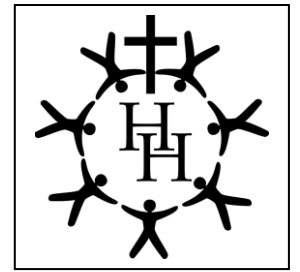


Hanging Heaton C of E (VC) J & I School

Pupil Premium Strategy Statement:



The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per Free School Meals/Ever 6 pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

The Ever 6 criteria relates to those children who have been in receipt of Free School Meals over the last 6 years. In addition to the Pupil Premium monies identified above, school also receives **an additional £2,345 (Pupil Premium Plus Funding) for Looked After Children and Previously Looked After Children.**

1. Summary information					
School	Hanging Heaton C of E (VC) J & I School				
Academic Year	2020/21	Total PP budget	£37,202	Date of most recent PP Review – July 2020	
Total number of pupils	139	Number of pupils eligible for PP/PP+	23/1	Date for next internal review of this strategy	Dec 2020

Due to very low Pupil Premium/Plus numbers, it is very difficult to get statistically sound data analysis due to very small sample sizes. The data below includes only 19 children and this represents all the vulnerable children over the last 6 years taking statutory Key Stage 2 tests.

2. Current attainment		
Attainment over last six years - Year 6 SATs* Up to 2019 only, no subsequent data available	Pupils eligible for PP %	Pupils not eligible for PP %
% achieving expected standard or above in reading, writing and maths	42%	88%
% achieving expected standard or above in reading	47%	88%
% achieving expected standard or above in writing	68%	91%
% achieving expected standard or above in maths	58%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low parental expectations, aspirations and support for learning activities from home, communication rather than engagement with school.	
B.	Levels of resilience on entry for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress, with children displaying an “it’s good enough” ethos, rather than “is this my best?”	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Mobility issues in Key Stage 2, which often mean that Pupil Premium children join after our normal entry point to school and often already falling behind, resulting in a shorter period of time in which to bridge any attainment gaps.	
D.	Below and well-below average in literacy and communication skills on entry to school and below average learning behaviours for pupils with PP eligibility.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close working relationship with families of our most vulnerable children via individual parent/teacher engagement. Support provided by staff to enable parents to support children.	Increased aspiration of parents and children, improved learning at home. Parental expectation in line with chronological age.
B.	Ensure outcomes for children are improved by early intervention and in increasing teacher staffing to enable Key Stage 2 to benefit from smaller class sizes and a standalone Year 6 cohort in Class 5.	Positive end of EYFS outcomes, Year 1 outcomes, Phonics Check, Year 2 outcomes, Year 6 outcomes.
C.	Ensure best possible progress and outcomes for children through high-quality teaching, support staff provision and intervention support provision, particularly in Classes 3 and 4.	In-school progress tracking; Intervention Records; Published Data
D.	Improve emotional wellbeing and aspirations for pupils through targeted support and provision of wider non-curricular opportunities	Attendance above national average; Pupil voice confirms high emotional wellbeing.

5. Planned expenditure

Academic year **2020/21**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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?
Smaller staff to pupil ratio in classes with high proportion of PP/PP+ children.	Classroom Support Staff to support staff in Key Stage 1 classes full time. Year 6 to be taught as a distinct cohort. Full English/Maths classroom support across rest of KS2.	Weak/variable entry data and complexity of mixed age class teaching. Significant need of children on entry.	Termly assessment of data and pupil progress meetings.	Janet Potter	December 2020
PP children's reading improves in line with non-pp children	Children will receive extra reading with an ETA at least twice per week Phonics will be taught in year groups in KS1. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. A variety of reading challenges will be implemented across school as seen on the Reading Action Plan.	When children read regularly, their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped within single year groupings. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom at all times. Books will be on display in the classrooms and work on the walls will show the children's interest in books. Older children will be chosen as role models to support reading buddies to encourage a lifelong love of reading (once COVID restrictions allow crossing of Bubbles).	Pupil progress meetings will review intervention given (regular readers and reading buddies) and progress made. Learning walks will show books are celebrated and phonics is being used as a spelling strategy.	Sarah Norton	December 2020

