



Pupil Premium Strategy 2020-2021

School overview

School name	Alsager Highfields Community Primary
Pupils in school	231
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£102,080
Academic year or years covered by statement	2020-2021
Publish date	December 2020
Review date	September 2021
Statement authorised by	
Pupil premium lead	Marianne Dyde
Governor lead	Vanessa Howard

Our key objectives in using the Pupil Premium Grant are to ensure quality first teaching, improved educational outcomes and widening of opportunities for all children. We believe in diminishing the differences between all pupil groups. Through targeted interventions, we are working to eliminate barriers towards learning and progress. For all children, our aim is to ensure that they make as much progress as possible, which is then sustained to reach age-related expectation and beyond as they move through the school. Our use of Pupil Premium reflects the need to support the social and emotional development, academic progress, access to enrichment activities and support for our vulnerable families. Currently 28% of our pupils, who are PP, are in receipt of FSM; 47% of our PP pupils are SEN, with 7% (5 pupils) on EHCP. The school serves a high number of vulnerable families.

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-3.1
Writing	-2.14
Maths	-2.09

Strategy aims for disadvantaged pupils last academic year

Measure	Score
Meeting expected standard at KS2 RWM	46%
Reading	54%
Writing	54%
Maths	46%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	<p>Ensure there is Quality First Teaching in all classrooms so learners, including those in receipt of pupil premium, have the best possible chance of achieving the expected standard in reading, writing and maths.</p> <p>Ensure improvement in both progress and attainment.</p> <p>Regular and current high-quality CPD for all staff, including HLTA's and TA's, is in place in line with the priorities of reading, writing and maths to ensure consistency of practice and approach to the teaching of reading, writing and maths.</p>
Priority 2	<p>Targeted interventions that raise achievement for all in focus areas of reading, writing and maths. Targeted use of TA's either providing small group support within classes, or 1-1 support dependent upon need.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of support at home, where there is weak language and communication skills, a lack of parental / carer confidence in supporting children with their learning. • Behavioural difficulties. • Learning difficulties and inability to access the curriculum. • Low aspirations among parents / carers. • Attendance and punctuality issues. • Less access to culturally rich experiences.
Projected spending	<p>£68,354</p> <p>In class HLTA / TA support / targeted support for groups across the whole school; extra 1-1 support over and above hours allocated for SEN; HLTA allows for provision of high quality CPD; HLTA allows for provision of quality subject leadership time (emphasis on R, W and M, although other subjects on rotation); HLTA also gives provision for quality subject leadership monitoring – learning walks, book scans, lesson observations.</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Ensure CPD is in place for all staff to understand and engage in the recommended approach to Class Guided Reading and the use of Accelerated Reader. Children are closely monitored and as a result interventions are put in place.</p> <p>Ensure Leadership time for Reading Lead Quality books for Guided Reading are acquired, including plentiful resources for disengaged readers.</p> <p>Reduce the difference in the progress scores and improve attainment between Non-PP and PP children.</p>	June 2021 CPD identified within each term
Progress in Writing	<p>Ensure CPD is in place for all staff to embed consistent implementation of the IPEELL approach and in the moderation of writing. Ensure Leadership time for writing lead.</p> <p>Staff to be clear on the end of year group expectations and be confident in accurately levelling children's writing.</p> <p>Reduce the difference in the progress scores and improve attainment between Non-PP and PP children.</p>	June 2021 CPD identified within each term
Progress in Mathematics	<p>Ensure CPD is in place for all to embed the Maths Mastery Approach through Maths No Problem resulting in all lessons being consistent, following the same structure irrespective of year group. Targeted teaching of areas identified within specific year groups, particularly those with mixed-age classes.</p> <p>Ensure leadership time for Maths Lead.</p> <p>Reduce the difference in the progress scores and improve attainment between Non-PP and PP children.</p>	June 2021 CPD identified within each term
Phonics	<p>Ensure CPD for Read Write Inc takes place half termly to embed and review practice.</p> <p>Improve the levels of attainment and progress for all children.</p> <p>Rigorous tracking / assessment enables early identification and implement appropriate interventions.</p>	June 2021 CPD half termly for RWI

