2021-2022
Publish date	July 2020
Review date	Termly reviews: 1 st Review: 9 th Dec, 2020
Statement authorised by	Jon Sykes
Pupil premium lead	Mr J. Sykes/Miss C Ewbank
Governor lead	Mr T. Zaranko

Disadvantaged pupil progress scores for last academic year

Measure (No tests administered in 2020 Covid-19)		Score 2019 Average progress for disadvantaged pupils						
Reading		2.79						
Writing		0.80						
Maths		1.38						
2020 KS2	All Pupils 23		Service Pupil Premium 10 pupils		Non-Service 13 pupils		Disadvantaged Pupil Premium	
	EXPS	GD	EXPS	GD	EXPS	GD	EXPS	GD
RWM Comb	74%	17%	60	10	77	15	60%	0%
Reading	83%	17%	60	10	85	23	60	0
Writing	83%	22%	60	10	85	23	80	0
Maths	83%	22%	60	10	85	31	60	0
Grammar PS	83%	17%	60	10	85	23	80	0

Strategy aims for disadvantaged pupils

Aim	Ambitious Targets July 2021 (Increasing by either 10% or 1 whole progress point by July 2022)
Meeting expected standard at KS2	Disadvantaged Pupil Premium-60% Service Pupil Premium -60%
Achieving high standard at KS2	Disadvantaged Pupil Premium-10-20% Service Pupil Premium -10-20%
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve average KS2 Mathematics progress score (0)
Phonics	Achieve national average expected standard in the Phonics Screening Check
Other	Improve attendance of disadvantaged pupils to (96%)
Priority 1	<ul style="list-style-type: none"> To develop curriculum leadership in order to enhance teaching and learning: Higher expectations of curriculum leadership enhances the quality of teaching and learning across the school in every subject area.
Priority 2	<p>Following the temporary closure of schools, support children's emotional wellbeing to allow them to make good progress.</p> <p>During a period of high mobility of pupils, ensure pupils settle into their new school quickly in order to continue to progress.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> Low levels of literacy Poor language and communication skills Negative learning behaviour, especially after the lock down. Lack of focus and confidence due to poor mental health and well-being Lack of resilience and high aspirations Poor attendance Lack of parental engagement
Projected spending	Total £82690 (DPP-£46730 and SPP-££35960)

A. Teaching priorities for current academic year

Measure	Activity
Priority 1	<ol style="list-style-type: none"> 1. Development of curriculum leadership skills. 2. Curriculum leaders will ensure the new curriculum is sequenced, progressive and appropriate. Teachers will have secure subject knowledge to teach consistently well across all subjects but with a focus on the development of phonics, reading, writing and mathematical skills. 3. Support staff to further develop their knowledge and skills. 4. Support staff to be deployed effectively and used consistently well to boost the education of disadvantaged pupils. 5. Deployment of support staff has been organised to ensure Reception, Year 1 and Year 2 classes have full time additional learning support and in KS2, there is at least morning time additional adult support. 6. Curriculum activities will excite and inspire pupils to learn and make progress. 7. The Hipswell Lead Metacognition SLE to support all teachers with the metacognition approach across all subjects. 8. Effective communication and support for parents in order for the parents to receive effective support at home. 9. Effective transition arrangements for new Reception pupils and high quality provision with a language rich environment in order to ensure pupils develop their language and communication skills rapidly. 10. Re-organisation of the outdoor learning area in the Reception class to further enhance provision and foster the development of pupils entering their education with low attainment. 11. SENCo leadership time allocated.
Priority 2	<ol style="list-style-type: none"> 12. There will be opportunities in the timetable for classes to talk about issues and strategies for coping. 13. Identify children who need additional support such as 'Emotional First Aid'. 14. For pupils who are struggling emotionally, engage parents immediately to work in partnership with the school. 15. All staff will have consistently high expectations of pupils' behaviour, attitudes and work 16. Create a calm and controlled environment which is conducive to pupils' wellbeing and learning. 17. Staggered start to the school day to begin the day calmly.

	<p>18. Staggered playtimes with fewer pupils on the playground/field will alleviate conflict and result in happier breaks.</p> <p>19. Year 5 and 6 to use the field for playtime and lunchtime so that there is less movement around school.</p> <p>20. Effective frequent procedures to follow up low attendance, poor behaviour and lack of parental engagement. Such actions will be monitored regularly.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low levels of literacy Poor language and communication skills • Negative learning behaviour, especially after the lock down. • Lack of focus and confidence due to poor mental health and well-being • Lack of resilience and high aspirations • Poor attendance • Lack of parental engagement
Projected spending	£55000

B. Targeted academic support for current academic year

Measure	Activity
Priority 1	<ol style="list-style-type: none"> 1. Implement catch up/ intervention programmes to close the gaps of attainment linked to well-planned high quality teaching and successful deployment of support staff. 2. Intervention programmes will be planned and delivered effectively to further support pupils' learning.
Priority 2	<ol style="list-style-type: none"> 3. Identified pupils receive support at the start of the day. For example by attending the Breakfast Club. 4. For example, identified adult support to help the identified pupil to settle quickly to the school day and hit the ground running. 5. The mobility leader to liaise effectively with schools of new pupils to ensure their individual needs are planned for immediately. The admission process is well organised to enable newly admitted pupils to settle quickly and continue to make good progress. 6. Through the meta-cognitive approach to learning, ensure that characters and skills such as

	resilience have a high priority. Identified pupils will have further support of developing this attitude and strategy to their learning.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low levels of literacy • Poor language and communication skills • Negative learning behaviour, especially after the lock down. • Lack of focus and confidence due to poor mental health and well-being • Lack of resilience and high aspirations • Poor attendance • Lack of parental engagement
Projected spending	£20000

