

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	South Hiendley Primary Academy
Pupils in school	194
Proportion of disadvantaged pupils	28.3% (55/194)
Pupil premium allocation this academic year	£96,951
Planned spend	£96,461
Academic year or years covered by statement	2020-23
Publish date	01 September 2020
Review date	01 September 2023
Statement authorised by	Steve Walker
Pupil premium lead	Melanie Reed
Governor lead	

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

Measure	Score
Reading	-7.5
Writing	-2.0
Maths	-3.0

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

Measure	Score
Meeting expected standard at KS2	40%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively (RWInc) and to develop reading at KS2 (Guided reading); purchase a range of texts to support the scheme: £5,000 for book restock

	£2,500 for Read Write Inc materials each year)
Priority 2	Work with the maths hub and purchase textbooks and resources to embed Teaching for Mastery across all year groups (YHMH)
Priority 3	Ensure all staff are trained in research led practice that support pupils to know more and remember more (Rosenshines) and develops their academic vocabulary (Quigley)
Barriers to learning these priorities address	Ensuring staff deliver high quality, quality first teaching across the curriculum that leads to long term learning Ensuring staff use evidence-based whole-class teaching interventions Addressing pupils' language deficit
Projected spending (0.5 of cost of funding FTE teaching assistants to deliver this)	Sally Slacey (£6,015.50); Tracy Pilon (£7,370.50); Debbie Jones (£7,770.50); Chrissy Thompson (£9,234); Sue Dawson (£8,761); Leah Lambert (£6,415.50)
	£53,066+£1253 for 2.75% cost of living = 54,319

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 23
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 23
Progress in Mathematics	Achieve average KS2 Mathematics progress score for disadvantaged pupils nationally (-0.6)	Sept 23
Phonics	Achieve above national average expected standard in PSC	Sept 23
Other	Improve attendance of disadvantaged pupils to national average (96.3%)	Sept 23

We 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	Embed the use of RWInc keep up sessions across KS1 and lower KS2. Purchase appropriate catch up materials.
Priority 2	Establish small group maths interventions alongside quality first teaching for disadvantaged pupils falling behind age-related expectations (Maths leader / Academic Mentor)
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£10,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Embedding a Breakfast club: fund the underspend from free places for PP children and the cost of the staffing.
Priority 2	Employing a learning mentor to provide targeted support for children displaying significant disadvantage.
Priority 3	Provide bespoke support for pupils with SEMH needs to enable them to re integrate post covid and learn effectively.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils (cost of the attendance officer)
Projected spending	<p>Attendance officer [REDACTED]</p> <p>learning mentor [REDACTED]</p> <p>Cost of breakfast club staff (x2) = [REDACTED]</p> <p>Attendance at breakfast (average of 8 per day) = £3,900</p> <p>Cost to school: £2,718</p> <p>£500 for breakfast club resources</p> <p>Total: £32,142</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided to allow for release to work alongside senior leaders
Targeted support	Ensuring enough time for school maths-lead to support small groups	Primary Numeracy specialist Academic Mentor to work full time across particularly UKS2. Funding for HLTA to release Maths leader to support across school small group sessions.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and early help hub to provide additional support

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Organisation and pitch of reading improved. Focus on reading more secure. No outcomes due to school closure. Tracking shows on track for improved outcomes.
Progress in Mathematics	Mathshub introduced to strengthen teacher subject knowledge. Some impact seen. Decision to participate in maths hub programme pre mastery. No results due to closure.
Phonics	RWInc launched and all staff trained. Impact initially strong across keystage one and EY.
Other	Attendance improved. Impact of EWO support strong. Attendance action plan effective. Attendance 2019/20 would have been improved. Pre closure figures better than previous.