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?
Bespoke Case Studies to be produced for all Pupil Premium children.	<p>In addition to all other initiatives all PP Children and PP + Children have bespoke Case Studies produced for them which indicate the additionality that these children benefit from in class in terms of additional teacher and Classroom Support Staff time which they receive as a result of their PP/PP+ status.</p> <p>Class teachers will liaise on a personal level with parents of PP children regular in addition to their half termly updates in the form of Target Books to support parents in helping their children reach their potential.</p>	Specific need can often vary and does not always replicate itself across a number of children. This enables our most vulnerable children to have bespoke activities geared around their own needs.	Termly assessment of data and pupil progress meetings.	Sue Brooke-Mawson	December 2020
All children have access to high quality remote learning resources, independently at home or within the school environment when resources not available.	<p>Internet subscription of websites allows home and school use for all children identified including those targeted by Pupil Premium. Disadvantaged pupils without computer or internet access at home/parental support are targeted specifically at school and also provided with hard copy materials. Use of See Saw to help communicate with home.</p> <p>Access to LA scheme to provide laptops at home should Bubble close or children required to isolate.</p>	Pupil voice indicates preference of pupils accessing online homework. Usage data shows increased take up of homework activities when compared to paper based homework activities. Provision of lunchtime support following lifting of COVID restrictions to enable all those without computer access at home/parental support in home learning activities. Setting of homework at an appropriate level shares with parents the high expectations we have for their children. Regular consultation with parents supports their engagement.	Termly assessment of data and pupil progress meetings.	Sue Brooke-Mawson	December 2020

ii. 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?
Children make expected or better attainment and talk with enthusiasm about their academic and work life future.	<p>In class support. Targeted support led by teaching assistants across EYFS, KS1 and KS2 within Bubbles whilst COVID restrictions in place.</p> <p>External targeted support and focus children identified once Tuition Partners are announced in November.</p>	<p>Past evidence of success of interventions with other children.</p> <p>Opportunity for small group work in addition to maths and English lessons will allow embedding of learning.</p> <p>Evidence of support provided to be included on Case Studies and class Raising Attainment Plans. Tuition partners ratified by EEF in terms of suitability and efficacy.</p>	<p>Termly analysis of results. Pupil Progress meetings. Observations/ drop ins of interventions (once COVID restrictions removed).</p>	Sue Brooke-Mawson	December 2020
Children make expected or better attainment in Key Stage 2 in reading and maths.	<p>Out of class support. Targeted booster classes led by teaching assistant or qualified teacher for a group of Key Stage 2 children, currently within Bubbles whilst COVID restrictions in place. A range of children are involved in the groups to promote inclusion and pupil premium children are specifically targeted.</p> <p>External targeted support and focus children identified once Tuition Partners are announced in November.</p>	<p>Past evidence of success of T/TA led interventions with other children.</p> <p>Opportunity for small group work in addition to maths lessons will allow embedding of learning.</p> <p>Creative use of lunchtime sessions result in minimal time when children are removed from class. These will be reintroduced once more when COVID restrictions are removed.</p> <p>Tuition partners ratified by EEF in terms of suitability and efficacy.</p>	<p>Termly analysis of results. Pupil Progress meetings. Observations/dr op ins of interventions.</p>	Sue Brooke-Mawson	December 2020

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>Children's curriculum is enriched through access to a variety of other out of school experiences. Increase opportunities for PP children.</p> <p>Use of remote workshops whilst COVID restrictions are in place.</p>	<p>Offers additional opportunities for all children to access an extended curriculum. All can access these activities although some children are specifically targeted to ensure that they gain benefit. Support is also given for those PP/PP+ children, whose parents are in receipt of certain benefits, towards attending various educational trips. After school clubs are to be reintroduced following removal of COVID restrictions.</p>	<p>Pupil voice and huge percentage of take up indicate enjoyment. Content ensures broadened experiences offered.</p>	<p>Analysis of attendance. Pupil Voice.</p>	<p>Mandy Pinfield</p>	<p>December 2020</p>

