



## Vision

At Halewood C of E Primary School, we provide an outstanding education for ALL of our pupils, and strive for every pupil to make exceptional progress. Fundamental to this aim is ensuring that disadvantaged pupils are given every opportunity to make the same progress as those students who are less disadvantaged. We use our Pupil Premium funding to ensure outstanding, sustainable provision for disadvantaged pupils. We have identified three key areas of provision for disadvantaged pupils at our school:

1. Progress and Attainment
2. Social and Emotional Development
3. Opportunities Beyond the Classroom

## School Overview

Metric	Data
School name	Halewood CofE Primary Academy
Pupils in school	210 +26 Nursery
Proportion of disadvantaged pupils	5% (11 children)
Pupil premium allocation this academic year	£18,795
2020 -2021 Catch-up fund allocation	£16,800
Academic year or years covered by statement	2020-2021
Publish date	1 <sup>st</sup> November 2020
Review date	1 <sup>st</sup> October 2021
Statement authorised by	Dave Smith
Pupil premium lead	Odile Coleman
Governor lead	Tom Beesley

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+5.2
Writing	+5.5
Maths	+2.3

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (RWM Combined)	2018/19 - 80%
Achieving high standard at KS2 (RWM Combined)	2018/19 - 0%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Phonics	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average	May 2021
Meeting expected standard at KS1 (RWM Combined)	Proportion of disadvantaged pupils achieving RWM combined to improve on last year.	September 2021
Achieving high standard at KS1 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving the high standard in RWM combined is at least maintained from last year.	September 2021
Meeting expected standard at KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving RWM combined at the expected standard improves to be closer to the national average.	September 2021
Achieving high standard at KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving the high standard at KS2 is at least maintained (RWM combined)	September 2021
Progress in Reading KS2	Achieve national average progress scores in KS2 Reading (0)	September 2021
Progress in Writing KS2	Achieve national average progress scores in KS2 Writing (0)	September 2021
Progress in Mathematics KS2	Achieve average KS2 Mathematics progress score in maths (0)	September 2021
Other	Improve attendance of disadvantaged pupils to the national average	September 2021
	Children who may be experiencing social and emotional difficulties are	December 2020

	identifies and offered support and strategies to improve self-esteem or attitudes to school and learning.	
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**Teaching priorities for current academic year**

<b>Measure</b>	<b>Activity</b>
To improve outcomes in reading.	<p>Continue to use and embed Accelerated Reader across KS2.</p> <p>Whole class daily reading sessions.</p> <p>To continue to extend children's vocabulary. Children to improve their understanding of how vocabulary is used by authors for effect.</p> <p>Deep dive analysis by subject lead including QLA, reading speed, accelerated reader, book banding, TTR Speed, assessment writing pieces.</p> <p>Quality assurance of RAAPPs, intervention timetable and PPPs.</p> <p>Tracking impact of intervention programmes already accessed.</p> <p>Working closely with class teachers to ensure accelerated progress.</p> <p>Subject Lead to work closely with SENDCo/Learning Mentor to address attitude towards and barriers towards learning.</p> <p>Subject Lead to deliver intervention sessions with targeted children during School Improvement time.</p> <p>Termly Pupil Progress meetings to identify necessary intervention to diminish the difference in attainment and progress.</p> <p>Additional TA support including early morning, pre-learning/intervention sessions.</p>
To improve outcomes in writing.	<p>Fully embed the understanding of correct sentence structure across all year groups.</p> <p>Re-visit the structure and progression of teaching units of work, including following the model of immerse, analyse and write.</p> <p>Ensure all units include lots of opportunities for modelled,</p>

