

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	137
Proportion of disadvantaged pupils	15%
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 (due to lack of data- last progress scores relate to 2018-19, where we had only 2 PP children)

Measure	Score
Reading	-7.64
Writing	2.54
Maths	1.85

Disadvantaged pupil performance overview for last academic year (due to lack of data- last progress scores relate to 2018-19, where we had only 2 PP children)

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

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Clear focus on additional reading and maths within school via smaller class sizes and classroom support, one to one support with teacher and TA,

	access to proven literacy schemes (Lexia) and small group intervention work.
Priority 2	Extending the opportunities for our most vulnerable children via extra-curricular activities to help build self-esteem and ensure equality of opportunity across all our pupils.
Barriers to learning these priorities address	Ensuring staff use evidence-based teaching interventions
Projected spending	£31,390

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 22
Progress in Mathematics	Achieve national average KS2 Mathematics progress score (0)	Sept 22
Phonics	Achieve national average 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 level of PP (30%) and catch up still required from impact of COVID.
Priority 2	Early morning, lunchtime and afternoon interventions plus stipulated one to one (teacher and TA) time weekly for all PP children.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics and reading
Projected spending	£28,090

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 curriculum, which they would not ordinarily have access to and hence develop positive self-esteem.
Priority 2	Supplementing school educational visits: 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
Projected spending	£3,300

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Engaging all children in wider learning opportunities, e.g. importance of home learning in mental maths and reading.	Creation of scheme to engage pupils. 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 trips