

Pupil premium strategy statement 2020/21

School overview

Metric	Data
School name	Hayton C E Primary School
Pupils in school	166 (inc Nursery) 154 (Y1-Y6)
Proportion of disadvantaged pupils	18/166 (10.84%) 18/154 (11.69%)
Pupil premium allocation this academic year	£24,105
Academic year or years covered by statement	2020-2021
Publish date	April 2021
Review date	July 2021
Statement authorised by	Catherine Gosson-Low
Pupil premium lead	Claire Platton (SEND Co)
Governor lead	Sophie Dowling (SEND Governor)

Disadvantaged pupil progress scores for last academic year (2019-2020)

Measure	Score
Reading	-1.42 (SATS 2019)
Writing	1.68 (SATS 2019)
Maths	-3.59 (SATS 2019)

Strategy aims for disadvantaged pupils (2019-2020)

Measure	Score
Meeting expected standard at KS2 RWM	87.6%
Reading	67%
Writing	67%
Maths	67%
Achieving high standard at KS2 RWM	36.3%
Reading	0%
Writing	0%
Maths	0%

Measure	Activity
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	<p>Close monitoring of children in receipt of Pupil Premium to ensure positive impact of interventions. Children identified for small group work to ensure that they achieve to their full potential. Training for teachers to plan well-sequenced, connected and cognitively challenging lessons. Use of 'CUSP Knowledge Organisers' and Chris Quigley 'Depth of Learning'</p> <p>SLT ensure that all disadvantaged pupils make expected progress in Foundation subjects.</p>
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	To close the attainment and achievement gap in Maths Power Maths brought in for Reception from September 2019, Target Maths books purchased for teachers to support reasoning differentiation and consolidation.
'Chess involves, and possibly boosts, cognitive abilities such as working memory, fluid intelligence, and concentration capacity.' Bart W. M. (2014). On the effect of chess training on scholastic achievement.	Introduce whole class chess tutoring with John Lydon. Children develop skills for analysing a situation through focusing on important factors by eliminating distractions. They learn to devise creative solutions and put a plan into action. Reasoning, problem solving, calmness under pressure, patience, sportsmanship, creative thinking, pattern recognition and strategic thinking.
Develop emotional resilience.	<p>Children identified for small group work to better understand emotional intelligence, resilience and how their health is impacted by their choices. Children also developed better empathy and understanding skills.</p> <p>Nurture Package to meet needs of vulnerable pupils with specialist teacher £195.68</p> <p>Lego Therapy support for small groups of Children Use of Lego Therapy sessions to encourage social skill development and expressive and receptive language skills within interchangeable social groups.</p>
To improve attendance of disadvantaged pupils and ensure they are in line with national expectations	<p>Attendance support. School to work closely with parents/carers and Local Authority (Elsa Elliot and Isobel Graham) to increase attendance figures.</p> <p>Provide additional space in school for disadvantaged children during 2020 school closures thereby lessening negative impact of enforced time away from the physical school site.</p> <p>Regular contact with parents/carers and children during school closures to maintain close links.</p> <p>Implement RAG rating for Local Authority.</p>
Barriers to learning these priorities address	<p>Designated programmes not implemented fully. Children's needs change rapidly</p> <p>Changes to family circumstances.</p>
Projected spending	£1927.68

Teaching priorities for current academic year (2020-2021)

Aim	Target	Target date																																																					
Progress in Mathematics	<p>Achieve national average progress scores in KS2 Maths</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">School 2021 (29 pupils)</th> <th colspan="4">National 2019</th> </tr> <tr> <th>RWM</th> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>59%</td> <td>79%</td> <td>79%</td> <td>69%</td> <td>65%</td> <td>73%</td> <td>78%</td> <td>79%</td> </tr> <tr> <td>Non SEND</td> <td>70%</td> <td>85%</td> <td>95%</td> <td>80%</td> <td>74%</td> <td>81%</td> <td>88%</td> <td>87%</td> </tr> <tr> <td>SEND</td> <td>44%</td> <td>78%</td> <td>55%</td> <td>55%</td> <td>65%</td> <td>73%</td> <td>78%</td> <td>79%</td> </tr> <tr> <td>EHCP</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>65%</td> <td>73%</td> <td>78%</td> <td>79%</td> </tr> </tbody> </table>		School 2021 (29 pupils)				National 2019				RWM	R	W	M	RWM	R	W	M	All pupils	59%	79%	79%	69%	65%	73%	78%	79%	Non SEND	70%	85%	95%	80%	74%	81%	88%	87%	SEND	44%	78%	55%	55%	65%	73%	78%	79%	EHCP	0%	0%	0%	0%	65%	73%	78%	79%	July 2021
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Phonics	<p>Achieve national average expected standard in PSC</p> <p><i>Expected 77% pass rate for current Y1 cohort</i></p> <p><i>88% of 2019/20 cohort (current Y2) passed Nov 2020.</i></p>	July 2021																																																					
Attendance	<p>Ensure attendance of disadvantaged/pupil premium pupils is above 95%</p> <p><i>Actual attendance 2020-21 = 94.6%</i></p>	July 2021																																																					

Targeted academic support for current academic year (2020-2021)

