



HOWDEN LE WEAR PRIMARY SCHOOL PUPIL PREMIUM STRATEGY

2020 / 2021



Howden le Wear Primary School Pupil Premium Strategy Statement 2020-21



Rationale

Each year the school receives an amount of money called the Pupil Premium Grant (PPG). This grant provides additional funds to school for each child who is currently, or has been at any time in the last 6 years, entitled to Free School Meals (FSM). In addition, funding is also given for pupils who are 'Looked After' by the Local Authority or who are children of Her Majesty's Forces and pupils who have been subject to a residency order or been adopted after being in care.

This academic year (2019-2020) our funding is **£59,385**.

At Howden le Wear Primary School, our aim is to ensure that any difference in attainment between groups of children diminish and all children achieve well. Whilst our main aim is to raise academic attainment, we also aim to ensure that children have a wide range of opportunities and experiences to develop confidence, self-esteem and have high aspirations. Also, given the circumstances in 2020, children's mental health and well-being are an increasing priority in school.

Number of pupils and Pupil Premium Grant (PPG) received for 2019/20

Total number of pupils on roll	148 (Reception to Y6) from April 2020
Number of pupils eligible for PPG	45
Percentage of pupils eligible for PPG	30.4%
Amount of PPG received per pupil	Ever 6 FSM 38 @ £1,345 Post LAC 3 @ £2345 Service 4 @ £310
Total amount of PPG proposed	£59,385

Current Attainment (End of KS2 2020)

	Pupils eligible for PP at our school (outcomes are based on teacher assessment as there were no SATS tests in 2020 due to the covid-19 pandemic.)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	100% (based on teacher assessment) 4 x pupils	n/a (no data due to Covid-19 pandemic)
% making expected progress in reading (as measured in the school)	100% (based on teacher assessment) 4 x pupils	n/a (no data due to Covid-19 pandemic)
% making expected progress in writing (as measured in the school)	100% (based on teacher assessment) 4 x pupils	n/a (no data due to Covid-19 pandemic)
% making expected progress in Maths (as measured in the school)	100% (based on teacher assessment) 4 x pupils	n/a (no data due to Covid-19 pandemic)

At Howden le Wear Primary School, we strive to reduce and remove where possible all barriers to learning to ensure all students reach their full potential.

		Barriers to Future Attainment	Desired Outcomes
Internal Barriers	A	Communication difficulties, particularly in EYFS / KS1 (speech and language, writing)	Improved communication (speech, language, writing) through using individualised programmes led by School staff: <ul style="list-style-type: none"> - Launchpad for Literacy (alongside Durham LA) - Speech Link interventions - Mable online Speech Therapy; - Liz Thompson (Speech and Language Technician)
	B	Continue to provide targeted interventions for PP pupils who are more able.	Improved progress/attainment for high achieving PP pupils: Target 50% of Y6 PP pupils to attain Greater Depth at end of KS2 – July 2021.
	C	To develop emergent and early reading as some PP pupils in EYFS / KS1 are reluctant readers, have poor phonic knowledge and have had limited access to reading materials pre-EYFS. In KS2 some pupils have poor comprehension skills.	Gap in reading scores between PP pupils and other children diminishes through: <ul style="list-style-type: none"> - The purchase of more phonic based reading books for children to access; - Training and support for parents to promote reading at home; - The purchase and use of Lexia Reading programme to support reading development; - Increased staffing within the setting to ensure daily reading interventions can take place – particularly at a time when parent helpers cannot enter school to read with children; - Further engagement in Accelerated Reader to support improved comprehension skills.
	D	Poor basics skills and understanding of mathematical concepts – lack of confidence, particularly with arithmetic.	Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. Increased use of maths intervention groups to target individual needs and develop arithmetic skills.
External Barriers	E	The impact of COVID-19. Classroom Recovery from September 2020 / future lockdowns / periods of isolation for children.	The attainment impact of time away from school is minimised. Children make accelerated progress to reach age appropriate expectations by July 2021. <ul style="list-style-type: none"> - Additional TA support provided across all classes to provide consistency in staff working in classes. - Development of remote learning strategy ensuring the quick transfer from class teaching to remote learning. - PP children have access to appropriate technology at home to enable successful home learning.
	F	Attendance – a small number of PP children have poor attendance (persistent absentees last year to point of school closure in March 2020) This has an impact on overall attendance figures for PP pupils.	Increased attendance through working with parents / attendance management at LA – explaining the impact of taking holiday in term time. Implementation of updated attendance policy with parents.
	G	Social and emotional issues of some PP children impact on their learning and wellbeing.	Staff to be trained to identify and diminish impact of social and emotional barriers through the purchase of the THRIVE programme and CPD Work with DCC / NHS Mental Health Locality Teams in school to support pupil well-being and mental health.

