

Pupil premium strategy statement 2019/2020

| 1. Summary information | | | | | |
|-------------------------------|--------------------------|---|----------|---|-----------|
| School | Hermitage Primary School | | | | |
| Academic Year | 2019-2020 | Total PP budget | £ 95,000 | Date of most recent PP Review | Apr 2020 |
| Total number of pupils | 420 | Number of pupils eligible for PP | 72 (17%) | Date for next internal review of this strategy | Sept 2020 |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers | |
| A. | Pupils eligible for PP do not have the same prior knowledge and vocabulary as non PP |
| B. | PP pupils require learning to be repeated more often to be embedded |
| C. | Pupils struggle to maintain focus and retention is an issue |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Parents and carers of PP pupils to not always engage with the learning at school and do not support pupils at home |
| E. | Attendance and punctuality is lower for pupils in receipt of PP |

| 3. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | The gap between PP pupil attainment and their peers will reduce | Improved attainment and progress data in all subjects |
| B. | Access to books and Reading fluency will improve | Reading/reading comprehension ages will improve (as will reading book levels) |
| C. | Pupils retention (and recall) of knowledge will improve | Attainment and progress scores at the end of each half term will show improvement |
| D. | Pupils will receive better support from parents | Homework and other home learning tasks will be better supported either through parents or through systems in place at school. |

4. Planned expenditure**Academic year****2019-20**

The three headings below enable schools to demonstrate how they are using the pupil premium 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? Sept |
|--|-------------------------------------|---|--|-------------------|-----------------------------------|
| Improve pupils' access to information/vocabulary/learning | Purchase of year group Chrome Books | Increased access to on line applications, reading, research and support | SLT to monitor/support and ensure quality sessions | LL | £7,500 |
| Total budgeted cost | | | | | £7,500 |

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? April |
|---|---|---|---|-------------------|------------------------------------|
| Diminishing differences between attainment of PP pupils and non PP pupils in reading, writing and maths in all subject areas | Targeted interventions will be provided for PP pupils to ensure they make similar progress to their peers | Specific interventions will target gaps in pupils learning. Interventions will focus on objectives, breaking them down into smaller, more manageable units for the pupil. This has proved effective in the past. | Continuous support for TAs delivering interventions. Weekly TA training. TA supervisor to carry out learning walks to support TAs. Effectiveness monitored by assessment of objectives embedded and pupils' progress. | RL | £56,000 |
| Parental engagement in pupils' learning and wellbeing will be supported | Support for pupils' and parents' wellbeing in and out of the classroom by Pupil Wellbeing Officer | Our vulnerable pupils and their families will be supported to ensure they can fully access the learning and feel safe, knowing they belong to a community. They will be supported with attendance, punctuality and other social/emotional issues. | Pupil Wellbeing Officer to have a presence before/after school so as to be easily accessible to parents. Weekly meetings with PWO and SLT to support and develop. Ongoing training as required. | TRI | £24,500 |
| Punctuality will be addressed | Breakfast Club offered to PP pupils | Other schools have done this successfully | Monitoring of attendance figures termly | PVA | £3,000 |
| Total budgeted cost | | | | | £83,500 |

| iii. Other approaches | | | | | |
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| 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? |
| Ensure vulnerable pupils have the same opportunities as others | Support for trips, excursions, clubs etc | Vulnerable pupils will be supported to access trips and excursions that enrich the curriculum. This will aid engagement in the topics and will support depth of learning. | Each case will be monitored individually. | EDS | £1,300 |
| | Payment of School milk for children in receipt of PP | | | | £2,000 |
| Total budgeted cost | | | | | £3,300 |
| Grand total spend 2019-20 | | | | | £94,300 |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-19 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improve reading fluency | Staff training on improved reading; purchase of graded reading resources for Upper School; improved diagnostic testing | Daily reading lessons for all year groups have resulted in improved outcomes. All pupils have better access to levelled reading books which has improved outcomes. | Continue to embed current reading lessons to ensure consistence. Develop 5 th reading lesson to develop reading aloud/oracy for understanding. Design procedures for more closely matching reading books to reading ability. | £8000 |
| Improve focus and retention of knowledge | Timetable daily skills lessons with TA recapping prior knowledge; teaching of mindfulness to aid focus | Improvements seen as interventions are much more focussed and targeted. | Continued use of QLAs to target pre and post teaching to specific gaps of children. | £10,000 |

| ii. Targeted support | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Diminishing differences between attainment of PP pupils and non PP pupils in reading, writing and maths in all subject areas | Targeted interventions will be provided for PP pupils to ensure they make similar progress to their peers | Vulnerable pupils have been supported to make better progress | Continued use of money on support staff, however more focus on targeted interventions, more 1:1 support daily for short bursts as this proved very successful this year. Allocate teacher to lead on support for PP children. TA training to support more focussed interventions. | £45000 |
| Parental engagement in pupils' learning and wellbeing will improve | Support for pupils' and parents' wellbeing in and out of the classroom by Pupil Wellbeing Officer | Pupil Wellbeing Officer has supported parents and pupils on a number of issues with 1:1 support, parent drop ins, small group interventions, support for pupils in the playground. This has proved very successful. Many parents and pupils prefer to talk with the PWO. This also frees teachers up to focus on academic issues. | Continue with this strategy. Further training for PWO to support pupils and families further. Possibility of training another member of staff to support in this role. | £26000 |
| Punctuality will be addressed | Breakfast Club offered to PP pupils | Very successful for targeted pupils | Continue | £3000 |
| Home learning will improve | Homework Clubs to support pupils Laptops to support Year 6 | Little success due to staffing difficulties. Y6 working well using laptops at lunchtimes | Try again in following year | £13000 |
| Vulnerable pupils will make expected progress | 1:1 daily tuition English/maths supported in class | Successful for targeted pupils | More interventions follow this pattern – daily short, targeted sessions | £8000 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improve parents knowledge and | Parental workshops | Successful for those parents that attended | Only certain parents attend – despite efforts. Hard to reach are still not attending. | £1000 |

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| understanding of the what goes on in school and how to support | | | | |
| Ensure vulnerable pupils have the same opportunities as others | Support for trips, excursions, clubs etc | Pupils were supported to attend clubs | Continue with this approach. | £1000 |