



Pupil Premium Strategy Statement (Primary) – 2020-21

*Due to Covid-19 no external assessments were completed in 2020. Data used here is Teacher Assessment data from Spring 2020.

School Overview

| Metric | Information/Data |
|--|--|
| School Name | Hindley Green Community Primary School |
| Pupils in School | 417 children |
| Proportion of Disadvantaged Pupils | 15.34% |
| Pupil Premium allocation this academic year | £112,270 |
| Academic year or years covered by statement | 2020-2021 |
| Publish Date | September 2020 |
| Review Date | September 2021 |
| Pupil Premium Lead | Tim Mooney |

Disadvantage pupil progress scores for last academic year (2019/20)

| Measure | Score |
|----------------|---------------------|
| Reading | N/A due to Covid-19 |
| Writing | N/A |
| Maths | N/A |

Disadvantage pupil performance overview for last academic year (2019/20)

| Measure | Score |
|---|--------------|
| Meeting Expected standard at KS2 based on Teacher assessment | % |
| Achieving high standard at KS2 based on Teacher assessment | % |

Strategy aims for disadvantaged pupils:

Teaching Priorities for current academic year

| Measure | Activity |
|---|---|
| Priority 1- <i>To provide a recovery curriculum to rapidly identify and close gaps in learning</i> | Effective usage of 1:1 devices in KS2 to rapidly close the gaps in core learning (reading, writing and maths) through high quality teaching and learning and providing maximum opportunities for personalised learning through the use of student agency. |
| Priority 2- <i>To rapidly close the gap in learners reaching age related expectations</i> | Rigour of gap analysis to forensically diagnose barriers to pupils learning, ensuring rapid intervention to accelerate progress and achieve in line with peers. |
| Projected spending | £41,000 |

| Aim | Target |
|--------------------------------|--|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) |
| Progress in Mathematics | Achieve national average progress scores in KS2 Maths (0) |
| Phonics | Achieve at least national average expected standard in Phonics Screening Check |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1- <i>To improve oracy skills of children through Student Agency</i> | Oral language (Oracy) skills in EYFS and KS1 to be driven through Plan, Learn, Review and GOAL time to ensure rapid catch up to peers. |
| Priority 2- <i>To use Student Agency and GOAL time to impact on outcomes in Reading, Writing and Maths</i> | Staff in conjunction with leadership to ensure early identification of gaps in learning and provide a rigorous plan of intervention for each child/groups of children, impacting on levels of application of skills and knowledge in reading, writing and maths. |
| Projected spending | £36,270 |

Wider Strategies for current academic year

| Measure | Activity |
|--|---|
| Priority 1- <i>To secure positive mental health and wellbeing to ensure pupils readiness to learn</i> | Ensure social and emotional needs of pupil premium children are met to enable them to access their learning in a positive way to develop resilience, removing barriers and impacting on their outcomes. |
| Priority 2- <i>Reduce the % of persistant absenteeism</i> | Ensure that the attendance of disadvantaged pupils increases, through meeting specific needs through the Learning Mentor and SEMH, supporting learning in school to effectively close the gaps in their learning. |
| Projected spending | £35,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating Action |
|-------------------------|--|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days, staff learning and Spirit of Purpose bespoke CPD training for staff. |
| Targeted Support | Ensuring enough time for AHT and TA's to support small groups | Cover where required not to be staff who are delivering interventions |
| Wider Strategies | Engaging/Supporting the families facing most challenges | Learning Mentor and school counsellor employed. |

Review: Last years' aims and outcomes

| Aim | Outcome |
|---|---|
| Oral language skills in EYFS are lower for those eligible for PP than other pupils. This impacts on outcomes in later years. | Spring term data showed that Plan, Learn, Review in EYFS was having an impact with children eligible for PP making rapid progress. Due to COVID-19 forced school closure, the EY end of year data was not completed. |
| Higher ability PP pupils make less progress than other higher ability pupils across the school. This impacts on outcomes in KS2 | Due to COVID-19, KS2 testing was cancelled and results were not published. |
| High numbers of PP children require additional social and emotional support in comparison to other pupils. This is having a detrimental impact on their outcomes. | Prior to forced closure of the school due to COVID-19 the children's mental health needs were being met through forest schools, sensory, working with the school counsellor and through nurture activities in class and through intervention. This area will need to be carried forwards to this academic year. |