

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Heckington St. Andrew's C of E Primary School
Pupils in school	178
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£55,908
Academic year or years covered by statement	2019 - 2021
Publish date	31/10/2020
Review date	September 2021
Statement authorised by	Judith Bentley
Pupil premium lead	Judith Bentley
Governor lead	Margaret Ingham

Disadvantaged pupil progress scores for last academic year (no scores available due to cancellation of SATs during COVID lockdown)

Measure	Score
Reading	-
Writing	-
Maths	-

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	-
Achieving high standard at KS2	-
Measure	Activity
Priority 1	Ensure that all pupil receive a high quality reading curriculum that develops fluency, reading stamina, inference and comprehension.
Priority 2	Ensure that all children develop high levels of language (including early speech) and a rich vocabulary
Priority 3	To improve progress and attainment in maths in KS1 and 2, diminishing the difference between those children who attract PP funding and those who do not.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Reading with a sufficient level of fluency, pace and stamina • The ability to articulate thoughts and both use and understand rich vocabulary • Attitude and progress in maths.
Projected spending	£29,330

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress and attainment of disadvantaged children is in line with those that are not disadvantaged	Sept 21
Progress in Writing	Progress and attainment of disadvantaged children is in line with those that are not disadvantaged	Sept 21
Progress in Mathematics	Progress and attainment of disadvantaged children is in line with those that are not disadvantaged	Sept 21
Phonics	All children successfully meet the expected standard in the Y1 phonics screen Intervention ensures that all children who are not successful in Y1 are successful in Y2	Sept 21
Other	Ensure that attendance and punctuality of disadvantaged children is in line with those that are not disadvantaged	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	All staff have received external phonics (RWI) training and regular monitoring and assessment ensures that children are grouped appropriately and as such are making good progress across the year. Engagement with the support offered via the English Hub.
Priority 2	High quality intervention (including pre-learning, targeted support, specific programmes) is in place for those children with identified gaps in knowledge in maths and reading (through use of Star Reader and Maths assessments).
Priority 3	Implementation and training for Accelerated Reader including Star Assessments that assess what skills children have mastered and which are aligned to the National Curriculum. It also provides teachers with clear skills each pupil needs to focus on to meet or exceed expected standards. Will help to close the gap between PP and non PP.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensure all children have the phonics strategies and knowledge to read and spell at an appropriate level. • Specific learning barriers are addressed and overcome to ensure that all children are able to attain at the expected standard.
Projected spending	£12,455.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that all children have positive life experiences that provides 'real-life' learning and builds aspiration
Priority 2	All children have high attendance and punctuality
Priority 3	Develop children's self-esteem and emotional intelligence to reduce anxiety, develop resilience and aid progress through use of CASY, play therapist and ELSA.
Priority 4	Effective social interaction is vital for developing and maintaining relationships and use of socially speaking programme will help to increase self-esteem and improve listening skills and expressive language abilities.
Priority 5	Use of Seesaw to ensure PP children can access remote learning when needed. Use of Seesaw to improve parental/school engagement through sharing of learning.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Increased aspiration and belief • Missed learning time due to persistent absence and/or COVID lockdown • Heightened anxieties following COVID lockdown
Projected spending	£14,123.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff are able to access high quality CPD	INSET days used Carefully planned CPD opportunities
Targeted support	Ensuring that staffing levels are appropriate to deliver high quality intervention Ensure that technology is available to ensure that interventions can be carried out	Clear staffing structure in place with extra capacity generated Audit of laptops/iPads and new resources purchased where needed
Wider strategies	Ensuring planned activities take place Early identification of any SEMHs need and prompt referral to appropriate support	Enrichment activities planned within the curriculum Ensure all staff are aware of PP children and are monitoring for signs of SEMH needs.

Review: last year's aims and outcomes

Intervention	Description of in school use	Amount allocated Total:	Impact Summary 2019/20
Teaching	To provide our PP children with opportunities to achieve their potential in Reading and Maths and close the gaps between their peers using high-quality intervention opportunities.	£29,517	<p>Specific CPD was carried out to ensure quality first teaching in maths using Maths No Problem and a mastery approach.</p> <p>Development of concrete, abstract and pictorial method has had an impact on maths learning across school.</p> <p>Engagement in Mobilise maths and reading projects, which use evidence based research to improve classroom practice.</p> <p>No end of year data due to COVID.</p> <p>High quality, research led interventions have taken place that are able to track progress. TAs have been fully trained in the use of these interventions to ensure quality first teaching.</p>
	To ensure that teaching staff have high quality professional development to support all learners through differentiated tasks and challenge.		
	To secure good progress for PP children		
	To provide our PP/SEND children with opportunities to achieve their full potential and close the gaps between their peers using high-quality intervention opportunities.		
Targeted	To support our most vulnerable learners to access a high quality curriculum	£18,293	<p>The work that our CASY Counsellor, ELSA and Play therapist carries out is essential in ensuring that our most vulnerable learners (and their families) attend school and make progress in their learning. The role that they carry out is varied and tailored to the needs of the individual children and their families. They build positive working relationships with some of our most challenging families and mentoring of children play is highly significant role in supporting children to overcome any barriers to allow them to access the curriculum and make progress.</p>
	To develop children's self-esteem and emotional intelligence to develop resilience and aid progress		
	To provide additional resources to support PP children		

	Accelerate the progress of all pupil premium pupils		<p>All children in receipt of PP were targeted with intervention. This had a positive impact upon all learners.</p> <p>TAs trained in delivery of specific interventions including speech and language, which has had a positive impact on progress.</p> <p>No attainment data is available for this year due to COVID</p>
Total Spend: £ 41,092			