



Hurst Green Church of England Primary School and Nursery

Pupil Premium Strategy Statement

1. Summary Information

| | | | | | |
|-------------------------------|--|---|---------|---|----------------|
| School | Hurst Green Church of England Primary School and Nursery | | | | |
| Academic Year | 2020-2021 | Total PP Budget | £35,280 | Date of most recent PP Review | September 2020 |
| Total Number of Pupils | 120 | Number of pupils eligible for PP | 18 | Date for next internal review of this strategy | January 2021 |

Current Attainment

| End of Key Stage Results 19/20 | Pupils eligible for PP | All Pupils |
|---------------------------------------|-------------------------------|-------------------|
| EYFS ELG % achieved | N/A | N/A |
| Phonics % achieved | TBC | TBC |
| KS1 % achieved | N/A | N/A |
| KS2 Combined % achieved | N/A | N/A |

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

| | |
|-----------|--|
| A. | Data indicates loss of learning during Covid 19 and parents report little or no engagement in home-school learning |
| B. | Children have not developed the key skills they need in English and Maths by the end of KS1 to enable them to access the KS2 curriculum. |
| C. | Children have low speaking, listening and language skills affecting ability to access the curriculum. |
| D. | MHEW issues affecting academic performance including: social and emotional difficulties such as anxiety and low self esteem. |

External barriers

| | |
|-----------|---|
| E. | A lack of opportunities to access visits and residential trips due to finances. |
| F. | Attendance of pupil premium children is below that of non-pupil premium children. |

Learning, Living and learning with God.



| 4. Desired Outcomes | | |
|----------------------------|---|---|
| | Desired Outcomes and how they will be measured | Success Criteria |
| A | Children who did little or not work during lockdown are making accelerated progress. | Children are securing objectives through teachers planning interventions that precisely target children's gaps in learning. |
| B | Children are making accelerated progress in English and Maths. | Accelerated progress in all year groups to increase the % of children achieving ARE. |
| C | To improve children's language skills. | Children's communication and language skills do not become a barrier to achievement. |
| D | Increased academic performance of disadvantaged children through addressing MHEW needs through the implementation of precise nurture provision, school counsellor, use of the Educational Psychologist to train staff in CBT strategies to teach to children, | Reduction of psychological and cognitive barriers to learning; children have a strong sense of self-worth and self-belief and are emotionally ready to learn. Children display greater resilience and an increased desire to learn and achieve. |
| E | Ensure that all learning opportunities (including residential) can be accessed despite financial constraints. | All pupils have access to school visits to enrich their learning, without any cost barriers, |
| F | Attendance of pupil premium children to be in line with national average. | The attendance of pupil premium children is in line with national average and that of their non-pupil premium peers. |

Learning, Living and learning with God.



| 5. Planned Expenditure | | | | | |
|---|---|---|--|----------------------|---|
| Academic Year | | 2020-2021 | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| Quality of teaching for all | | | | | |
| Desired Outcome | Chosen action/ approach | What is the evidence and rationale for this choice | How will you ensure it is implemented well | Staff Lead | When will you review implementation? |
| B | To embed maths mastery across the school to improve quality first teaching. | Maths mastery is a research and evidence based approach to Maths teaching and is recommended by the government. | Participation in the Maths Hub Embedding Mastery training. Use of standardised maths tests. Training for teachers. Learning Walks Purchasing of manipulatives and visuals. | VS AF | Data in term 2, 4 and 6 Termly book looks and learning walks |
| B | Reading to continue to be a focus across the school. New books purchased to encourage engagement in reading including dyslexia friendly texts. Use of remote learning platforms Purple Mash. | Developing good reading skills is essential to access the whole curriculum. Phonics is a key skill that children need to read and spell. | Use of standardised reading tests. Pupil voice Learning walks and monitoring. | EI AF | Data in term 2, 4 and 6 Termly book looks and learning walks |
| Total Budget Cost | | | | | £3167 |
| Targeted Support | | | | | |
| Desired Outcome | Chosen action/ approach | What is the evidence and rationale for this choice | How will you ensure it is implemented well | Staff Lead | When will you review implementation? |
| A, B | Formulate list of who these children are; all staff are aware and support staff focus on these children in lessons. Teachers have a strong awareness of the gaps in their learning, which are rapidly filled allowing good or better progress to be made. | Pupils will be even more vulnerable to underachievement due to lockdown and not accessing the online learning that was set for them | Data in terms 2,4 and 6 Book monitoring | SLT CT's SENCo | Assessments and Pupil Progress Meetings in Terms 1, 2, 4 and 6. |

Learning, Living and learning with God.



| | | | | | |
|--------------------------|---|--|--|-------------------|---|
| | Source catch up interventions, which could be used to engage children in their learning. | | | | |
| A, B | Pupils who are SEND and PPG to tracked as a separate groups. Support parents in supporting children's learning at home. SENCo meetings with parents and parent café's to be arranged. SENCo monitoring of provision for pupils in Iclass. | These pupils are classed as 'doubly vulnerable' to underachievement and need to be met and focused on as a specific group of learners. | Pupils progress meetings to review impact Learning walks and book monitoring Pupil voice and parent feedback | SENCo | Assessments and Pupil Progress Meetings in Terms 1, 2, 4 and 6. |
| C | Language Link screening to be carried out with all reception pupils and interventions put in place. Identified pupils to be screened in Language or Speech link and interventions put in place. Pupils with specific speech and language needs to be referred to class. | Pupils with poor language skills underachieve across the curriculum. | TA training when needed Contracted TA hours | SENCo | Assessments and Pupil Progress Meetings in Terms 1, 2, 4 and 6. |
| D | School counsellor employed to work with identified children. | MHEW is extremely high on the primary agenda with research revealing that children cannot learn and make good progress if they have an identified mental health need | Pupil Voice Parent feedback | SLT SENCo | Termly |
| D | Educational Psychologist to work with identified groups of children to train them in the use of CBT strategies. | CBT is a proved approach that shows children ways to turn around negative thoughts to positive. | Pupil Voice Parent feedback | SENCo | Pupil Progress meetings in term 1, 2, 4 and 6. |
| Total Budget Cost | | | | | £29,113 |
| Other approaches | | | | | |
| Desired Outcome | Chosen action/ approach | What is the evidence and rationale for this choice | How will you ensure it is implemented well | Staff Lead | When will you review implementation? |

Learning, Living and learning with God.



| | | | | | |
|--------------------------|---|---|--|-----|------------------|
| E and F | Subsidised trips and residential for all PPG/Ever 6 children. | School trips and educational visits are powerful teaching tools which help to enhance the social, personal and emotional development of all learners. These visits add value to each child's academic and personal development. | Parent/child feedback | SLT | Terms 2, 4 and 6 |
| E and F | Funded breakfast club. | Research shows that a high percentage of PPG children do not get a nutritious breakfast . This has a detrimental effect on their learning in the day. | Parent/child feedback Monitor behaviour incidences Improved academic outcomes. | SLT | Terms 2, 4 and 6 |
| F | Termly attendance certificates. Attendance of all groups monitored on a monthly basis. Contact parents/carers and arrange meetings when necessary if attendance does not improve. | East Sussex continues to promote the detrimental effect on children's education when attendance is below 95%. | Higher attendance Improved academic outcomes | SLT | Termly |
| Total Budget Cost | | | | | £3000 |

Learning, Living and learning with God.