

# Pupil premium strategy statement 2020-21

## School overview

Metric	Data
School name	Herrick Primary School
Pupils in school	447
Number of disadvantaged pupils	40
Pupil premium allocation this academic year	£53,800
Academic year or years covered by statement	2020-21
Publish date	4 <sup>th</sup> November 2020
Review date	10 <sup>th</sup> September 2021
Statement authorised by	U. Patel
Pupil Premium Lead	U. Patel
Governor lead	G.Smart

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

Measure	Score
Reading	-0.5
Writing	2.3
Maths	2.7

Measure	Score
Meeting expected standard at KS2	81%
Meeting expected standard and above at KS2	6%

## Strategy aims for disadvantaged pupils

Measure	Activity
An increased engagement with Pupil Premium families to support pupil's aspiration, resilience and	To increase the home/school communication via year group emails, telephone calls and parent-mail correspondence. Named person whom families can contact for guidance and support. Tracking engagement in homework through year group emails.

home/school communication	Tracking the engagement in remote learning when pupils are self-isolating.
Increased opportunities to develop cultural capital for Pupil Premium pupils.	To provide enrichment days to motivate and aspire pupils. To offer financial support for school trips, workshops and uniform. To engage Pupil Premium pupils in sport clubs and extra-curricular activities.
Pupils feel supported with their wellbeing, self-esteem and aspiration and it is reflected in their engagement in learning.	1:1 mentoring sessions. To offer pastoral sessions for pupils that may have been affected by Covid-19. To offer Family Support services to help families with engaging with the school and home.
Barriers to learning these priorities address	Pupil Premium pupils and families are more likely to have been adversely affected by the Covid-19 pandemic, lockdown and school closure. Poor attendance from pupils and lack of engagement from Pupil Premium pupil's families. Pupil Premium families may not provide consent for their child to participate in extra-curricular activities.

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores and above in KS2 Reading (0)	Sept 2021
Progress in Writing	Achieve national average progress scores and above in KS2 Writing (0)	Sept 2021
Progress in Mathematics	Achieve national average progress score and above in KS2 Mathematics (0)	Sept 2021
Phonics	Achieve national average expected standard in PSC	Sept 2021
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1: Raise attainment of Phonics and reading.	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: 1 to 1 language support, Alexia – reading programme.

Priority 2: Improved language skills of KS1 children	Provide targeted support to PP pupils such as Early Words, Talk Boost, Fun Time and Sight Words intervention to improve speaking and listening skills.
Priority 3: Improved progress of phonics, reading, writing and maths across the school.	Implement the Government funded National Tutoring Programme (NTP) for Disadvantaged pupils. Ensure that strategies for reading and skills developed in the NTP programme is applied and monitored in the classroom through Pupil Progress meetings, observations, pupil interviews and staff feedback.
Priority 4: Diminish the difference of Pupil Premium and non-Pupil Premium pupils in RWM combined.	The Education Endowment Foundation (EEF) Toolkit suggests that metacognition strategies are most effective in engaging and motivating pupils in learning. The school has revised the primary curriculum topics to support children's to 'learn more and remember more'.  Plans or SOL's (implementation) have been adapted with strategies in mind to increase confidence, self-esteem, and improve resilience ultimately improve engagement in the learning. Positive engagement will ultimately lead to improved and raised attainment.
Barriers to learning these priorities address	Attendance of face-to-face sessions may hinder progress. Although remote learning is available for those that have to shield or self-isolate, quality of the outcome may not match of that produced in the classroom.
Projected spending	Priority 1 = £25, 000 Priority 2 = £400 Priority 3 = £15,00

### Wider strategies for current academic year

Measure	Activity
Priority 1: Improved home-school link and home-learning environment.	Pastoral support at school to support pupils with turbulent home life and emotional and social difficulties.
Priority 2: Enthusiasm and motivation for learning	The redesigned curriculum, which includes enriched activities and supports broader aspects of the curriculum (and where possible to improve learning opportunities due to Covid measures) - to provide children with experiences that they may not ordinarily experience.
Priority 3: Increased attendance rates, improved social and emotional well-being	The EWO works with the school to help families improve attendance at school. 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 4: 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 offers a snack; subsidise costs towards uniforms; additional stationary (dictionaries and thesaurus) to diminish the difference.
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 1 = £1000 Priority 2 = £10 000 Priority 4 = £3000

### Monitoring and Implementation

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 whole class setting.
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO and family support worker to explore different avenues of engaging families. School to provide online workshops for parents on reading, writing and maths.

