

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Hurst Green Primary School
Pupils in school	423
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£69960
Academic year or years covered by statement	2018-2020
Publish date	December 2020
Review date	
Statement authorised by	V Kelly
Pupil premium lead	A South
Governor lead	

## Disadvantaged pupil progress scores for last academic year 18-19

Measure	Score
Reading	-0.31
Writing	-0.87
Maths	-1.45

## Strategy aims for disadvantaged pupils 19-20

Measure	Score
Meeting expected standard at KS2	66.7%
Achieving high standard at KS2	22.2%

## Teaching priorities for current academic year 19-20

Aim	Target	Target date
Priority 1 Progress in Reading	Achieve national average or above progress scores in KS2 Reading (0)	Sept 20
Priority 2 Progress in Mathematics	Achieve national average or above progress score in KS2 maths(0)	Sept 20
Priority 3 Phonics	Achieve above national average expected standard in PSC	Sept 20
Priority 4 Attendance	Improve attendance of disadvantaged pupils to LA average (FIND DATA)	Sept 20

## Teaching priorities for current academic year

Measure	Objective
Priority 1	To raise achievement of disadvantaged children throughout school in reading.
Priority 2	To raise achievement of disadvantaged children throughout school in mathematics.
Priority 3	To decrease the gap in attendance of disadvantaged and non-disadvantaged children.
Barriers to learning	Diversity of needs for our disadvantaged children
<b>Projected spending</b>	<b><u>£52,000</u></b>

Measure	Activity
Priority 1 Reading	A review of reading policy and practice will provide a more robust whole school procedure within reading during this academic year. For example, boxes of appropriately supportive book banded books will be available for Key Stage Two pupil to ensure they make an increased rate of progression. Children will also have a daily period of reading where L20 disadvantaged pupils will be targeted. Disadvantaged children will have dedicated out of lesson time with an adult. Year 6 disadvantaged pupils will be targeted via an additional 6-10 one-to-one out of school sessions to focus on either reading or maths: deepening on the individual needs.
Priority 2 Maths	Support Quality teaching first through the balanced delivery of fluency, White Rose and other resources. Maths lesson in Years 3, 5 and 6 to be supported by specialist intervention teachers.  Provide training for parents and staff on multiplication tables check to ensure more effective support at home.  Provide booster groups outside of the school day for disadvantaged children.
Priority 3 Attendance	Monitor attendance of disadvantaged children regularly by both the school attendance officer and disadvantaged lead. Contact and home visits will be used to ensure improvement in attendance.

	<p>Head teacher to run a late gate for those children arriving after 08:55 which will necessitate a conversation with the head teacher.</p> <p>Attendance and punctuality concerns to be shared during parents evening.</p> <p>Rewards to be given out term for high attenders.</p>
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### Wider strategies for current academic year

Measure	Activity
Strategy 1	Due to our low number of disadvantaged children and diverse needs we will continue to adopt our individual program. All disadvantaged children will be tracked by Pupil Premium lead to ensure support for all.
Strategy 2	To offer financial support to parents. This will include School play therapist, use of SEND staff, external agencies, social groups, counselling, subsidising trips, drinks and uniform as well as paying for external opportunities.
Barriers to learning	Attendance, punctuality and readiness to learn for the most disadvantaged pupils.
<b>Projected spending</b>	<b>£18,000</b>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teachers are able to support all pupils by accessing specialist support for those children that need it.	Specialist staff will be deployed across school in English and maths to aid support.
Targeted support	<p>All staff need to be able to easily identify the disadvantaged children in their groups.</p> <p>Staff need to be able to accurately monitor the progress and attainment of their disadvantaged children.</p>	<p>Books of disadvantaged children will be subtly indicated on a need to know basis.</p> <p>Termly grids will include current levels and progress and will indicate the specific support for all disadvantaged pupils.</p>
Wider strategies	Engaging with the families that are facing the most challenges.	Working closely with LA and other stakeholders to ensure disadvantaged children's needs

		are met both academically and socially.
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## Review: last year's aims and outcomes 2018-2019

### 2018-19 Pupil Premium Characteristics

	Number of children in group	Number of SEND pupils in group	% of SEND pupils in group	% of boys in group
Disadvantaged	9	3	33%	
Non-disadvantaged	51	4	8%	

	Disadvantaged Pupils Attainment	All Pupils Attainment	Disadvantaged Pupils Progress	All Progress
Reading	67% 33% GDT	76% 37% GDT	-0.3	-0.32
Writing	78% 22% GTD	85% 24% GDT	-0.87	0.12
Maths	78% 44% GDT	87% 29% GDT	-1.43	0.21
RWM Combined	67%	73%		

Revised Data \*

	Disadvantaged Pupils Attainment	Disadvantaged Pupils Progress	National Average for non-disadvantaged pupils
Reading (7)	86%	2.06	0.32
Writing (7)	100%	-0.61	0.27
Maths (7)	90%	0.49	0.37
RWM (7) Combined	86%  29% higher standard		

\*Two SEND pupil premium pupils have been removed from this data set to enable more meaningful comparison.

<b>Aim</b>	<b>Outcome</b>
Progress in Reading	<p>Disadvantaged children in reading equal progress to all children.</p> <p>There is less than one child difference in attainment in reading between disadvantaged and all pupils in reading – including greater depth.</p>
Progress in Writing	<p>There is less than one child difference in attainment in writing between disadvantaged and all pupils – including greater depth.</p> <p>There is a difference in progress between disadvantaged and all pupils in writing and this is a target for 20/21.</p>
Progress in Mathematics	<p>The revised data for disadvantaged children in maths shows that disadvantaged children made better progress to all children.</p> <p>There is a positive one-child difference in attainment in maths between disadvantaged and all pupils in maths– including greater depth.</p>

Phonics	<p>The percentage of pupil premium children passing the phonics screening check exceeded the percentage of non-pupil premium children passing the check.</p> <p>There were 14 pupil premium children in the cohort of 61 pupils. 13 of the 14 children passed the phonics-screening test (92.8%). Of the 47 non-pupil premium children, 42 passed the phonics-screening test (89.3%).</p>
Attendance	<p>We have identified a lower rate of attendance for pupil premium children and this is a target for 20/21</p>