

# Pupil Premium Strategy

2019-20 (Updated July 2020)



## *Believe and Achieve*

*"Behind every young child who believes in themselves is an adult who believed first."*

**At Hindley Junior and Infant school, we strive to create a safe, inclusive and inspiring environment which enables everyone to believe in themselves and achieve their aspirations.**

**We believe that our children need to possess key characteristics if they are to flourish in school and wider society. Opportunities to build upon, teach and celebrate these characteristics are interwoven into all aspects of school life. We endeavour for every child to be respectful, resilient, honest, determined, confident, cooperative and ambitious.**

# Pupil premium strategy statement

## School overview

School name	Hindley Junior and Infant School
Pupils in school	207
Proportion of disadvantaged pupils	33% (69 children)
Pupil premium allocation this academic year	93,300
Academic year or years covered by statement	2019-20
Publish date	11.11.2019
Review date	July 2019
Statement authorised by	Mr S Wallace
Pupil premium lead	Mr S Wallace
Governor lead	Mrs J Coleman

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.4
Writing	-2.2
Maths	-3.4

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	RWM=36% (R=45%, M=45%, W= 36%)
Achieving high standard at KS2	RWM = 0% (R=9%, M=9%, W=18%)

## Strategy aims for disadvantaged pupils

Measure	Activity	Review (July 2020)
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the teaching of reading (including phonics e.g. RWI) scheme effectively, and this is supported with appropriate resources	<ul style="list-style-type: none"> <li>All staff went on 2 day RWI course.</li> <li>All staff attended weekly phonic CPD session in school with Phonics lead teacher.</li> <li>All phonics teachers had in school CPD delivered by RWI phonics consultant (x2)</li> </ul>

Priority 2	To improve the quality of 'first teaching' throughout school.	<ul style="list-style-type: none"> <li>• Several CPD sessions delivered in school</li> <li>• Some staff attended external CPD</li> <li>• Staff observed effective practice in others settings.</li> <li>• Monitoring systems in school showed improvements.</li> <li>• COVID closures limited evidence</li> </ul>
Barriers to learning these priorities address	Being mindful of staff well-being whilst increasing expectation. Ensuring changes are sustainable.	

### Teaching priorities for current academic year

Aim	Target	Target date	Review (July 2020)
Attainment in Reading in KS2	Attainment is broadly in line with National Average	July 2020	No validated data due to COVID-19 pandemic.
Attainment in Writing in KS2	Attainment is broadly in line with National Average	July 2020	No validated data due to COVID-19 pandemic
Attainment in Mathematics in KS2	Attainment is broadly in line with National Average	July 2020	No validated data due to COVID-19 pandemic
Phonics (Year 1)	Attainment is broadly in line with National Average	July 2020	No validated data due to COVID-19 pandemic
Other	Narrow the attendance gap between disadvantaged and other pupils within school: bringing the attendance of disadvantaged pupil's in line with national average.	July 2020	COVID closures in March means there is no full year comparable data

Measure	Activity	Review (July 2020)
Priority 1	<ul style="list-style-type: none"> <li>All staff receive regular, high quality CPD delivered by external consultants regarding reading comprehension.</li> <li>Ensure all staff are fully trained in the delivery of RWI phonics.</li> <li>Purchase up-to-date, engaging resources to ensure home reading books closely match pupil's phonic knowledge (early readers) and are appropriately challenging whilst promoting a love of reading.</li> </ul>	<ul style="list-style-type: none"> <li>Completed: Attended RWI 2 day training, attended weekly CPD sessions in school, took part in RWI consultant visit day to school.</li> <li>New reading books purchased which closely matches the phonics programme.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Ensure high teacher: pupil ratio in Year 6.</li> <li>Level 3 LSAs deployed in each class to deliver pre-teach and post teach interventions.</li> <li>Build links with other good/outstanding schools and facilitate opportunities to observe effective practice.</li> <li>Purchase/subscribe to high quality resources to enhance and support curriculum delivery (Cornerstones, RWI, Charanga)</li> <li>Devise, implement and monitor a coaching &amp; mentoring programme within school (subject leaders/experienced teachers working with less experienced staff).</li> </ul>	<ul style="list-style-type: none"> <li>Extra teacher in Year 6 for parts of the day (reading and writing) Some teachers visited other settings</li> <li>Completed</li> <li>This was in place, but COVID closures hindered: Continue/build on next year</li> </ul>
Barriers to learning these priorities address	The need to raise aspirations for all of the children with all stakeholders. Poor attendance	
Projected spending	£43,250	

### Targeted academic support for current academic year

Measure	Activity	Review (July 2020)
Priority 1 (Reading)	<ul style="list-style-type: none"> <li>One-to-one tuition programme to support the bottom 20% with Early Reading in EY, Y1 &amp; Y2.</li> <li>Online platform to support fluency and development of comprehension skills utilised in UKS2 (Reading Plus)</li> <li>LSAs and teachers deliver tailored pre and post teach interventions in addition to quality first teaching.</li> <li>Promotion of Parental engagement is</li> </ul>	<ul style="list-style-type: none"> <li>Was implemented: reading stations outside each classroom utilised.</li> <li>In place and used regularly, in school and at home, by UKS2.</li> <li>In place.</li> </ul>

	of very high profile (e.g. daily one-to-one readers, parent workshops, regular information shared)	<ul style="list-style-type: none"> <li>Parent readers in school every afternoon, parent workshops delivered in meet the teacher, regular updates on Class Dojo and reading page on website updated with resources.</li> </ul>
Priority 2 (Quality first teaching)	LSAs and teachers deliver tailored pre and post teach interventions in addition to quality first teaching.	<ul style="list-style-type: none"> <li>In place</li> </ul>
Barriers to learning these priorities address	Low starting points at the start of EY and the knock on effect throughout school. The need to raise aspirations for all of the children with all stakeholders. Poor attendance	
Projected spending	£27,050	

### Wider strategies for current academic year

Measure	Activity	Review (July 2020)
Priority 1	Develop strategies and procedures to increase attendance for all: e.g. Learning mentor, first day response, home visits, weekly & termly class and individual awards	<ul style="list-style-type: none"> <li>First day response system set up.</li> <li>HT monitored attendance daily</li> <li>Attendance rewards revamped following parent working party and feedback form children and staff. EPN issued appropriately. School led early help set up for specific children.</li> </ul>
Priority 2	Provide holistic individual support for vulnerable families i.e. Learning mentor, Early Help and working collaboratively with other professionals signposting	<ul style="list-style-type: none"> <li>Learning mentor worked with identified children (predominantly in the classroom or at lunchtimes to limit children missing learning)</li> </ul>
Barriers to learning these priorities address	Attendance, parental support/promoting the importance of school education with some hard to reach parents Parental engagement with support services	

Projected spending	£23,000	
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## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow staff to be adequately trained and access CPD.	Use of Inset days Additional cover being provided by HLTA. Majority of staff meeting times designated to CPD.
Targeted support	Ensuring enough time is allotted to delivering interventions – minimising the amount of wider curriculum missed.	Time allotted daily during assembly time. Short sessions during lunchtimes. Flexible timetabling
Wider strategies	The demand on Learning Mentor time (due to ever changing demands).  Engaging parents (getting some hard to reach parents into school)	Flexible learning mentor timetable (regularly reviewed).  Take advantage of informal events to share information.  A range of electronic communication strategies used.