	RWI support / education for parents through workshops facilitated by RWI Lead.	
Other	Ensure that the attendance of disadvantaged children remains above the national average. Attendance is monitored weekly by SLT / LH and discussed and proactive intervention is put in place	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading or maths interventions to take place daily, alongside writing conferences. Interventions are targeted and are bespoke to identified groups of children. Children are identified through regular pupil progress meetings and interventions are run by HLTA or by qualified teachers. The aim is to keep up and may be focused on those who may be at risk of not achieving ARE within their year group, or who may achieve GDS within their year group.
Priority 2	Speech and Language interventions take place to increase the proportion of children achieving ELG in speaking, improvement in phonics awareness. In KS2 rapidly accelerate children's vocabulary acquisition and application. Impact in both reading and writing.
Priority 3	Resources purchased including Nessy, Spelling Shed, Bedrock Learning, RM Easimaths, MyMaths, TTRS, and Purplemash to support learning; these can be tailored and so become bespoke to the children requiring intervention.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of support at home, where there is weak language and communication skills, a lack of parental / carer confidence in supporting children with their learning. • Families are less able to support and consolidate learning outside of school, due to personal difficulties or lack of ICT. • Support for areas that would mean children did not achieve EXS or challenge for GDS in either reading, writing or maths. • Access to quality reading materials, and exposure to wider vocabulary through reading and conversation.
Projected spending	£28,284 HLTA / TA's providing Interventions; Pupil Progress meetings; Speech and Language interventions; Learning resources purchased; reading materials shared.

Wider strategies for current academic year

Measure	Activity
Priority 1	Based on assessment of need, ensure appropriate professional services are used to assess the needs of Pupil Premium children – and thereafter to provide support required.
Priority 2	Offering weekly instrumental hire and lessons to all pupils who are eligible for pupil premium, to widen their curriculum and experiences and in turn improve well-being and self-esteem.
Priority 3	Offer of an after-school club or activity, paid for by school to promote social interaction and support. Or the offer of breakfast club, morning snack or a lunchtime club – such as homework or colouring or Lego club. Promote emotional well-being and social interaction through provision of equipment for each bubble / group during lunchtimes.
Priority 4	Offer of uniform as it requires a logo; to include usual school uniform and PE kit and other basic school equipment.
Priority 5	Offer to pay a significant proportion towards the cost of school visits, trips, visitors, and residential.
Priority 6	Use of Family Liaison Officer across the Trust – based on assessment of need; addressing attendance concerns, emotional well-being as well as stability for home life and value of education.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Emotional well-being of our children includes the lack of security of a stable home-life, attachment issues, lack of resilience and determination, those who are school ready, lack of value being placed on education or in returning to education. Use of Family Liaison Officer. • Poor negative mind-set / low self-esteem. • Behavioural difficulties. • Families are less able to support and consolidate learning outside of school. • Narrower life experiences and lack of stimulus or memorable enrichment activities resulting in a lack of knowledge to draw on for their writing.
Projected spending	£11,818 Professional Services: Music Lessons and hire of instruments: after school clubs, equipment provision for bubbles; use of ICT; snack provision; uniform; school trips, visits, residential and Family Liaison Officer

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Change in staff or year group. Closures due to COVID-19 and Staff absence</p> <p>Ensure sufficient time is allocated for CPD and to implement whole school priorities in reading, writing and maths.</p> <p>Ensure sufficient time given to reading, writing and maths lead to implement CPD, or access quality reading materials which then become embedded.</p> <p>Monitoring and evaluation programme to remain rigorous and embedded in school calendar. Learning walks or lesson observations and books scans take place weekly in Reading, Writing and Maths.</p>	<p>Plan strategically for any notified change - ie maternity leave, possible surgical procedures. Plan for possible moves and training needs which may be required.</p> <p>Staff meetings allocated and diarised. Twilight sessions planned for alongside INSET. Additional cover provided by HLTA's.</p> <p>Prioritise release time on subject management, timetabled throughout the year.</p> <p>Plan strategically for any possible changes / alterations. Prioritise release time on subject management, timetabled throughout the year.</p>
Targeted support	<p>Ensure school budget has sufficient funds to continue provision of interventions</p> <p>Aim to minimise disruption to the timetables of HLTA's providing interventions</p>	<p>Forward planning for expenditure both for current year and the interventions but also forward costing 3-year plan for resources purchased to support all children and any possible interventions.</p>
Wider strategies	<p>Ensuring every child entitled to funding applies for the offer and, in turn, receives access to interventions or support offered by school.</p> <p>Ensure children with the greatest need always access appropriate support.</p>	<p>Proactively approach parents / carers of children who may not have taken up the opportunities and entitlement.</p> <p>Make them aware of the funding and their entitlement.</p> <p>PP Lead, SENCo and Exec Head monitor and mentor children with identified needs.</p>

