



1. Summary Information					
School	Haydon Wick Primary School				
Academic Year	2020/2021	Total PP budget	£44,455	Date of most recent PP Review	May 2019
Total number of pupils	277	Number of pupils eligible for PP	41	Date for next internal review of this strategy	July 2021

Pupil Premium Strategy Statement 2019/2022

Attainment - Academic Year 2019/2020 – As of March 2020		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	Due to COVID 19 not assessed	Due to COVID 19 not assessed
Year 1		



% achieving in reading, writing and maths	20%	74%
% achieving in reading	20%	83%
% achieving in writing	20%	77%
% achieving in maths	20%	74%
Year 2		
% achieving in reading, writing and maths	100%	66%
% achieving in reading	100%	76%
% achieving in writing	100%	69%
% achieving in maths	100%	74%
Year 3		
% achieving in reading, writing and maths	43%	73%
% achieving in reading	50%	82%
% achieving in writing	43%	73%
% achieving in maths	43%	79%
Year 4		
% achieving in reading, writing and maths	50%	59%
% achieving in reading	50%	71%
% achieving in writing	50%	65%
% achieving in maths	67%	77%



Year 5			
% achieving in reading, writing and maths		33%	80%
% achieving in reading		44%	90%
% achieving in writing		33%	83%
% achieving in maths		44%	87%
Year 6			
% achieving in reading, writing and maths		71%	82%
% achieving in reading		86%	91%
% achieving in writing		71%	82%
% achieving in maths		71%	88%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Individuals' social and emotional needs
B.	Poor vocabulary knowledge
C.	Attitudes to learning and possible advantages of long term education
D.	Further gaps in learning due to school closures and home learning
External barriers (issues which also require action outside school, such as low attendance rates)	



A.	Poor parental engagement and support with academic work
B.	A lack of life skills and experiences (cultural capital) at home

*Barriers are varied and there is no 'one size fits all'. Our approach to overcoming barriers is individual for the child and families we are supporting through targeted interventions.

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Pupils to have increased self-esteem, a positive image of themselves and emotional and mental well-being	<ul style="list-style-type: none"> ● Pupils will have a positive image of themselves and increase emotional well-being ● Pupils will feel confident to face challenges and maintain social friendships with their peers ● Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons ● Pupils will make progress in their own level of development and those identified as ARE will achieve this ● Pupils will feel like they belong and will be able to develop their emotional maturity
B.	To develop vocabulary	<ul style="list-style-type: none"> ● Children to have a better understanding of words ● Teachers to be explicitly teaching vocabulary



C.	Parental Engagement	<ul style="list-style-type: none"> ● Targeted support for individual families ● Focus open mornings in English, Maths and reading to actively promote engagement of parents and develop understanding of how to support their child's learning
D.	To provide a Recovery Curriculum in order to address gaps and aid returning to school	<ul style="list-style-type: none"> ● Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil. ● Pupils through pupil voice feel safe, secure and supported.

4. Planned Expenditure					
Academic Year	2020-2021				
Quality of Teaching for All					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils will develop self-management strategies through	Inclusion Worker	Nurture support for pupils who are vulnerable and exhibit	To support children and parents with BESD and to create targeted support for our more vulnerable	KP – Inclusion Officer	Termly



<p>an increased awareness of their emotional intelligence by developing social skills, mental wellbeing and self-esteem</p>		<p>low self-esteem to shown to improve self-esteem and confidence allowing the pupils to better engage in the learning in the lesson.</p>	<p>children and evaluate impact academically through PP meetings. Work tirelessly to ensure all pupils are supported to attend and achieve. FSM pupils are supported to make greater levels of progress and they do not have any barriers to learning and attendance. Teachers are supported by inclusion worker with PP children in their class.</p>		
<p>Diminish the attainment gap between FSM and other pupils.</p> <p>Increased expected and good levels of progress achieved and improved attainment.</p>	<p>Booster Lessons for English and Maths in year 6 and year 2 by teachers Teaching Assistants (both in class support and planned interventions)</p>	<p>Additional support outside of the normal classroom teaching solidifies understanding and gives opportunities for pupils to practice.</p>	<p>Intervention planning to be completed by the teacher and monitored by the teacher if carried out by TA.</p> <p>Monitor the progress at PPM of the PP pupils to ensure progress is made.</p>	<p>All Teachers with PP pupils in their class.</p>	<p>Termly or after planned intervention cycle.</p>



