

# 2020 – 2021 Pupil premium strategy statement



## School overview

Metric	Data
School name	Lower Halstow School
Pupils in school	164
Proportion of disadvantaged pupils	15.8% (37% of the Year 6 cohort)
Pupil premium allocation this academic year	£23, 849
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Tara Deevoy
Pupil premium lead	Michelle Crowe
Governor lead	Amanda Boyne

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

## Strategy aims for disadvantaged pupils (2019-2020)

Measure	Score
Meeting expected standard at KS2	57% (18-19)
Achieving high standard at KS2	14% (18-19)
Measure	Activity
Priority 1	Personal plans in place for all disadvantaged pupils (within the class provision map) Overall progress outcomes are increased and attainment gap closing through Quality First teaching.

Priority 2	To embed high quality inclusive practice focused on effective use of adults to support learning in and out of class
Barriers to learning these priorities address	29.6% of Pupil Premium children have additional SEN needs too. 33.3% of these Pupil Premium children have attendance below 90%.
Projected spending	CPD for support staff 1:1 Reading support Sensory Circuits Pre-teaching in Maths small group support Lego therapy Precision Teaching

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores or higher in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores or higher in KS2 Writing	July 2021
Progress in Mathematics	Achieve national average progress scores or higher in KS2 Maths	July 2021
Phonics	Achieve national average expected attainment scores in Year 1 PSC	July 2021
EYFS	Achieve national average	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure quality first teaching is evident in every classroom ensuring that the teacher is meeting the needs of all groups, including disadvantaged pupils, so that they make progress by meeting (or exceeding) age related national expectations.
Priority 2	To maintain the high profile of reading, handwriting and number fluency in order that all groups, including disadvantaged pupils make at least expected progress by meeting (or exceeding) age related national expectations.
Barriers to learning these priorities address	Children returning to school after lockdown may well have regressed in what they can do and what they can remember; there will most likely be several gaps in learning that need to be addressed before children can move on. In addition, some children may well need emotional support in order that they can access learning again. 31.8% of Pupil Premium children have additional SEN needs too. 31.8% of Pupil Premium children are not working at an age-related level.
Projected spending	1:1 Reading support Pre-teaching in Maths small group support Catch up groups Lego therapy Precision Teaching School therapy dog – well-being sessions

	ELSA sessions
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### Wider strategies for current academic year

Measure	Activity
Priority 1	To improve children's social and emotional development so that PP children will make measurable progress which will impact on outcomes for learning.
Priority 2	91% disadvantaged pupils will meet national expectations for attendance and punctuality.
Barriers to learning these priorities address	9% of the disadvantaged pupils are GRT. 31.8% of the disadvantaged pupils are persistently low attenders.
Projected spending	ELSA School Therapy dog Lego therapy Attendance incentives

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality first teaching is happening in every class. Ensuring TA support and intervention is high quality.	Mentoring Specific CPD as appropriate Regular monitoring – observations and work scrutiny
Targeted support	We are unsure as to where the children are following up to 6 months away from school. Teachers need to assess the gaps.	Use of PUMA and PIRA assessments in Term 1 (2nd or 3 <sup>rd</sup> week back). Gap analysis from Literacy and Numeracy leads.
Wider strategies	Some parents, especially the GRT families, may still be reluctant to send their children back to school following Covid 19.	Support from Michelle Edwards at Traveller Support. Meetings with parents All staff to complete the GRT awareness module online.

### Review: last year's aims and outcomes

Aim	Outcome
To ensure that all pupils benefit from Quality First Teaching in order that PP	Teaching profile at end of Term 4 – 85.7% of teachers were good or better.

<p>children make expected (or exceed) national expectations.</p>	
<p>Personal plans in place for all disadvantaged pupils (within the class provision map) Overall progress outcomes are increased and attainment gap closing.</p>	<p>All PPM children discussed at both PPMs this year (the final meetings didn't happen due to lockdown) SENCo oversaw all provision maps which ensured PP pupils were focused on and planned for, and discussed individual pupils with teachers, she was also present at the PPMs. Unable to assess whether the attainment gap closed due to assessments not taking place due to lockdown.</p>
<p>To embed high quality inclusive practice focused on effective use of adults to support learning in and out of class.</p>	<p>CPD that took place – Sensory circuits, precision teaching, social stories. 3 other sessions did not take place due to lockdown. Some monitoring of TAs had begun to take place however lockdown meant that this was not completed.</p>