	<p>shared, paired and independent writing.</p> <p>Develop the use of peer editing within and between year groups through use of 'Writing Buddies'.</p> <p>Deep dive analysis by subject lead including QLA, reading speed, accelerated reader, book banding, TTR Speed, assessment writing pieces.</p> <p>Quality assurance of RAAPPs, intervention timetable and PPPs.</p> <p>Tracking impact of intervention programmes already accessed.</p> <p>Working closely with class teachers to ensure accelerated progress.</p> <p>Subject Lead to work closely with SENDCo/Learning Mentor to address attitude towards and barriers towards learning.</p> <p>Subject Lead to deliver intervention sessions with targeted children during School Improvement time.</p> <p>Termly Pupil Progress meetings to identify necessary intervention to diminish the difference in attainment and progress.</p> <p>Additional TA support including early morning, pre-learning/intervention sessions.</p>
<p>To improve outcomes in mathematics.</p>	<p>Deep dive analysis by subject lead including QLA, reading speed, accelerated reader, book banding, TTR Speed, assessment writing pieces.</p> <p>Quality assurance of RAAPPs, intervention timetable and PPPs.</p> <p>Tracking impact of intervention programmes already accessed.</p> <p>Working closely with class teachers to ensure accelerated progress.</p> <p>Subject Lead to work closely with SENDCo/Learning Mentor to address attitude towards and barriers towards learning.</p> <p>Subject Lead to deliver intervention sessions with targeted children during School Improvement time.</p> <p>Termly Pupil Progress meetings to identify necessary intervention to diminish the difference in attainment and progress.</p> <p>Additional TA support including early morning, pre-</p>

	learning/intervention sessions.
Barriers to learning these priorities address	Encouraging wider regular reading and questioning of texts. The vocabulary gap between disadvantaged and non-disadvantaged. Children familiar with the range of genres of writing and the specifications for each genre.
Projected spending	Accelerated Reader: £2500 TA hours Year 1 to Year 6: £16,200 (Contribution from PP) Total: £19,700

### Targeted academic support for current academic year

Measure	Activity
For disadvantaged pupils to make accelerated progress in <b>reading</b> .	Quality first teaching and focussed teacher support within lesson. Daily reading for pleasure session - teachers to hear bottom 20% of readers weekly and TAs to read regularly with struggling readers. TA: 1:1 and small group weekly intervention sessions Additional 1:1/ 1:3 tutoring sessions for Year 1-6 disadvantaged children.
<p><b>Impact</b></p> <p>Lesson observations show evidence of quality first teaching and support for PP children.</p> <p>Monitoring by subject Leader shows daily reading is taking place for all lowest 20% readers by class teacher and/or TA.</p> <p>Daily storytime sessions are now taking place in all year groups, promoting a love for reading.</p> <p>Interventions, including Project X, RWI Phonics Booster, Reading Comprehension, 1:1 Tutoring Sessions, have been delivered successfully across the school. Regular assessments and Pupil Progress Meetings with SLT have informed next steps.</p>	
For disadvantaged pupils to make accelerated progress in <b>writing</b> .	Quality first teaching and focussed teacher support within lesson. TA: 1:1 and small group weekly intervention sessions Additional 1:1/ 1:3 tutoring sessions for Year 1-6 disadvantaged children.
<p><b>Impact</b></p> <p>Lesson observations evidence quality first teaching and support for PP children.</p> <p>Writing standardisation sessions, including whole staff, subject leader and SLT, show evidence of impact of interventions.</p> <p>Interventions, including Writing booster, Fine Motor Skill sessions, Spelling Shed, Grammar Booster have been delivered successfully across the school.</p> <p>Children have completed pre-teaching activities to prepare them for English with a focus on grammar and writing skills. This has effectively supported targeted children when engaging in new class-based learning.</p> <p>Regular assessments and Pupil Progress Meetings with SLT have informed next steps.</p>	

<p>For disadvantaged pupils to make accelerated progress in <b>mathematics</b>.</p>	<p>Quality first teaching and focussed teacher support within lesson.  TA: 1:1 and small group weekly intervention sessions, using evidence based teaching intervention programmes  Additional 1:1/ 1:3 tutoring sessions for Year 1-6 disadvantaged children.</p>
<p><b>Impact</b></p> <p>Lesson observations evidence quality first teaching and support for PP children.  Monitoring sessions, carried out by subject leader and SLT, including pupil interview and work scrutiny, shows evidence of children's retention for knowledge, understanding of learning and impact of interventions.  Interventions, including Maths Booster, pre-teach sessions, First Class at Number 2, 1:1 Tutoring Sessions, TT Rockstars have been delivered successfully across the school.  Children have completed pre-teaching activities to prepare them for Maths with a focus on Basic Skills. This has effectively supported targeted children when engaging in new class-based learning.  Regular assessments and Pupil Progress Meetings with SLT have informed next steps.</p>	
<p>Remove barriers to remote learning and engagement for identified pupils across the school.</p>	<p>Provide laptops/internet access if needed and available.  School to contact families and establish areas of need.</p>
<p><b>Impact</b></p> <p>Ipads were provided during periods of remote learning to those who needed them.  Successful role out of Tapestry and Seesaw enabling children and families to access learning, safeguarding and pastoral support from the school throughout the pandemic. IT tech support available for parents via phone call. Positive feedback from parents when receiving devices. Whole school engagement with live learning was 95%  Education provision provided in school during Lockdown 2 for PP children. Monitoring of teaching and learning via online learning platform (Seesaw/Tapestry), by SLT, evidenced an excellent standard of teaching and learning for all children, following sequence of learning in line with standard curriculum.</p>	
<p>Barriers to learning these priorities address</p>	<p>Disadvantaged children often perform below age related expectations – support provided will diminish the gap.</p>
<p>Projected spending</p>	<p>1:1 tuition x 2 subjects (twice weekly) for a block of 15 sessions for 2 Y6 pupils - £750  Tutoring costs for all PP children – 1 block of 15 sessions £2,021  Additional targeted tutoring for 12 children - £2,021  Total: £4792</p>

