

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2021 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Caroline Haslett Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	14%
Academic year that our current pupil premium strategy plan covers	2020/21
Date this statement was published	July 2020
Date on which it will be reviewed	July 2021
Statement authorised by	Paul Quinton
Pupil premium lead	Teresa Cartlidge
Governor / Trustee lead	Katherine Lunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,700
Recovery premium funding allocation this academic year	£19,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,159
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,839

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils will have equity in access to an exemplary curriculum that is engaging and aspirational in nature and fosters a lifelong love of learning. The focus of our pupil premium strategy is to ensure that disadvantaged pupils are supported to make the most of their potential in all areas of school life. To this end we focus on three key areas; Learning, Well-being and Wider Opportunities. We have a meticulous focus on progress for all pupils, including those who have already demonstrated a high level of attainment. We are mindful of our vulnerable children and the additional challenges that they may face. This includes, but is not limited to, pupils in care or who were previously looked after, young carers, and those known to Children's Services. Our rigorous and robust monitoring of teaching ensures that quality first provision is the paramount approach to tackling any attainment gap arising between our disadvantaged pupils and their peers. Close, regular monitoring of vulnerable groups, with triangulated conversations between senior leaders, teachers and teaching assistants leads to bespoke packages of intervention that are carefully targeted and scrutinised to guarantee excellent outcomes for pupils and good value for money. We are mindful of the well-being needs of our disadvantaged pupils. We acknowledge that whilst there are universal areas of need within this remit that can be met through well-thought out policies and pro-active provision there will also be individual needs that will require a bespoke approach. This informs our decision to invest in our Disadvantaged faculty and by buying in the external services where necessary. Further, we recognise that our vulnerable pupils may not have access to a wide range of extra-curricular activities. To mitigate this for pupils in receipt of the Pupil Premium Grant we subsidise wider opportunities such as residential trips and educational visits. We seek whole-school opportunities, such as our broad music offer, that include all pupils and invests in their cultural capital. We proactively promote opportunities, such as clubs, to our disadvantaged children and consider the provision at play and lunchtime to facilitate attendance and engagement for pupils who are unable to join before and after school activities. Our approaches are always inclusive and non-disadvantaged children will also benefit from the strategies employed in supporting our cohort of children entitled to pupil premium funding.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Analysis of disadvantaged pupils demonstrates they often have multiple vulnerabilities
2	Years 2,3,5 and 6 pupils have a high percentage of disadvantaged children who also have SEN, including pupils with complex needs who have an EHCP
3	Barriers to early language acquisition are apparent in our cohort of PPG children
4	Some disadvantaged children are from families that require comprehensive support and guidance including complex child protection issues in some areas
5	Some disadvantaged children are affected by parental lack of engagement with education. This has an impact on both aspirations and affects their access to cultural capital

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data due to C-19
Writing	No data due to C-19
Maths	No data due to C-19

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No data due to C-19
Achieving high standard at KS2	No data due to C-19

Priority 1	Ensure that additional staffing allows for precision targeted times tables teaching both in lesson time and through additional intervention
Priority 2	Use considered re-deployment of staff, including teaching assistants to target specific groups for impact on progress
Barriers to learning these priorities address	The C-19 pandemic and resulting school closure.
Projected spending	£60,000

Teaching priorities for current academic year

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Aim	Target	Target date
Progress in Reading	To increase the number of disadvantaged pupils in KS2 achieving GDS in Reading. (EoY data 18/19: 0% 19/20: No data)	July 2021
Progress in Writing	To increase the number of disadvantaged pupils in KS2 achieving EXS in Writing. (EoY data 18/19: 82% 19/20: No data)	July 2021
Progress in Mathematics	To increase the number of disadvantaged pupils in KS1 achieving GDS in Maths. (EoY data 18/19: 0% 19/20: No data)	July 2021
Phonics	100% of PPG pupils to pass the phonics screening check. (EoY data 18/19: 100% 19/20: No data)	June 2021

Other	<ul style="list-style-type: none"> • To give targeted social and emotional support to those eligible for the PPG and their families through the Disadvantaged faculty and the use of outside agencies. This is likely to include work on the short and long-term aspects on the C-19 pandemic and resultant school closure. • To provide additional extracurricular opportunities for our PPG pupils which will enhance our broad and balanced curriculum and develop cultural capital. In the academic year 2020/2021 this will require innovation to provide opportunities whilst complying with the new C-19 safety guidelines. 	July 2021
-------	--	-----------

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that additional staffing for times tables support is used effectively through robust assessment and assessment for learning. Ensure consistency throughout class teaching and intervention.
Priority 2	Ensure that redeployment of staff, including TAs, is considered in light of progress data for greatest impact. Monitored closely throughout the academic year and adjusted as necessary.

Barriers to learning these priorities address	C-19 and the resulting school closure on both mental health/wellbeing and academic attainment/achievement.
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Rigorous monitoring of attendance and proactive engagement of support from other agencies such as the attendance officer. This will need particular sensitivity around the C-19 crisis and transition back to school for children in September
Priority 2	Transition back to daily school life for the children following C-19 and the extended school closure
Barriers to learning these priorities address	C-19 and the resulting school closure on both mental health/wellbeing and academic attainment/achievement.
Projected spending	£1,145

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure efficient use of teaching assistants to support progress across targeted setting groups.	Use of planning and robust monitoring of teaching by Senior Staff.
Targeted support	Ensure accurate assessment for learning that informs precision targets and intervention.	Use of staff meeting time for moderation across sets/year groups. Bespoke staff training for teaching assistants.
Wider strategies	Ensure engagement of families in need of a greater level of support.	Developing staff expertise in creating and maintaining dialogue with parents that creates a productive relationship that adds impact for pupils.

Review: last year's aims and outcomes

Aim	Outcome
Ensure additional staffing allows for precision targeted phonics teaching both in school time and before school intervention	Phonics was delivered in four differentiated sets in Yr 1 in lesson times and in three differentiated sets for early morning phonics intervention
Ensure that additional staffing allows for ability grouping in all KS1 and KS2 year groups	Appropriate support was in place for all year groups in KS1 and KS2 and setting in year 6 up until the C-19 school closure
To increase the number of disadvantaged pupils in KS2 achieving GDS in Reading	No data due to C-19
To increase the number of disadvantaged pupils in KS2 achieving EXS in Writing	No data due to C-19
To increase the number of disadvantaged pupils in KS1 achieving GDS in maths	No data due to C-19
To achieve better than national average expected standard in phonics screening check. 100% of PPG children to pass phonics screening check	No data due to C-19
To improve attendance of PPG pupils to be in-line with their non-PPG peers	PPG attendance was lower than whole-school attendance; Whole school: 94.7% Disadvantaged:91.5%
To give targeted social and emotional support to those eligible for PPG and their families through the Disadvantaged faculty and the use of out of school support	The Disadvantaged faculty has developed within their role and have offered targeted support to individual children and their families as well as working with larger groups on interventions
To provide additional extra-curricular opportunities for PPG Pupils. To provide within our broad and balanced curriculum a wide variety of experiences, which enhance cultural capital.	Until school clubs/visits/trips/visitors etc. were halted due to C-19 safety guidelines we were proactive in promoting the attendance of PPG pupils through liaison with parents and financial support

Externally provided programmes

Programme	Provider
Clicker 8	Crick Software
Nelson Handwriting	Oxford Owl
Phonics Play	Phonics Play Ltd
SPAG.com	Orchard Digital Ltd
Testbase	AQA
TTRockstars/Numbots	Maths Circle
Twinkl	Twinkl
White Rose Premium resources	White Rose