Measure	Activity
<p>Priority 1 To close the attainment and achievement gap across the curriculum</p>	<ul style="list-style-type: none"> • Additional TA support – small group work, 1:1 in class support developing literacy and numeracy skills • Group work with TA Support - Children identified for small group work to ensure that they achieve to their full potential. • Group work with TA Support - Reintroduce memory game sessions to help support learning throughout all areas of school life. • Alex Bedford Course (CLUSP & CUSP) - Training for teachers to plan well-sequenced, connected and cognitively challenging lessons. Promote and prioritise knowledge organisers • Depth of Learning tracking • Planning and resources package (e.g. Twinkl): Differentiated cross curricular resources to support teaching and learning
<p>Priority 2 To close the attainment and achievement gap in Mathematics</p>	<ul style="list-style-type: none"> • Provide Primary Mastery professional development training to enhance subject knowledge through NCETM & NW Maths Hub • Ronit Bird mathematic resources to provide additional support to learners with their understanding of the number system. • Specific focus upon problem solving and reasoning. • Use of TA small group work to address misconceptions during the same day as 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.' (EEF Closing the Attainment Gap Key Lessons Learned) • Chess - To continue (Y4, Y5, Y6) and introduce to additional year groups (Y2)
<p>Priority 3 To improve attendance of disadvantaged pupils and ensure they are in line with national expectations</p>	<ul style="list-style-type: none"> • Attendance support. School to work closely with parents/carers and Local Authority (Elsa Elliot and Isobel Graham) to increase attendance figures. • Close work with Claire Jackson (LDN) for school reluctance.
<p>Priority 4 Social and Emotional Learning. “Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. “Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning.” (Education Endowment Foundation).</p>	<ul style="list-style-type: none"> • Ensure that all staff have access to resources provided for school linked to bereavement and also resilience following lockdown. • Staff trained using the ‘Wellbeing and Resilience Project’ • Staff training for Early Help Signs of Wellbeing. • Introduction of new social literacy programme for Y6 children: ‘The Friendship Formula’ and ‘Learning to Become Socially Talented Children’. Children identified for small group work to better understand emotional intelligence, resilience and how their health is impacted by their choices. Children also developed better empathy and understanding skills. • Nurture Package to meet needs of vulnerable pupils with specialist teacher. • Bereavement support for children and families. • Use of Lego Therapy sessions to encourage social skill development and expressive and receptive language skills within interchangeable social groups. • Introduce ‘Sports Leaders’ role with current Y6 pupils to develop independence, responsibility and purpose to help support transition into KS3. Purchase of Val Sabin publications as resource to support pupils within this. • Staff CPD (Primary Stars) within PE/PHSE through the Carlisle United Community Sports Trust training.

Barriers to learning these priorities address	<ul style="list-style-type: none"> • 37% of disadvantaged children have significant SEND/ learning/ emotional/ behavioural difficulties • 11% have an EHCP • A significant percentage of disadvantaged pupils have developed increased school reluctance which is negatively impacting upon their attendance figures.
Projected spending	£20,801.22

Wider strategies for current academic year (2020-2021)

Measure	Activity
<p>Priority 1 Reading</p>	<ul style="list-style-type: none"> • Accelerated Reading Scheme • Extra TA support to run the Accelerated Reading Scheme. 2 TAs - 30 Minutes each per day support the children with book choices and assessment. • Wider selection of AR banded books to choose from in our school library. • Spellbinding reading to support increased vocabulary • Develop a love of reading at higher years in the school. This has seen reluctant readers in Years 5 & 6 become much more engaged in reading and more focused. This is then having a positive impact on their comprehension work. • Consistent use of the whole school 'Reading Raffle/Strive for Five' to promote quality reading opportunities at home and at school. Purchase raffle prizes. • Purchase Vocabulary Ninja resources
<p>Priority 2 Positive Behaviour Model to support the success of academic achievements.</p>	<ul style="list-style-type: none"> • Behaviour Model and Planning • Consolidate the whole school behaviour plan developed by Kim Wade. Provide training for all school staff and information evenings for parents. Provide individual family support for specific groups. • Introduce the 'Discovery Return to School Curriculum'. Outdoor teaching support for staff.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Poor or late attendance which impacts upon the amount of timetabled support they can receive in school. • Lack of support from parents regarding behaviour strategies in school. • Difficulties re-establishing themselves back into school after school closures due to Covid-19. This includes the possible negative impact of isolating and basic emotional and social needs not being fully met which then impacts negatively upon progress.
Projected spending	£3,441.78

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<ul style="list-style-type: none"> Use of INSET days and additional cover being provided by senior leaders.
Targeted support	<p>That each year group will be able to stay with the same class teacher and support staff (wherever possible) to help with continuity after a very challenging year. Each class base above 13 pupils, will maintain a TA.</p> <p>A specific TA to support small group and individual interventions.</p>	<ul style="list-style-type: none"> Timetabled programmes of intervention to allow monitored, planned provision for all children who require it.
Wider strategies	Engaging the families facing most challenges	<ul style="list-style-type: none"> School to work closely with parents/carers and Local Authority to support families whose children have difficulties re-establishing themselves back into school after school closures due to Covid-19. Experienced SENco. Generally very strong relationships between school staff and parents. Strong relationships between school staff and outside agencies.

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

Aim	Outcome
For all disadvantaged pupils in school to make or exceed nationally expected progress rates in Reading, Writing and Maths.	<p>Our small Y6 cohort of disadvantaged pupils (13.6% of the year group) made lower than expected progress in both Reading and Writing compared to the National average.</p> <p>Significantly lower was the mathematics results which was caused by relatively poor reasoning skills, judged through teacher assessment following Lockdown 1 (March 2020-June2020).</p>
Progress in Reading and Writing	Our small Y6 cohort of disadvantaged pupils (13.6% of the year group) made lower than expected progress in both Reading and Writing compared to the National average, judged through teacher assessment following Lockdown 1 (March 2020-June2020).
Progress in Phonics	Year 1 Phonics Screening taken in Autumn Term for Year 2 = 89% children scored 32 or above out of 40.
Progress in attendance	Attendance has improved slightly.