Review: last year's aims and outcomes

Attainment measures	(2018)2019		2018	2020	
	All	PP.	Nat. overall	TA	PP.
<b>EYFS</b>					
% with <b>GLD</b> at the end of EYFS	69 <b>75</b>	(NA) <b>100</b>	<b>72</b>	65	
<b>Phonics</b>					
% achieving the expected standard in <b>phonics</b> by the end of year 1	95 <b>83</b>	100 <b>67</b>	<b>82</b>	65	33
% achieving the expected standard in <b>phonics</b> by the end of year 2 ( <i>brackets indicate pass V. No. not achieving phonics screening in Yr1</i> )	<b>71</b> (5/7)	<b>100</b>		75	
<b>KS1</b>					
% achieving the expected standard or above in <b>reading</b>	72 <b>71</b>	88 <b>80</b>	<b>75</b>	68	67
% achieving a high standard in <b>reading</b>	38 <b>38</b>	13 <b>30</b>	<b>25</b>	28	0
% achieving the expected standard or above in <b>writing</b>	69 <b>69</b>	36 <b>80</b>	<b>69</b>	60	67
% achieving a high standard in <b>writing</b>	40 <b>29</b>	25 <b>30</b>	<b>15</b>	18	0
% achieving the expected standard or above in <b>mathematics</b>	72 <b>71</b>	72 <b>90</b>	<b>76</b>	62	67
% achieving a high standard in <b>mathematics</b>	38 <b>36</b>	38 <b>30</b>	<b>22</b>	23	0
<b>KS2</b>					
% achieving the expected standard or above in <b>reading</b>	72 <b>72</b>	75 <b>81</b>	<b>73</b>	82	57
% achieving a high standard in <b>reading</b>	38 <b>23</b>	42 <b>6</b>	<b>27</b>	32	14
<b>Reading</b> average scaled score	<b>104.6</b> 105.1	<b>104.5</b> 106.7	<b>104.4</b>		
% achieving the expected standard or above in <b>writing</b>	94 <b>92</b>	100 <b>100</b>	<b>78</b>	88	71
% achieving a high standard in <b>writing</b>	26 <b>32</b>	33 <b>19</b>	<b>20</b>	15	0
% achieving the expected standard or above in <b>mathematics</b>	88 <b>87</b>	92 <b>94</b>	<b>79</b>	92	86
% achieving a high standard in <b>mathematics</b>	40 <b>38</b>	50 <b>38</b>	<b>27</b>	27	14
<b>Mathematics</b> average scaled score	<b>107.7</b> 106.6	<b>107.9</b> 107.5	<b>105.0</b>		
% achieving the expected standards in <b>R,W,M combined</b>	68 <b>70</b>	67 <b>71</b>	<b>65</b>	79	29
% achieving a high standard in <b>R,W,M combined</b>	20 <b>13</b>	25 <b>6</b>	<b>11</b>	25	0
% achieving the expected standard or above in <b>EGPS</b>	84 <b>83</b>	75 <b>88</b>	<b>78</b>		
% achieving a high standard in <b>EGPS</b>	44 <b>47</b>	50 <b>50</b>	<b>36</b>		
<b>Progress measures</b>					
Progress scores for reading	-0.5 0.7	-0.55 1.76	<b>0</b>		
Progress scores for writing	<b>2.41</b> 2.9	<b>2.29</b> 3.9	<b>0</b>		
Progress scores for mathematics	<b>2.11</b> 2.5	<b>2.69</b> 3.0	<b>0</b>		
<b>Attendance</b>					
% attendance	<b>96.8</b> 96.0	<b>96.6</b> 95.6	<b>96.1</b>		
% persistent absence	<b>8.0</b> 5.5	<b>10.9</b> 9.4	<b>8.4</b>		