

Pupil premium strategy statement 2020/2021

School overview

Metric	Data
School name	Hodge Hill Primary School
Pupils in school	775
Proportion of disadvantaged pupils	218 pupils 28%
Pupil premium allocation this academic year	£261,000
Academic year or years covered by statement	2020/2021; 2021/2022; 2022/2023
Publish date	September 2020
Review date	September 2021
Statement authorised by	Clare Lucas (Head Teacher)
Pupil Premium lead	Carl Rose (Deputy Head Teacher)

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading KS2	N/A (no tests due to Covid-19)
Writing KS2	N/A (no tests due to Covid-19)
Maths KS2	N/A (no tests due to Covid-19)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A (no tests due to Covid-19)
Achieving high standard at KS2	N/A (no tests due to Covid-19)

Strategy aims for disadvantaged pupils 2020-2023

Measure	Activity
<p>Priority 1</p> <p>Close attainment gap between disadvantaged pupils at HHPS and national non-disadvantaged pupils</p>	<p>Quality-first classroom teaching, supported by CPD (whole-staff and individualised coaching). Specifically, to embed the Mastery approach to core curriculum subjects; to improve quality-first teaching to ensure consistently high standards.</p> <p>CPD: Principles of Instruction; Maths Hubs Subject Knowledge Enhancement (SKE) – PSAs; monitor, check and impact on performance of academic groups; early reading; oracy.</p>
<p>Priority 2</p> <p>Close progress gap between disadvantaged pupils at HHPS and national non-disadvantaged pupils</p>	<p>Quality-first classroom teaching, supported by CPD (whole-staff and individualised coaching).</p> <p>Targeted interventions to address knowledge, skills and understanding needed to teach for Mastery (internally and externally facilitated).</p>
<p>Barriers to learning these priorities address</p>	<p>To develop the school's pastoral provision to provide targeted, meaningful interventions to overcome identified barriers.</p>
<p>Projected spending 2020-2021</p>	<p>£261,000</p>

Teaching priorities for current academic year

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Aim	Target	Target date
Attainment in KS2 Reading, Writing and Mathematics	Attainment of disadvantaged pupils at HHPS in-line with National non-disadvantaged pupils.	July 2021
	This pattern of attainment to be repeated and embedded.	July 2022
	To be achieved through CPD related quality-first teaching (emphasis on scaffolding pupil learning) and assessment (emphasis on responsive teaching).	
Progress in KS2 Reading, Writing and Mathematics	Progress score of disadvantaged pupils to be 0 and above.	July 2021
	Progress score of disadvantaged pupils to be in-line with National non-disadvantaged pupils.	July 2022
Phonics (Year 1)	Disadvantaged pupils at HHPS to meet phonics screening check in-line with National non-disadvantaged pupils. For pupils with identified SEND, clear progress evident from individual starting points.	May 2021
	This pattern of attainment to be repeated and embedded.	May 2022
Approach to reading in EYFS and KS1	Pedagogy for teaching early reading reconfigured. Training provided and ongoing monitoring.	May 2021
	Improvement in reading attainment in YR, Y1 and Y2.	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	English Hub / Maths Hub
Priority 2	YGL / RQT release / CPD/NQT programme/Phonics champions/
Barriers to learning these priorities address	
Projected spending	£31,000

Targeted academic support for current academic year

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Measure	Activity
Academic interventions (internally facilitated)	<ul style="list-style-type: none"> • Small-group teaching by AHTs and DHT pupils. • Small-group and one-to-one tuition by teachers with identified pupils. • HLTA and SENDCo to lead identified teaching groups • Small-group and one-to-one focus teaching by teaching assistants and pupil support assistants across all classes (YR – Y6). • Phonics catch-up support in Y3 for pupils who did not pass screening check in KS1, and for pupils across KS2 who are new to English / new to school. • Additional phonics teaching within KS2, provided by class teachers and pupil support assistants. • Inclusion team ‘planning surgeries’ • CPD, specifically around identified aspects of the 5-part approach to teaching and learning • Robust systems in place to identify and address specific EAL needs where this is not addressed in quality-first, whole-class teaching
Academic interventions (externally facilitated)	<ul style="list-style-type: none"> • One-to-one tuition with Third Space Learning for Y4, Y5 and Y6 pupils (Mathematics). • One-to-one speech and language therapy (SALT) across all classes (YR – Y6). • Gifted and Talented workshops for Y3, Y4 and Y5 pupils.
Pastoral intervention (classroom-based; academic focus)	<ul style="list-style-type: none"> • Learning mentor support for identified pupils who require additional adult to support self-regulation, or successful interaction with peers, in order to access quality-first teaching from class teacher
Barriers to learning these priorities address	<p>Some disadvantaged pupils have gaps in their knowledge, skills and understanding which hinder their ability to access teaching and learning in whole-class teaching.</p> <p>Some disadvantaged pupils have additional barriers to learning e.g. difficulty with self-regulation, difficulty forming and maintaining positive peer relationships.</p>

	<p>Some potentially high-attaining disadvantaged pupils have insufficiently high expectations of themselves and their academic potential.</p> <p>Some disadvantaged pupils at HHPS are also EAL (English as an Additional Language) and have specific learning gaps related to this e.g. idiom, cultural references. This is an additional barrier to academic attainment and progress.</p>
<p>Projected expenditure 2020-2021</p>	<p>£172,000</p>

