

Pupil Premium Strategy Statement (Primary) 2020-21

Old Hutton CE Primary School



Learning for Life 'in all its fullness' (John 10:10)

'So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal' (2 Corinthians 4:18)

School overview

Metric	Data
Old Hutton CE School	Primary School
Pupils in school	96
Proportion of disadvantaged pupils	3.1% (3 pupils)
Pupil premium allocation this academic year	£6,035 (£1345 x1 + £2345 x2)
Academic year or years covered by statement	2020-21
Publish date	Spring 2021
Review date	Autumn 2021 (for 2021-22 statement)
Statement authorised by	Andrea Walker (Head teacher up to end of Summer 2021)
Pupil premium lead	Charlotte Harrison (SENCo; Deputy HT from Autumn 2021)
Governor lead	Rev Angela Whittaker (Lead Governor for SEND & SDP Priority 3 – vulnerable pupils 2020-21)

Disadvantaged pupil progress scores for last (2019-20) academic year

Note: no formal national assessments/scores for 2019-20 due to Covid-19 impacts, so internal assessments for Spring 2020 used here instead: score = average number of points progressed over year / Milestone by this pupil group on school's Chris Quigley-based assessment system. On this system, expected progress would be a score of 3 progress points per year or 4 over the whole Milestone)

Note: 2019-20 cohort = 6 pupils, but 1 left during year & 1 Pre-NC on EYFS so these scores are for 4 pupils.

Measure	Score
Reading	+3.1
Writing	+3
Maths	+3.3

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at end of KS2	100% (2/2 pupils)
Achieving high standard at end of KS2	50% (1/2 pupils for RWM) 100% (2/2 pupils for W+M)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure Reading resources, including Phonics scheme, are reviewed, organised & used effectively
Priority 2	Work with the Maths Hub to embed Teaching for Mastery across all year groups
Priority 3	Ensure a high quality blended learning curriculum & system for teaching during lockdowns/isolations is accessible and effective for all pupils
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class, group & remote/blended teaching approaches, resources & interventions & assess their impact to achieve best results
Projected spending	£3,017.50

Teaching priorities for current academic year (1/2 of strategy focus)

Aim	Target	Target date
Progress in Reading	All pupils to make progress from starting points & achieve positive progress score overall	July 21
Progress in Writing	All pupils to make progress from starting points & achieve positive progress score overall	July 21
Progress in Mathematics	All pupils to make progress from starting points & achieve positive progress score overall	July 21
Phonics	Work towards pupil accessing Phonics screening test	Summer 21
Other	Pupils demonstrate improved wellbeing over time, especially in coping	July 21

	<p>with Covid-19 impacts: positive mindset, increased confidence & independent learning skills, able to share worries/fears/needs & feel supported.</p> <p>All pupils have access to full curriculum during Covid-19 lockdowns/isolations via securing attendance at in-school provision during lockdowns & via provision of Chrome book & extra targeted remote support if need to isolate; wellbeing needs of families/pupils are closely monitored & met.</p> <p>All SEND PP pupils to have EHCP or at least referral in place.</p>	<p>Autumn 20 & ongoing</p> <p>Sept 21</p>
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Review & re-structure Reading scheme across school (led by English SL), including Book Band system & individual reading assessments; work with English Hub on training for Early Reading and review of Phonics
Priority 2	Work with Maths Hub, including training for & then led by Maths SL for other staff & purchase resources to embed Teaching for Mastery across all year groups
Priority 3	Work with Google Classroom Educator link school (led by Computing SL) to ensure remote learning offer is effective to meet all pupil needs, including training for all staff & provision of tech resources. Provide Chrome book computers for all pupils; enable all PP pupils to attend in-school provision during any lockdowns; maintain good regular home-school communication to monitor progress (targeted TA/teacher time & training to support this)
Barriers to learning these priorities address	Ensuring staff use evidence-based systems, resources & teaching interventions & assess their impact to achieve best results. Pupils' lack of access

	to remote learning
Projected spending	£3,017.50 towards above, including: £1000 for SL training with Hubs & supply cover; £500 for reading resources; £500 for Maths resources; £200 for 2x Chromebooks; £817.50 towards Purple Mash online resource

Targeted academic support for current academic year (1/4 of strategy focus)

Measure	Activity
Priority 1	Provide teacher & STA hours for targeted 1-1/small group Reading/English interventions for disadvantaged pupils to aid catch-up towards age-related expectations
Priority 2	Provide teacher & STA hours for targeted 1-1/small group Maths interventions for disadvantaged pupils to aid catch-up towards age-related expectations
Priority 3	Provide teacher/TA for targeted 1-1/small group time to ensure pupils can engage with blended learning approaches
Barriers to learning these priorities address	Pupils with specific learning needs/barriers; barriers further raised & gaps created by Covid-19 impacts
Projected spending	£1,508.75 towards above provision of teacher/TA hours

Wider strategies for current academic year (1/4 of strategy focus)

Measure	Activity
Priority 1	Providing 1-1 music tuition for 1 instrument per PP pupil
Priority 2	Providing targeted wellbeing support for pupils via: assessment & monitoring of individual needs; staff training (accessed & then led by Wellbeing Champion) & teacher/TA time to provide 1-1/small group/family support; purchase MAL mental health & learning needs assessment resource for KS2
Barriers to learning these priorities address	Issues with mental health, wellbeing, confidence and learning skills, especially impacted by Covid-19
Projected spending	£1,508.75 towards above, including: £600 for music tuition, £200 for staff training supply cover, £708.75 for targeted teacher/TA hours

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff	Use of training days and additional cover & resources

	professional development	also funded via delegated budget & additional funds created by Head's adviser/NLE work
Targeted support	Ensuring enough time for SL support & providing quality teacher/STA time to deliver group sessions for pupils	Additional SL time created weekly/fortnightly also funded via Head's adviser/NLE work & teacher/STA time also funded via catch-up funding
Wider strategies	Including / engaging with the families facing most challenges	Provision of quality home-school communication / information systems & support from leadership / admin

Review: last year's aims and outcomes

Note: this new strategy document was not in place for last year (2019-20), but our school SDP for last year (as this year) had PP pupils as a priority

Aim	Outcome
See SDP 2019-20 Priority 3 – Vulnerable Pupils: aim to improve targeted provision & outcomes for all PP pupils as part of this SDP focus	See Head teacher's reports for detail of impacts across 2019-20 year. Overall good impact shown by pupil progress & achievement – see results section above.