	Weekly monitoring by LH of attendance and punctuality for PP and Non-PP children	All SLT informed of attendance – families which may be of concern and being proactively managed.
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Review: last year's aims and outcomes

Aim	Outcome
Teaching priorities	<ul style="list-style-type: none"> • Pupil progress meetings were held in Autumn term with line manager (HT) and the CT, not PP lead or SENCo. There were no further meetings due to closure of schools in March. • Phonics with RWI began September 2019; phonics lead began implementing assessment and the programme – identifying specific groups of children. Adults running phonics received training from phonics lead, who in turn received quality phonics support. RWI programme began but due to school closure, it was too early to tell what impact this had had in phonics. • IPEELL writing cycle began with the English lead providing support where possible, although no dedicated time was provided for this. IPEELL training did take place in previous year and was being embedded throughout whole KS2. • Provision for CPD through Literacy First was bought and implemented, although due to school closure not all year groups received the support / training. • MNP was bought and implemented in early January and was initially welcomed and used enthusiastically by all staff. Due to school closure this had an impact of measuring the possible impact the resource. • Readiness for Mastery attended until school closure and information shared with the rest of staff, including teaching of fluency, what was regarded as fluency, how to approach teaching this outside the daily Maths lesson. Fluency was seen as a key element to maths and was being implemented as EMA. • Training for MNP was shared amongst staff, through staff meetings and in sharing best practice for staff.
Targeted academic support	<ul style="list-style-type: none"> • As above with regards to RWI • HLTA / TA support was distributed to the classes, identifying those with most need, after identifying those who required 1-1 cover. • Speech and Language sessions were successful and visits from SALT confirmed progress of children,

	<p>some taken off the register and some placed on after concerns were raised.</p> <ul style="list-style-type: none"> • Interventions led by HLTA, TA were in place from second half of Autumn term and ran up until school closure. Attainment scores showed an increase although progress measures were still low. Interventions stopped running due to school closure.
Wider Strategies	<ul style="list-style-type: none"> • Attachment training supported teachers in identifying attachment issues presented by PP children and needs were identified during pupil progress meetings and during classroom observations how these needs were being met. • % of costs for residential visits were covered (although not taken place, money is still set aside for this year, or has been refunded for school leavers.) % of visits / trips were covered. • Uniform provision was accessed by several families. • Bespoke professional services were accessed by several PP children, including assessments for dyslexia, art therapy, 1-1 tuition during a period of lockdown (Third Space Learning) • Resources bought were then extended to whole school, where not needed before, due to Covid and Lockdown. All children now had access to Nessy, RM Easimaths and TTRS. Bedrock Learning was also purchased to support children's home learning during Lockdown along with White Rose Maths Premium resources allowing access to online videos, interactive lessons, and worksheets. • PP access and provision rose during Covid 19 and Lockdown.

Appendix

Due to the current situation of National Lockdown and the COVID pandemic, the following provision is in place for Pupil Premium Children.

- Places have been allocated in school for those who are PP and/ or deemed as vulnerable such as those who have an EHCP and 1-1 support.
- Professional services, programmes, based on the needs of the child, continue to be provided for either remotely or through home-school visits.
- Laptops have been allocated on a needs basis to allow for home learning to be completed.
- Daily live remote tutorials take place for all children using Zoom or Microsoft Teams.
- Children are invited to additional remote tutorial sessions to reinforce or check in on home learning.
- Activities, all resources, and materials created by staff are placed on each class page on the school website under 'Remote Learning'.
- Extra online activities are provided which are bespoke and differentiated through the programme itself.
- Stationery, workbooks, reading books have been provided for the children.
- Paper copies of Home Learning packs have been and continue to be delivered to homes.
- Home contact is made weekly through the Family Liaison Officer.
- Food parcels are delivered weekly via the Family Liaison Officer.
- Music lessons, whether in school or at home are facilitated through zoom.
- Attendance on class remote sessions and / or individual tutorial sessions is monitored; a register kept and then Mrs Henshall informed daily / weekly.
- Daily / weekly phone calls are made to contact families via the Assistant Head / SEN Lead or Family Liaison Officer.