Pupil Premium Planned Expenditure 2020 / 21

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn 2020 Evaluation	Spring 2021 Evaluation	Summer 2021 Evaluation
A	<p>Improved communication (speech, language, writing) through using individualised programmes led by school TA staff:</p> <p>Launchpad for Literacy (alongside Durham LA).</p> <p>Speech Link interventions.</p> <p>Liz Thompson (Speech and Language Technician)</p> <p>Mable Speech & Language.</p>	<p>Purchase and attend CPD on Launchpad for Literacy – CPD for staff linking in with Education Durham staff to support training.</p> <p>Liz Thompson – Sp/Lang screening in Autumn 2020. Feedback, targets in place. Programme of support implemented.</p> <p>Speech Link diagnostics and targeted interventions.</p> <p>Additional credits purchased for Mable online Sp & Language.</p>	<p>EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)</p>	<p>Launchpad & resources - £500</p> <p>Speech and Language Link - £400</p> <p>Sp/Lang Technician sessions - £1500</p> <p>Mable - £1500</p>	<p>Baseline Speech & Language assessments through Launchpad.</p> <p>EYFS Baseline assessments.</p> <p>Year Group tracking sheets.</p>			
B	<p>Improved progress/attainment for high achieving PP pupils: Target 50% of Y6 PP pupils to attain Greater Depth at end of KS2 – July 2021.</p>	<p>Greater depth writing interventions led by teachers in KS2 promoting detailed feedback to individual pupils and clear development points.</p>	<p>Small group support with teachers (during timetabled Intervention times)</p> <p>Targeted after school booster clubs</p>	<p>Writing sessions in school with teacher / TA £2000</p> <p>After School booster - £2000</p> <p>Resourcing - £1000</p>	<p>See year group trackers</p>			

		<p>Reading comprehension groups. Maths groups .</p> <p>Use of booster groups after school in Year 6 in Spring term 2021.</p> <p>Purchase of associated resources – higher level – ie. individual CGP books.</p>						
C	<p>Gap in reading scores between PP pupils and other children diminishes through:</p> <p>The purchase of more phonic based reading books for children to access;</p> <p>Training and support for parents to promote reading at home;</p> <p>The further purchase and use of Lexia Reading programme to support reading development;</p> <p>Increased staffing within the setting to ensure daily reading interventions can take place</p>	<p>EYFS / KS1 reading material audit / purchase of additional phonic based books to meet demand due to increasing pupil numbers and daily reading. Embedding of Launchpad for Literacy as mentioned previously.</p> <p>Lexia Reading Programme used across school by all children and diagnostics analysed for pupil progress.</p> <p>Additional staffing provides each class with dedicated</p>	<p>Research into LEXIA as an effective resource to support the development of reading and spelling.</p>	<p>Reading Books - £2500</p> <p>Parent engagement work - £500</p> <p>Lexia reading program - £2000</p> <p>Increased staffing (1 x FT TA) - £24,000</p>	<p>See individual year group trackers</p>			

	Further engagement in Accelerated Reader to support improved comprehension skills;	Teaching Assistant to support learning. Individual reading support plans in place across school.		Accelerated Reader purchase and associated resources - £2500				
D	Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. Increased use of maths intervention groups to target individual needs and develop arithmetic skills.	Additional staffing provides each class with dedicated Teaching Assistant to support learning. Maths Interventions in place, focused and monitored.	EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)	Dedicated teaching assistant in each class across school.	See Year group data tracking sheets			
E	The attainment impact of time away from school is minimised. Children make accelerated progress to reach age appropriate expectations by July 2021. <ul style="list-style-type: none"> - Additional TA support provided across all classes to provide consistency in staff working in classes. - Development of remote learning strategy ensuring 	Provide additional full time TA working in flexible role across school to support the learning and development of pupils	EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)	Dedicated teaching assistant in each class across school.				