Improved FSM progress and attainment.					
To raise % of disadvantaged children achieving ARE in maths, reading and writing to at least meet floor targets of 65%	<p>Resources tailored to the needs of the children – tablets, computer apps, inclusion boxes</p> <p>Introduction of Nessy – program to support phonic awareness</p> <p>Quality first teaching for all pupils – 100% of teaching is deemed good/ outstanding</p> <p>TA support (including interventions) for every year group to support</p>	<p>The difference between Pupil Premium and Non-Pupil Premium children is diminishing.</p> <p>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested</p>	<p>Tracking results - interventions used through the use of the inclusion management document</p> <p>Data from pupil progress meetings</p> <p>Lesson observations, book scrutiny’s, learning walks and progress data (including reading, maths and spelling ages) will be used to triangulate the effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p>	<p>SLT</p> <p>Class teachers</p>	<p>Termly</p>



	the needs of the children.	continuing professional development courses and effective feedback methods". (Education Endowment Foundation 2018)			
<p>To use a Recovery Curriculum to address gaps after school closure/ Pupil voice</p> <p>Re-arranging the curriculum in order to provide more opportunities for required activities. KP and class teachers</p>	<p>Staff training on "The Recovery Curriculum"</p> <p>Staff training on Jigsaw resources to aid activities in a Recovery Curriculum.</p>	<p>EPI research finds that disadvantaged pupils are over 18 months behind by the age of 16. The impact of the pandemic will almost certainly widen this gap.</p> <p>Research on attainment of children who have missed significant periods of schooling due to absence suggest a large overall impact on attainment in addition to</p>	<p>Pupil voice</p> <p>Re-arranging the curriculum in order to provide more opportunities for required activities.</p>	<p>SLT and class teachers</p>	<p>Termly through pupil voice</p>



Termly through Pupil voice		widening of the disadvantage gap that is expected based on studies of summer learning loss. The pandemic is likely to exacerbate existing inequalities and widen the attainment gap that already exists. As well as dealing with the attainment gap, schools are likely to need to provide more pastoral and mental health support for pupils.			
Total budgeted cost					£20,000
Targeted Support					



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>SEN TAs to support the progress of PP and SEN children to ensure they reach targets set at the start of the year and make the same level of progress as other pupils in the class.</p>	<p>SEN Intervention Teaching Assistants 1 to 1 support (out of class)</p>	<p>Designed to diminish the gap between SEN/FSM and other pupils. Identified students in English and Maths benefit from small group and 1 to 1 tuition to secure greater levels of progress</p>	<p>Tracking results - interventions used through the use of the inclusion management document</p> <p>Data from pupil progress meetings</p> <p>Observation of interventions and monitoring of planning.</p>	<p>SLT Class teachers</p>	<p>Termly</p>
<p>Identify the specific difficulties and barriers to learning experienced by vulnerable pupils. Strategies identified to support pupils to improve their emotional wellbeing</p>	<p>Educational Psychologist</p>	<p>Experienced Ed Psyc professional is able to identify the areas of difficulty and suggest strategies to overcome them for class teachers.</p>	<p>Specific scheduled timetable to allow time for the Educational Psychologist to observe, assess and advise teaching staff and parents on progress and development.</p>	<p>Ed Psyc. KP – Inclusion Officer</p>	<p>Termly</p>



and academic progress.					
Identify the specific difficulties and barriers to learning experienced by vulnerable pupils. Strategies identified to support pupils to improve their emotional wellbeing and academic progress.	TAMHS worker	Work with pupils to maintain emotional wellbeing and reduce barriers to learning. Ensure that pupils make the most of learning opportunities. Essential support needed for vulnerable pupils and support for their families.	SLT to monitor the emotional wellbeing of the pupils involved and progress in lessons – completed through pupil progress meetings.	SLT	Termly
Total budgeted cost					£20,385
Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium children have the opportunity to	Swimming subsidies	Swimming costs are subsidized to ensure that all children are able to	SLT will oversee any extra-curricular interventions and	SLT	Termly



