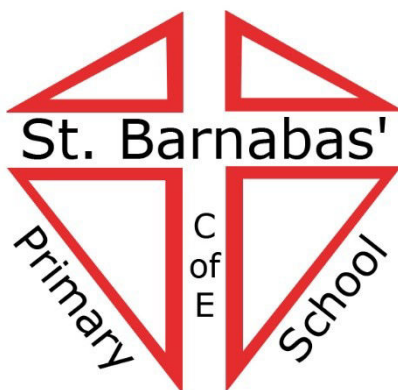


Heaton St. Barnabas' CE (V.A.)

Primary School



PUPIL PREMIUM

STRATEGY

2020-2021

Pupil premium strategy statement

Heaton St Barnabas CE Primary School

School overview

Metric	Data
School name	Heaton St Barnabas CE Primary School
Pupils in school	404
Proportion of disadvantaged pupils	20% (79 pupils)
Pupil premium allocation this academic year	£92,425
Academic year or years covered by statement	2020-21
Publish date	01 September 2020
Review date	01 January 2021
Statement authorised by	Ian Grant, Chair of Governors
Pupil premium lead	Mrs D Smith / Mrs Mason
Governor lead	

Disadvantaged pupil progress scores for last academic year (2019 due to COVID)

Measure	Score
Reading	-1.9
Writing	-0.6
Maths	-1.2

Disadvantaged pupil performance overview for last academic year (2019 due to COVID)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. External support for moderation of writing with class teachers to set targets from early baseline GCP text books for home learning – Handwriting, phonics, GPS, Reading Comprehension.
Priority 2	Work with the maths Leader and purchase CGP textbooks to implement catch-up activities / lessons across school and deliver daily 5 math arithmetic

	and times tables agility to improve speed and recall. Catch up boosters following COVID Baseline across school.
Barriers to learning these priorities address	Ensuring staff use evidence-based COVID baseline intervention boosters and whole-class teaching interventions
Projected spending	£28,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score: (0)	Sept 21
Phonics	Achieve national average expected standard in PSC (80%)	June 2021
Other	Improve attendance of disadvantaged pupils to LA average (96%)	Sept 21

Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. Weekly drop in sessions with the Phonics leader to plan with and resource activities week on week until fully confident and deliver drop in sessions every Monday 3.30pm onwards.
Priority 2	Work with the maths leader and purchase CGP textbooks to embed Teaching for age related maths activities across all year groups Purchase subscriptions for white rose Maths hub for interactive class lessons and online learning. My maths and TT Rockstars subscription for class and online home learning to practise maths arithmetic and recall.
Barriers to learning these priorities address	Ensuring staff use evidence-based following COVID Baselines and AFL within lessons to deliver timely whole-class teaching interventions and small group

	boosters, catch –up and 1-1 for targeted pupils.
Projected spending	£27,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of read write phonics portal across KS1 to embed reading skills. Review of whole school reading strategy and ensure this is being followed for all year groups. Open library for bubbles to increase reading for pleasure and weekly class book delivered for engagement and enjoyment. Investment into class libraries to ensure range of texts available to pupils
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations across all year groups. White rose maths lessons online used to recap in booster sessions.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness with disadvantaged pupils not getting support at home. 1-1 reading daily with support in class for targeted pupils.
Projected spending	£22,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating and embedding a Magic Breakfast club until December with review on funding
Priority 2	Attendance officer and pastoral manager working in tandem to support families with attendance and acute need. Making calls, follow up on absence and home visits where appropriate (COVID safe) Attendance days to promote whole school attendance, attendance displayed on the newsletter weekly rag rated communicating to parents clearly. Attendance awards and certificates weekly.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£15,435

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders, coaching within school and online sessions during the COVID period.
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead to have release time to monitor interventions and team teach with classes where support is needed. Monitor and check data of disadvantaged groups
Wider strategies	Engaging the families facing most challenges	Working closely with LA support such as west hub Early Help teams in support of vulnerable families.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2019 to March 2020. COVID closure from March has had a significant impact on the progress of our disadvantaged pupils as can be seen in September baseline in most year groups.
Progress in Mathematics	Due to COVID closure there has been no 2020 data however COVID baselines in September show a significant of disadvantaged pupils performing lower than other pupils in the cohort.
Phonics	2019 outcome was 93% higher than the NA, however due to school COVID closure phonics assessments completed in KS1 show some pupils of disadvantaged groups fairer poorer than peers. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	No improvement in attendance since last year and due to COVID more families anxious since September return. New focus on cross-school and across-LA working to address this issue. Clear COVID risk assessments given to parents to reassure parents and monitoring and follow up by the Attendance and Pastoral team as well as SLT..