**Wider strategies for current academic year**

Measure	Activity
<p>For disadvantaged children to maintain good levels of attendance.</p>	<p>Weekly tracking of key pupils by attendance lead including 1:1 'meet-ups'.</p>

<p><b>Impact</b></p> <p>Attendance Officer and SLT have worked with parents around any attendance and punctuality issues. Rewards and sanctions have continued and attendance remains high. Attendance for 2020-21 was 97.7% (FSM), 98.5% (Non FSM), 98.1% (Post LAC)</p>	
<p>Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning.</p>	<p>Wellbeing Survey</p> <p>Learning Mentor support for identified children</p> <p>Signposting identified children and families to outside agencies.</p>
<p><b>Impact</b></p> <p>Learning Mentor has supported a number of children and families throughout pandemic and beyond. Feedback from parents has been very positive.</p> <p>Learning Mentor support through weekly sessions, including Mindfulness has shown real impact and feedback from the children around these sessions has been very positive.</p> <p>Pupil Survey Data (January 2021) shows that:</p> <ul style="list-style-type: none"> <li>• 99% of children enjoy school</li> <li>• 100% of children enjoy learning at school</li> <li>• 98% of children feel safe in school</li> <li>• 98% of children know who they can talk to if they are worried</li> <li>• 99% of children agree that the school helps them to know how to look after their feelings and thoughts</li> </ul> <p>Well Fed Boxes and food parcels provided for families in need of support.</p>	
<p>Barriers to learning these priorities address</p>	<p>Children who are at risk of low self-esteem or of having a low regard for themselves as learners are identified and support provided.</p> <p>Attendance is improved and fewer learning opportunities missed, raising outcomes for those children.</p>
<p>Projected spending</p>	
	<p>PASS Survey - £288</p> <p>Learning Mentor - £2504</p> <p>Attendance Lead Support (2 afternoons) - £2955</p> <p>Total: £5747</p>
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## Monitoring and Implementation

Area	Challenges	Mitigating actions and monitoring
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Ensuring the successful implementation of a consistent approach to the teaching of writing and maths across the school.</p>	<p>Use of Staff Meeting and Twilight sessions and additional cover being provided for additional CPD.</p> <p>Regular monitoring of teaching and learning in maths by the maths lead.</p>
Targeted support	<p>Ensuring enough time for school reading, writing and maths leads to monitor and support staff and also small groups</p> <p>Ensuring that curriculum is not narrowed for children receiving additional intervention.</p>	<p>Weekly subject leader impact time given (2 ½ hours) for reading, writing and maths lead.</p> <p>Pupil Premium lead to monitor curriculum coverage for pupils in receipt of 1:1 or small group intervention.</p> <p>Termly Pupil Progress meetings identify necessary intervention to diminish the difference in attainment and progress.</p>
Wider strategies	<p>Poor attendance will limit progress in learning due to missed lessons.</p> <p>Poor attendance often contributes to lack of engagement with learning.</p> <p>Poor engagement with support for identified persistent absentees.</p> <p>Limited opportunities for extra-curricular activities due to Covid restrictions.</p>	<p>Learning Mentor and Attendance Officer to contact families and offer support.</p> <p>High priority for those in need once clubs are up and running.</p>

**Review: last year's aims and outcomes (2019/20)**

<b>Aim</b>	<b>Outcome</b>
Progress in Reading, Writing and Mathematics	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.