develop leadership skills and self confidence		learn this essential life skill.	ensure PP children are given opportunities to participate.	Class teachers	
	Trip Subsidies	To ensure all children are able to gain extra-curricular activities, board and lodgings will be paid for the FSM children on the year 6 residential.		SLT	Termly
				Class teachers	
After School PE/Fitness based clubs	Allows access to well qualified teachers providing important experiences with strong links to curriculum and improve Pupils well-being.		SLT	Termly	
			Class teachers Sports teachers		
Theatre visits and enrichment opportunities Music Roadshows	Children have rich and stimulating experiences that build on the English curriculum, which they		SLT	Termly	
			Class teachers		



		might not otherwise have at home.			
	Forest School/ Sunshine club	To develop pupils emotional well-being and develop confidence and resilience and be able to apply these skills to their learning in the classroom. Help to promote a growth mindset. Reduce barriers to learning		SENCO and Inclusion Nick Smith Forest school teacher employed 2 hours a week.	Termly
				Total budgeted cost	£4,000

Monitoring Schedule					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Support staff in writing PPPPs to support pupils	Pupil Progress meetings and rewriting Pupil	Review PPPPs Pupil Voice	Pupil Progress meetings and rewriting Pupil	Review PPPPs Pupil Voice	Transition meetings and drafting PPPPs



<p>Pupil voice to discuss return to school and how they are feeling, any changes in support needed?</p>	<p>Progress Provision Plans</p> <p>Analysis of reading, maths and spelling ages</p> <p>Lesson drop ins</p> <p>Analysis of attendance</p>	<p>Book look to see progress</p> <p>Analysis of attendance</p>	<p>Progress Provision Plans</p> <p>Analysis of reading, maths and spelling ages</p> <p>Lesson drop ins</p> <p>Analysis of attendance</p>	<p>Book look to see progress</p> <p>Analysis of attendance</p>	<p>Pupil Progress meetings and rewriting Pupil Progress Provision Plans</p> <p>Analysis of reading, maths and spelling ages</p>
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5. Review of expenditure

Previous Academic Year **2019-2020**

Quality of Teaching for All



Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>All children, regardless of variability, are exposed to quality first teaching and learning.</p>	<p>Whole School Approach A relentless approach to achieving and maintaining consistent quality first teaching across the school by: _ Regularly reviewing teaching and learning through book scrutinies, learning walks, lesson observations. _ Providing targeted training and CPD both in house and externally for teachers and TA's. _Evaluating and reviewing targets for teachers regularly. _Regular progress meeting and targeted interventions for those students that are</p>	<p>£0 Additional budgets</p>	<p>All PP and most vulnerable children to be targeted in Pupil Progress Meetings to ensure a good and specific provision for children who are not making expected progress. All children to have access to Quality first teaching.</p>	<p>All teachers have continued to receive maths training to include developing the mastery approach of 'do it, secure it, deepen it'.</p> <p>All teachers to be aware of the PP children in the class and ensure they have access to additional support (either academic or enrichment).</p> <p>Over 50% of all PP children have attended school in terms 5 and 6 and received quality first teaching and support.</p>



	not making expected progress and to extend children identified as having the potential to reach GD.			
Teaching Assistants (in class support)	Designed to diminish the gap between FSM and other pupils. Also target high achieving pupils who are FSM. Increased expected and good levels of progress achieved and improved attainment. Improved FSM progress and attainment.	£10,000	All PP and most vulnerable children to be targeted in Pupil Progress Meetings to ensure a good and specific provision for children who are not making expected progress. All children to have access to Quality first teaching.	All children have received an enhanced curriculum and broadened experiences of art, culture, music, history, geography, PSHE, RE and sport. TAs have supported PP pupils where needed and directed by the class teacher.
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Educational Psychologist	Specific scheduled timetable to allow time for	£3,591	Identified children will be observed by the	PP children have been given Educational Psychologist time



	the Educational Psychologist to observe, assess and advise teaching staff and parents on progress and development.		educational psychologist and then in conjunction with the class teacher and SENCO the advice from the observations will be actioned. Teachers knowledge of supporting children with similar needs to those discussed will increase and lead to earlier intervention in the future.	supporting teachers with strategies to enable improving outcomes.
Nurture support for pupils who are vulnerable and exhibit low self-esteem. Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills, mental wellbeing and self-esteem	Inclusion worker – KP To support children and parents with BESD and to create targeted support for our more vulnerable children and evaluate impact academically - strategy meetings. Work tirelessly to ensure all pupils are supported to	£20,000	Children will be targeted according to need on a term by term basis or as identified within a term. Children will be identified by their class teacher, in progress meetings, through conversations or concerns from parents or from the child's behaviours	PP children and other most vulnerable children have accessed this resource on a 1:1 and group basis with learning mentor reporting significant impact on emotional literacy and ability to access learning