	<p>the quick transfer from class teaching to remote learning.</p> <p>-</p> <p>PP children have access to appropriate technology at home to enable successful home learning.</p>							
F	<p>Increased attendance through working with parents / attendance management at LA – explaining the impact of taking holiday in term time. Implementation of updated attendance policy with parents.</p>	<p>Parents to be informed on an individual basis regarding attended falling below required level. Individual letters sent to parents when attendance drops Late book and appointments in school time to be monitored so that attendance is maintaining highest possible standard.</p>	<p>A range of research shows that there is a strong link between attendance and achievement/ Attainment.</p>	<p>2 hours per term admin and meetings with Head Teacher £500</p>	<p>SIMS data</p>			
G	<p>Staff to be trained to identify and diminish impact of social and emotional barriers through the purchase of the THRIVE programme.</p> <p>Work with DCC / NHS Mental Health Locality Teams in school.</p>	<p>TA / Teacher Training in Thrive Programme and roll out across school.</p>	<p>Intervention programme based on research showing positive impacts.</p> <p>Reduction in impulsive emotional behaviour –</p>	<p>Purchase of Thrive Programme and associated training - £4000</p>				

			<p>monitor behaviour Improved concentration in lessons resulting in accelerated progress for most vulnerable children.</p> <p>Decrease in parent concerns regarding individual children.</p>					
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Budget Summary		
	Desired Outcome	Cost
A	Improved communication (speech, language, writing) through using individualised programmes led by school TA staff: Launchpad for Literacy (alongside Durham LA). Speech Link interventions. Liz Thompson (Speech and Language Technician) Mable Speech & Language.	£3900
B	Improved progress/attainment for high achieving PP pupils: Target 50% of Y6 PP pupils to attain Greater Depth at end of KS2 – July 2021.	£5000
C	Gap in reading scores between PP pupils and other children diminishes through: The purchase of more phonic based reading books for children to access; Training and support for parents to promote reading at home; The further purchase and use of Lexia Reading programme to support reading development; Increased staffing within the setting to ensure daily reading interventions can take place Further engagement in Accelerated Reader to support improved comprehension skills;	£7500
D	Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. Increased use of maths intervention groups to target individual needs and develop arithmetic skills.	Additional full time TA staff to facilitate TA in each class in school to support learning and development of all pupils £24,000

E	The attainment impact of time away from school is minimised. Children make accelerated progress to reach age appropriate expectations by July 2021. <ul style="list-style-type: none"> - Additional TA support provided across all classes to provide consistency in staff working in classes. - Development of remote learning strategy ensuring the quick transfer from class teaching to remote learning. - PP children have access to appropriate technology at home to enable successful home learning.	As above
F	Increased attendance through working with parents / attendance management at LA – explaining the impact of taking holiday in term time. Implementation of updated attendance policy with parents.	£500
G	Staff to be trained to identify and diminish impact of social and emotional barriers through the purchase of the THRIVE programme. Work with DCC / NHS Mental Health Locality Teams in school.	£4000
Total Budget Spent		£44,900

Additional Funding Supporting Provision

Educational opportunities/visits including class curriculum visitor days, educational curriculum visits residential outdoor adventurous / cultural residential - £4000
Outdoor games and playground equipment to promote language development, play, interaction, physical development - £2500
Services to Students- including free milk and fruit - £800
Installation of additional outdoor equipment to promote physical and activity and language - £3500
Breakfast Club, After School Clubs and Social Clubs access for most vulnerable - £1800
Nurture Group development - £1885

Governance

Monitoring the Effectiveness and Impact of Pupil Premium Performance

Pupil Premium Governor – Patrick Morton

Curriculum & Standards Committee meetings address issues relating to Pupil Premium as a standing agenda item. In addition there are termly meetings between SLT and the link pupil premium governor.

Autumn;

Spring:

Summer:

Autumn Summary

Spring Summary

Summer Summary

Review Date

Termly