

Hanging Heaton C of E (VC) J & I School

Pupil Premium Strategy Statement 2021-22

School overview

| Metric | Data |
|---|---|
| School name | Hanging Heaton C of E (VC) J & I School |
| Pupils in school | 139 |
| Proportion of disadvantaged pupils | 17.4% |
| Pupil premium allocation this academic year | £29,030 |
| Academic year or years covered by statement | 2021-22 |
| Publish date | 01 September 2021 |
| Review date | 01 January 2022 |
| Statement authorised by | Janet Potter |
| Pupil premium lead | Sue Brooke-Mawson |
| Governor lead | Melissa Dean |

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

| Measure | Score |
|---------|-------|
| Reading | -7.64 |
| Writing | 2.54 |
| Maths | 1.85 |

(Note: Due to lack of data- last progress scores relate to 2018-19, where we had only 2 PP children)

Disadvantaged pupil performance overview for last academic year (2018-19)

| Measure | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 0% |
| Achieving high standard at KS2 | 0% |

(Note: Due to lack of data- last progress scores relate to 2018-19, where we had only 2 PP children)

Strategy aims for disadvantaged pupils

| Measure | Activity |
|------------|---|
| Priority 1 | To improve phonics provision, ensuring fidelity to a scheme, so all children regardless of entry data develop reading skills early. |
| Priority 2 | To ensure Maths Mastery for all children. |
| Priority 3 | To introduce individualised instruction for reading. |

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| Barriers to learning these priorities address | Poor language, numeracy and academic skills on entry to school. Lack of engagement from some parents with reading at home. |
| Projected spending | £19,650 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | Achieve national average or above progress scores in KS2 Reading (0) | Sept 22 |
| Progress in Writing | Achieve national average or above progress scores in KS2 Writing (0) | Sept 22 |
| Progress in Mathematics | Achieve national average or above KS2 Mathematics progress score (0) | Sept 22 |
| Phonics | Achieve national average or above expected standard in PSC | Sept 22 |
| Other | Maintain attendance of disadvantaged pupils to LA average | Sept 22 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Create smaller Year 6 class with TA support (mornings) due to high level of PP (30%) and catch up still required from impact of COVID. |
| Priority 2 | Small group and additional interventions (including access to Lexia) plus stipulated one to one (teacher and TA) time weekly for all PP children. |
| Barriers to learning these priorities address | Low reading uptake during COVID. Loss of learning during COVID lockdowns. |
| Projected spending | £9,491 |

Wider strategies for current academic year

| Measure | Activity |
|------------|---|
| Priority 1 | Offer extra-curricular activities to ensure that gives additional opportunities for all children to access an extended and full curriculum, which they would not ordinarily have access to and hence develop positive self-esteem. This includes access to early morning, lunchtime, supported learning and homework support. |

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| Priority 2 | Supplementing school educational visits and enhancements of the curriculum: Support towards attending various educational trips for those in receipt of certain benefits. |
| Barriers to learning these priorities address | Improving readiness to learn for the most disadvantaged pupils. Attendance. COVID has resulted in lack of enrichment opportunities both within and outside of the school environment. |
| Projected spending | £9,090 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Engaging all children in wider learning opportunities, e.g. importance of home learning in phonics, mental maths and reading. | Creation of scheme to engage pupils and parents. Reader rewards and challenges and mental maths certificates and tournaments. |
| Targeted support | Ensuring enough time for school maths and English leads to direct appropriate interventions. | Management time allocated to direct and review success of interventions. |
| Wider strategies | Engaging the families facing most challenges | Close liaison with families concerned to ensure that they get the most out of the activities on offer. |

Review: last year's aims and outcomes (statements based on last available results July 2019)

| Aim | Outcome |
|--|---|
| Children make expected or better attainment in Key Stage 2 in reading. | Whilst PP across school showed progress deemed on track or good at 88%, our end of Year 6 position was disappointing. This remains a priority as COVID restrictions within school have significantly hampered the intervention provision in school due to inability to mix bubbles. |
| Children make expected or better attainment in Key Stage 2 in maths. | End of Year 6 data showed whilst the two children did not achieve expected standard, they made better than expected progress from their Key Stage 1 position. This remains a priority as COVID restrictions within school have significantly hampered the intervention provision in school due to inability to mix bubbles. |
| Other: Children's curriculum is enriched through access to a variety of other out of school experiences. Increase opportunities for PP children. | All PP children were offered extra-curricular activities and the overwhelming majority took up an offer of a place. All children accessed educational visits and enhancements of the curriculum. |