	<p>attend and achieve. FSM pupils are supported to make greater levels of progress and they do not have any barriers to learning and attendance. Teachers are supported by inclusion worker with PP children in their class.</p>		<p>or conversations with the child.</p>	<p>During lockdown we have made sure that all pupils have been contacted by the class teacher and ELSA trained inclusion mentor to support with home learning and mental health.</p> <p>During lockdown a text was sent to all parents sharing a link with SBC to apply for FSM if financial circumstances had changed.</p> <p>Teachers provided additional support during the lockdown period: Stories read, chapter a night, projects planned and resourced on Dojo, printed packs provided on request, letters and postcards sent,</p>
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				twice-weekly Teams meetings, weekly video messages, extra phone calls on request, sent PP children home with a pack of resources and equipment, daily serial story.
Booster Lessons for English and Maths in year 6 and year 2 by teachers	Designed to diminish the gap between FSM and other pupils. Increased expected and good levels of progress achieved. Small groups including pupil premium children to diminish the gaps in their learning, working alongside class teacher.	£4,000	Pupils who are at risk of not achieving ARE by the end of the year are given additional support outside of the main English and maths lessons to ensure they reach ARE.	Booster lessons were successful and will continue next year as well. Specific data to be kept separately for the PP booster group pupils to enable easier tracking.
SEN Intervention Teaching Assistants 1 to 1 support (out of class)	Designed to diminish the gap between SEN/FSM and other pupils. Identified students in English and	£24,661	Pupils who are at risk of not achieving ARE by the end of the year are given additional support outside	Booster lessons were successful and will continue next year as well. Specific data to be kept separately for



	Maths benefit from small group and 1 to 1 tuition to secure greater levels of progress		of the main English and maths lessons to ensure they reach ARE.	the PP booster group pupils to enable easier tracking.
TAMHS worker	Work with pupils to maintain emotional well being and reduce barriers to learning. Ensure that pupils make the most of learning opportunities.	£4,230	Help specific pupils with emotional needs. This will ensure they are able to access the curriculum in a positive way.	TAMHS worker is not specific to PP but has benefited several PP. The opportunity for pupils to discuss their feelings and talk through actions has been a positive and learning behaviours have improved in the classroom as a result.
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact



Swimming subsidies	Swimming costs to ensure that all children are able to learn this essential life skill.	£300 Subsidise	Cultural capital is important for pupils to understand the world around them and expose them to different experiences. Through these experiences pupils will achieve a sense of self-esteem and achievement. They will also be exposed to different experiences that they would not normally see/ do.	All the enrichment activities proved to be very popular. Teaching vital life skills, opening up different possibilities and understand more about the world they live in. These activities are very important and will continue to be planned and budgeted for next year.
Trip Subsidies £500	To ensure all children are able to gain extra-curricular activities; board and lodgings will be paid for the FSM children on the year 6 residential.	Trip Subsidies £500		
Music Roadshows	Children have rich and stimulating experiences that build on the arts curriculum, which they might not otherwise experience.	£536		
Theatre visits and enrichment opportunities	Children have rich and stimulating experiences that build on the English curriculum which they might not otherwise have at home.	£1.500		



Forest School/ sunshine club	To develop pupils emotional well being and develop confidence and resilience and be able to apply these skills to their learning in the classroom. Help to promote a growth mindset. Reduce barriers to learning	£2,500	An increase in social relationships and concentration levels first thing in the morning.	Pupil Premium children accessed sunrise club at some point during the year. Accessing sunrise club had a positive impact on social relationships or self-reported (by child) readiness to learn. Actions Parents not to be targeted – children to attend only. During lockdown forest school continued to run and all pupils in key worker bubbles attended including 5 PP children.
		Total for 2019-2020: £48,840		

