

Pupil premium strategy statement 2019-20

School overview

Metric	Data
School name	Herrick Primary School
Pupils in school	450
Number of disadvantaged pupils	42
Pupil premium allocation this academic year	£55,440
Academic year or years covered by statement	2019-20
Publish date	4 th November 2019
Review date	10 th September 2020
Statement authorised by	U. Patel
Pupil premium lead	U. Patel
Governor lead	G.Smart

Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	-0.5
Writing	2.3
Maths	2.7

Measure	Score
Meeting expected standard at KS2	81%
Achieving high standard at KS2	6%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make.
Priority 2	Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved.
Barriers to learning these priorities address	Internal data shows that weak reading and writing skills is evident in Year 4 (current Year 6) and concerns have been identified in Year 3 (current Year 5) in Maths and in Year 2 (current Year 4) in Writing -the age related expectations are lower for pupils eligible for PP than for other pupils. Boys eligible for PP are making less progress in Reading than Non- PP pupils by the end of KS2. Poor vocabulary, spelling and handwriting skills – therefore lacking the ability to attain the expected standard.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores and above in KS2 Reading (0)	Summer 2020
Progress in Writing	Achieve national average progress scores and above in KS2 Writing (0)	
Progress in Mathematics	Achieve national average progress score and above in KS2 Mathematics (0)	
Phonics	Achieve national average expected standard in PSC	
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	

Targeted academic support for current academic year 2019-20

Measure	Activity
Priority 1: Improved progress of phonics, reading, writing and maths across the school.	Pupil Premium pupils falling behind the age-related expectations require targeted support to catch up. Tailored interventions that are unique to individuals or small groups will be delivered. These will be initially teacher-led and then consolidated by support staff. Interventions include: Phonics, Maths and GPS sessions that have been designed by teaching staff. The research-based intervention FunTime will help target pupils in the Early Years with Communication, Language and Literacy.
Priority 2: Diminish the difference of Pupil Premium and non-Pupil Premium pupils in reading (particularly at GDS)	Use of YARC/NGRT tests to provide clearly identified next steps- targeted intervention including Alexia and Myon for those pupils who lack confidence in their abilities as well as support to catch up in reading. The school has adapted some of the planning and delivery to equip pupils with reading skills and strategies in tackling various reading domains. Once confidence in reading is improved, pupils will be supported to engage with deep learning in all curriculum areas, with emphasis on developing vocabulary.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	Priority 1 & 2 = £55,000

Wider strategies for current academic year

Measure	Activity
Priority 3: Improved home-school link and home-learning environment.	Pastoral support team in each bubble to support children with routines, behaviour, turbulent homelife and emotional and social difficulties.
Priority 4: Enthusiasm and motivation for learning	The redesigned curriculum, which includes enriched activities and supports broader aspects of the curriculum (and where possible to improvise learning opportunities due to Covid measures) - to provide children with Pupil Premium experiences that they may not ordinarily experience at home!
Priority 5: Increased attendance rates, improved social and emotional well-being	The EWO works with the school to help families improve attendance at school. <u>The school did offer a subsidised Breakfast and After-School care club for families of Pupil Premium pupils.</u> This helps children to attend regularly and on time, as well as experience the social aspect of school life and thus improving their emotional well-being.
Priority 6: Improved physical and mental health and well-being.	Our staff closely monitor pupils to ensure external factors such as the lack of funds and resources does not hinder progress. The school worked hard to ensure School Meals during lockdown, and ensured learning packs and to provide laptops for those unable to access appropriate ICT.
Barriers to learning these priorities address	Disengaged parents/families who either do not want the support or do not consent to their child to participate in school events, trips or workshops.
Projected spending	Priority 3 = £1, 500 (release) Priority 4 = £1, 800 (SDP & curriculum Budget) Priority 5 = £5, 500

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring the standards of the planning, delivery and assessment of interventions are of high quality and is consistent across all year groups.	Regular monitoring and feedback to support staff. Provide opportunities for pupils to apply skills in wholeclass setting.
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO and Pastoral Team to explore different avenues of engaging families. <u>School to provide workshops for parents on reading, writing and maths.</u>

Review: last year's aims and outcomes

Disadvantaged Analysis 2019

School disadvantaged V National Other

Attainment (16 pupils)	Disadvantaged Pupils 2019 %				Average Score		
	R	W	M	RWM	R	W	M
School Dis.	81	100	94	81	104.5	-	107.9
National Non.	78	83	84	71	105.5	-	106.1
Difference	+3	+17	+10	+10	-1.0	-	+1.8

School disadvantaged V National disadvantaged

Attainment	Expected Standard			Higher Standard		
	School Dis.	National Dis.	Diff.	School Dis.	National Dis.	Diff.
Combined	81	51	+30	6	5	+1
Reading	81	62	+18	6	29	-23
Writing	100	68	+32	13	21	-8
Maths	94	67	+27	44	27	+17
GPS	88	67	+21	44	36	+8

School disadvantaged V School Other

Progress	R	W	M
Disadvantaged Pupils (14)	-0.5	2.3	2.7
School Other (40)	-0.5	2.5	1.9
Gap	=	-0.2	+0.8

In all core subjects attainment has been either in-line or above national Non.Dis. Outcomes at the higher standard indicate that Reading and Writing are below, however Maths was significantly above when compared to both Dis. and Non.Dis. Progress scores also in the top percentile rankings, although in reading it remains lowest progress score although in-line with school other.

KS1

2019 At Expected	Disadvantaged (10 pupils)		
	School	National (2018)	
Reading	80%	75%	8/10 met the expected standard (3 at GDS)
Writing	80%	69%	8/10 met the expected standard (3 at GDS)
Maths	90%	76%	9/10 met the expected standard (3 at GDS)

	Reading		Writing		Maths	
	No.	(met standard)	No.	(met standard)	No.	(met standard)
Emerging	4	2	5	3	3	2
Expected	3	3	2	2	4	4
Exceeding	2	2	2	2	2	2
	9	7	9	7	9	8

(1 without EYFS data)

When comparing disadvantaged to national other; children achieved above in all core subjects with an average of 80%+ at expected. Also the number of emerging pupils who achieved standard in reading and maths is 60%+.

