

Hemingbrough Community Primary School

Pupil Premium Strategy Statement



School Overview

Total Number of Pupils	149
Proportion of disadvantaged pupils	10.7%
Pupil Premium allocation this academic year	£27,400
Academic years covered by this statement	2019-2022
Publish date	January 2020
Review date	September 2020
Statement authorised by	Governing Body
Pupil Premium Lead	Sarah Chappell
Governor Lead	Nick Wilkinson

Disadvantaged Pupil Progress Scores for Last Academic Year

	Average Progress of Disadvantaged Pupils – Hemingbrough CP	National Average Progress for Non- Disadvantaged Pupils
Reading	1.58	0.32
Writing	3.40	0.27
Maths	-2.51	0.37

Disadvantaged Pupil Performance for Last Academic Year (meeting the Expected Standard at KS2)

Reading	60%
Writing	80%
Maths	60%
R/W/M combined	60%

Strategy Aims for Disadvantaged Pupils

	Activity
Priority 1	Ensure phonics is taught consistently across school and that relevant staff have taken part in training to deliver phonics effectively
Priority 2	Develop the roles and accountability of Middle Leaders in the delivery, monitoring and evaluation of their area of responsibility to ensure a positive impact

	on the progress and attainment of disadvantaged pupils
Priority 3	Develop the use of targeted intervention and support in and out of class to enable pupils to make greater progress
Barriers to learning these priorities address	Ensuring effective use of assessment information to inform future Teaching and Learning

Teaching Priorities for Current Academic Year

Aim	Target	Target Date
Progress in Reading	Achieve above National Average Progress scores in KS2	July 2020
Progress in Writing	Achieve above National Average Progress scores in KS2	July 2020
Progress in Mathematics	Achieve National Progress scores in KS2	July 2020
Phonics	Achieve National Average Expected Standard in PSC	July 2021
Other	Improve average attendance of Disadvantaged Pupils over time to 95%	July 2022

Targeted academic support for Current Academic Year

	Activity
Priority 1	Ensure the use of newly purchased and existing assessment and learning resources to support pupils in the acquisition of knowledge and skills in Reading (including Phonics), Mathematics
Priority 2	Establish small group interventions in Reading and Mathematics for disadvantaged pupils falling behind Age Related Expectations
Barriers to learning these priorities address	Encouraging and motivating pupils to engage in Reading outside of school Providing quality resources to facilitate intervention and catch up activities to address gaps in learning
Projected Spending	£16,438

Wider Strategies for Current Academic Year

	Activity
Priority 1	Provide a range of activities to promote and support pupil's Social and Emotional well-being and readiness to learn
Priority 2	Ensure pupils have equal opportunities across the school curriculum and to take part in extra- curricular/additional activities
Barriers to learning these priorities address	Impact of poor attendance upon full curriculum entitlement due to additional needs and lack of resilience
Projected Spending	£10,962

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring time is given to allow Middle Leaders to monitor, evaluate and address progress and attainment of Disadvantaged pupils within their subject	Provide cover and use training days for Middle Leaders
Targeted Support	Ensuring and evidencing that resources are used effectively to identify areas of weakness and that these can be addressed through intervention and catch up support in and out of class	Use range of assessment information (eg PUMA, PiRA etc) to plan and deliver specific support enabling pupils to make accelerated progress
Wider Strategies	Engaging families	Use Learning Conversations to open communication in order to share any concerns and agree shared aspirations

Review of Last Year's Strategy

Following recommendation from the School's Ofsted Inspection in March 2019, a Pupil Premium Review was undertaken by the Local authority on Tuesday 10th December 2019. The outcomes of this review have been shared with staff, Governors and our School Improvement Advisor.

Aim	Outcome
To increase the number of children reaching ARE at the end of the academic year in reading, writing and maths to 65%	At the end of KS2, 60% pupils achieved ARE in Reading, Writing and Mathematics combined. Average progress of these pupils was better than Non-Disadvantaged pupils Nationally in Reading and Writing
To ensure children make at least expected progress in reading, writing and maths	In school data shows that average progress for Disadvantaged pupils was 2.58 steps in Reading, 2.56 in Writing and 2.50 in Mathematics. Children that made less progress have identified SEND needs which impact on progress.
To close the gap between children who are eligible for the Pupil Premium Grant and those who are not at the end of each key stage	School tracking data shows that pupils are closing the gap between them and their peers steadily overtime. This continues to be monitored regularly. Progress data at the end of KS2 shows that in Reading and Writing the gap is being closed more rapidly.
To ensure effective support for pupils both in and out of the classroom	Using a range of assessment tools, needs have been identified and appropriate support and intervention implemented. Baseline data before and following support is gathered to measure impact, which shows progress has been made. Staff training has ensured all staff are confident and skilled in delivering these effectively. Additional support from other agencies is sought where necessary.
To address and support the social, emotional and behavioural wellbeing and needs of pupils	Staff are appropriately trained to support the needs of pupils. Nurture groups and individual programmes are implemented. Full use is made of the sensory room. The school's Social, Emotional and Behavioural Competencies profile is used to highlight areas of need and measure Impact.
To encourage parental engagement	Staff undertook training in 'Structured Conversations' (school refers to these as Learning Conversations). These were welcomed by parents/carers whose feedback was very positive. It is intended to roll these out further this year.