Wider strategies for current academic year

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Measure	Activity
Attendance	<ul style="list-style-type: none"> • Difference between disadvantaged pupils at HHPS and National non-disadvantaged pupils to diminish rapidly over time • Attendance Support Worker role created and staffed to identify those at risk of poor attendance, and take appropriate action • Attendance Support Worker working alongside colleagues to support, including role within in-school Early Help • Attendance Support Worker using local authority mechanisms as needed (supportive and punitive)
Pastoral support from learning mentors (outside the classroom)	<p>Specific pastoral interventions matching individual pupil needs e.g. nurture groups, friendship groups, skills groups, self-esteem and confidence.</p> <p>This is to enable pupils to engage fully with academic instruction.</p> <p>Playtimes and lunchtimes supported with structured activities by learning mentors and PSAs.</p>
Barriers to learning these priorities address	<p>ATTENDANCE</p> <p>Poor attendance is linked to poorer academic outcomes. Renewed focus on early identification and support and assertive action to overcome barriers.</p> <p>The reasons for poor attendance can be complex, and sometimes require a range of support and intervention strategies to make meaningful and long-lasting change for a pupil.</p> <p>On other occasions, awareness that formal systems and processes are being followed provides sufficient motivation for families to improve pupil attendance.</p> <p>In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stages 2 and 4. The findings for both Key Stages show that in general, the higher the absence rate,</p>

	<p>the lower the likely level of attainment. The report states that at Key Stage 2:</p> <p>‘... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions.’</p> <p>The report also highlights that 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades A*-C and explains that pupils with persistent absences are less likely to attain at school, and – very importantly in terms of the future of the UK workforce – are unlikely stay in education after the age of 16 years.</p> <p>SELF-ESTEEM</p> <p>Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, ability to focus, and willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning.</p> <p>The key to working with children with low self-esteem is to restore their belief in themselves, so they persevere in the face of academic challenges.</p> <p>In general, high self-esteem help individuals to view themselves as active and capable persons to promote changes through effort and set higher goals which cause learning new things. Interestingly, numerous researchers have demonstrated that the best way to improve student achievement is to increase their self-esteem (Rubie et al., 2004). Research has also documented that high self-esteem plays an important role in academic achievement, social and personal responsibility (Redenbach, 1991). Those who have higher academic achievement tend to feel more confident in contrast those who lack confidence in themselves achieve less.</p>
<p>Projected expenditure 2020-2021</p>	<p>£58,000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that enough CPD and planning time is allocated.	<ul style="list-style-type: none"> Friday afternoons are allocated for joint PPA 2020-2021. CPD schedule set up at start of academic year, both weekly sessions and longer blocks (INSET days). CPD schedule equally accessible by part-time and full-time colleagues (teachers and Pupil Support Assistants) Consistency across classes, led by senior and middle leaders
Teaching	Monitoring day-to-day teaching and learning – making changes if needed.	<ul style="list-style-type: none"> Senior Leaders allocated phases and subject areas to oversee – monitor and act upon findings. Protected leadership time for this.
Targeted support	Ensure that enough CPD and planning time is allocated.	<ul style="list-style-type: none"> Friday afternoons are allocated for joint PPA 2020-2021. CPD schedule set up at start of academic year, both weekly sessions and longer blocks (INSET days).
Targeted support	Effective liaison with external agencies.	<ul style="list-style-type: none"> Named senior leader working with each external agency, with regular in-person conversations and communication via email. Regular reports from external facilitators.
Wider strategies	Attendance – for some children with poor attendance, family situations are complex.	<ul style="list-style-type: none"> Early Help undertaken in school by a non-teaching member of staff, including signposting and referral to other agencies as appropriate.
Wider strategies	Pastoral support – some children presenting with complex needs, specialist training and intervention required.	<ul style="list-style-type: none"> Training needs identified and CPD put in place as a responsive, as well as planned, measure. Pupil groupings are flexible and reviewed regularly, and adjusted as needed.

Review: last year's aims and outcomes (2019/2020)

Aim	Outcome
Attainment and progress in KS2 reading, writing and Mathematics Year 1 phonics screening	National assessments did not take place due to Covid-19 school closure. Strategies to be carried over to subsequent academic year.
Academic interventions	Work commenced, but not concluded with pupils due to Covid-19 school closure. Strategies to be carried over to subsequent academic year.
Attendance	School closure due to Covid-19 meant that attendance expectations have been changed for the academic year 2019-2020. Strategies to be carried over to subsequent academic year.
Pastoral support	Work commenced, but not concluded with pupils due to Covid-19 school closure. Strategies to be carried over to subsequent academic year.

Data summary - March 2020 (teacher assessment prior to lockdown, in lieu of statutory testing due to Covid-19 school closure)

YEAR 6

Disadvantaged pupils = 59% of cohort

Attainment	R	W	M	Combined
ARE+	66%	61%	73%	59%
GDS	15%	2%	7%	2%

Progress from end of KS1	R	W	M
Expected or better than expected progress	93%	88%	83%
Better than expected progress	64%	29%	33%

YEAR 2

Disadvantaged pupils = 13% of cohort

Matched data (pupils at HHPS from Reception onwards)

Attainment	R	W	M
ARE+	67%	61%	76%
GDS	6%	6%	20%

Progress from end of EYFS	R	W	M
Expected or better than expected progress	100%	100%	94%
Better than expected progress	6%	6%	6%

YEAR R

Disadvantaged pupils = 11% of cohort

Attainment	Speaking	Reading	Writing	Number	Shape, Space and Measure
ARE+	63%	43%	50%	57%	57%