6. Review of expenditure

Previous Academic Year 2019-20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children's curriculum is enriched through access to a variety of other out of school experiences. Increase opportunities for PP children.	Extra curricular activities – 6 hours per week	The vast majority of all pupils have accessed extra-curricular activities.	Opportunities offered to all our children who thoroughly enjoy them and allow them to access additional sporting and other skills which they would not normally have. Pupil voice feedback very positive – to continue.	£4,025
Smaller staff to pupil ratio in classes with high proportion of PP/PP+ children.	Year R, 1, and 2 to be taught as year groups for Maths and English. Classroom Support Staff to also staff these cohorts despite their size.	Covid 19 impacted the results this year. Of the 2 PP children in KS1, one (also an SEN child) was not expected to achieve ARE, and the other one was. Once again however small numbers make statistical comparison difficult.	Academically successful and enjoyable for all involved. Additional support for 2020/21 to move to Key Stage 2 due to the significant proportion of	£1,840 allocation from PP budget towards an additional teacher cost £20,000 currently funded through school budget. Additional CSA costs £2,700
PP children's reading improves in line with non-pp children	Children will receive extra reading with an ETA/Parent reader at least twice per week Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school Reader reward to continue to reward good readers. PP children in KS1 to be part of reading buddies scheme.	Covid 19 impacted the results this year. Of the 2 PP children in KS1, one (also an SEN child) was not expected to achieve ARE, and the other one was. Once again however small numbers make statistical comparison difficult. In 2018-19 across the school 88% of PP children made expected or better progress with 28% of them making accelerated progress to attain expected standards from a low start or to achieve greater depth standard.	Academically successful and enjoyable for all involved. To continue.	Cost included in additional costs as identified above in Key Stage 1. In Key Stage 2 resources utilised within intervention costs identified below.

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Bespoke Case Studies to be produced for all Pupil Premium children.	In addition to all other initiatives all PP Children and PP + Children have bespoke Case Studies produced for them which indicate the additionality that these children benefit from in class in terms of additional teacher and Classroom Support Staff time which they receive as a result of their PP/PP+ status.	Due to COVID no data was collected for 2019-20. In 2018-19: 88% of Pupil Premium children have made expected or good progress in reading. 100% of Pupil Premium children have made expected or good progress in writing. 96% of Pupil Premium children have	Allows for a thorough knowledge of our most vulnerable children and a bespoke approach to be able to meet their needs. To continue.	Typical cost £600 per child per year= £14,400.
All children have access to high quality remote learning resources, independently at home or within the school environment when resources not available.	Internet subscription of websites allows home and school use for all children identified including those targeted by Pupil Premium. Disadvantaged pupils without computer or internet access at home/parental support are targeted specifically at school. Support given to parents to allow them to support their children given on a one to one basis.	Due to COVID no data was collected for 2019-20. In 2018-19 88% of Pupil Premium children have made expected or good progress in reading. 100% of Pupil Premium children have made expected or good progress in writing. 96% of Pupil Premium children have made expected or good progress in maths.	Academically successful and enjoyable for all involved. To continue.	Funded entirely from school budget.

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned)	Cost
Children make expected or better attainment and talk with enthusiasm about their academic and work life future.	Targeted booster classes led by CSA Intervention Staff need to be delivered throughout EYFS, KS1 and KS2. Session length and content driven by needs of the children and their progress throughout the year. A range of children are involved in the groups to promote inclusion and pupil premium children are specifically targeted.	<p>Due to COVID no data was collected for 2019-20. In 2018-19</p> <p>88% of Pupil Premium children have made expected or good progress in reading.</p> <p>100% of Pupil Premium children have made expected or good progress in writing.</p> <p>96% of Pupil Premium children have made expected or good progress in maths.</p>	Academically successful and enjoyable for all involved. To continue based on the specific needs of the children involved. To continue.	<p>Key Stage 1 costs as identified above in smaller class sizes category.</p> <p>Additional Key Stage 2 costs of £4,025</p> <p>Additional Lunchtime Supervisor Cost £3,000</p> <p>Additional Early Morning staff £2,000</p>
Children's curriculum is enriched through access to a variety of other out of school experiences. Increase opportunities for PP children.	Offers additional opportunities for all children to access an extended curriculum. All can access these activities although some children are specifically targeted to ensure that they gain benefit. Support is also given for those PP/PP+ children, whose parents are in receipt of certain benefits, towards attending various educational trips.	All children have attended all off site visits.	To continue to ensure that all children can access all educational opportunities. To continue.	£400
PP Budget 2019-20 PP+ budget of £2,300 accounted for by child for specific activities.		£30,790	TOTAL COST	
				£32,390

7. Additional detail

This strategy has been reviewed and agreed by all teaching staff

Next review due December 2020

Review completed: July 2020

Senior Member of Staff responsible: Mrs J Potter

Designated member of staff: Mrs S Brooke-Mawson

Governors with responsibility: Mrs M Dean