C. Wider strategies for current academic year

Measure	Activity
Priority 1	1. Support for pupils, where appropriate, with educational visits and resources including learning tools.
Priority 2	<ol style="list-style-type: none"> 2. The positive behaviour management policy reinforced and delivered consistently well by all staff. 3. Pupil attendance monitored and poor punctuality and low attendance followed up effectively. 4. Targeted emotional well-being support through the Emotion Champions and/or the leader for Emotional First Aid. 5. Support parents with their Emotional First Aid through the leader for EFA. 6. Ensure additional support identified through referral to EFA, Compass Buzz, Early Help is implemented successfully and has a positive impact on the pupil and parents' emotional well-being.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low levels of literacy • Negative learning behaviour, especially after the lock down. • Lack of focus and confidence due to poor mental health and well-being • Lack of resilience and high aspirations • Poor attendance
Projected spending	£7690

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>A. Teachers have time to develop their leadership skills.</p> <p>B. Teachers have time to develop their understanding of the progression for each area of the curriculum.</p> <p>C. Teacher share time to plan and liaise with support staff.</p>	<p>A. Training Days and staff meetings</p> <p>B. Through designated leadership and PPA time.</p> <p>C. Through daily team meetings and through staff meetings.</p>
Targeted support	<p>D. Support staff are deployed effectively.</p> <p>E. Monitoring and evaluation between the teacher and support staff takes place regularly.</p> <p>F. Intervention programmes enhance not replace provision.</p>	<p>D. Timetables organised and reviewed regularly.</p> <p>E. Class teachers report progress to the DH and HT</p> <p>F. Progress measured and reported to the class teacher, DH and HT.</p>
Wider strategies	<p>G. Engaging with and supporting families of vulnerable pupils or facing difficult challenges</p> <p>H. Improving levels of attendance to be above 95%.</p>	<p>G. Questionnaires and interviews provide evidence of impact.</p> <p>H. Increased levels of attendance achieved.</p>

Review: last year's aims and outcomes

2020 KS2	All Pupils 23		Service Pupil Premium 10 pupils		Non-Service 13 pupils		Disadvantaged Pupil Premium	
	EXPS	GD	EXPS	GD	EXPS	GD	EXPS	GD
RWM Comb	74%	17%	60	10	77	15	60%	0%
Reading	83%	17%	60	10	85	23	60	0
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Maths	83%	22%	60	10	85	31	60	0
Gram PS	83%	17%	60	10	85	23	80	0

Year 2	All Pupils		Service 18 pupils		Non-Service 7 pupils		Disadvantaged	
	EXPS	GD	EXPS	GD	EXPS	GD	EXPS	GD
RWM Comb	56%	8%	50%	11%	57%	0	100	0
Reading	56%	24%	56%	33%	57%	0	100	0
Writing	60%	8%	61%	11	57%	0	100	0
Maths	56%	20%	56%	27%	57%	14%	100	0

	2019-2020 Total Allocation:£83600	Achievements
A.	PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	Disadvantaged PP and Service PP pupils progress and attainment is in line with all pupils in Reading, Writing and Maths.
B.	PP pupils make at least expected progress throughout the school	PP pupils make equal or better progress in RWM
C.	Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>There have been fewer incidents and no exclusions 2019-2020.</p> <p>Pupils have responded to behaviour strategies and recognised they have choices and can often resolve their own issues.</p> <p>Pupils have articulated their feelings and emotions.</p> <p>At least 10 vulnerable pupils have received effective support through an Emotional First Aid approach which has further developed their emotional well-being and mental health.</p>

D.	Parents/carers greater involvement in their children's learning, they can readily access support from school.	<p>Parents are becoming more confident with supporting their children's learning at home.</p> <p>Parents can access information to support them with their children , eg on the website and seesaw.</p> <p>Education Psychologist-9 days across the whole year allocated to PP Service pupils and families provided essential support and allowed parents and carers to have greater successful involvement in their child's learning and development.</p>
E.	Issues around mobility are minimal.	<p>Pupils settle quickly and feel safe and secure.</p> <p>School track, record, assess and monitor accurately and make appropriate provision.</p> <p>Pastorally pupils benefit from Hipswell Heroes.</p>
F.	PP children's reading/phonics/spelling improves in line with non-pp children	PP children have made progress in reading which has had a positive impact on their writing skills. PP children have used phonics/spelling skills to support their writing. Children have enjoyed reading and can talk enthusiastically about a book they have enjoyed.
G.	The attendance of PP children improves	There has been a strong commitment to reduce the number of persistent absentees and lateness among pupils eligible for PP with good results until the lock down. Attendance for the children is just below the national average 96%.