

Pupil Premium Strategy Statement for Hayfield Lane Primary

2020/21 ACADEMIC YEAR

Plan running from Jan 2021-Jan 2022

1. Summary information					
School	Hayfield Lane Primary School				
Academic Year	2020/21	Total PP budget	Overall- £88595 Funding £75320 Post LAC £11,725 Service £1550	Date of most recent PP Review	Jan 2021
Total number of pupils	402	Number of pupils eligible for PP	56 5 POST LAC 4 SERVICE CHILDREN	Date for next internal review of this strategy	April 2021
Group progress rate in Reading				Year1 N- Year1 S- TO BE INCLUDED APR 21 Y2D- Y2K- Y3S- Y3O- Y4H- Y4F- Y5 S- Y5 K- Y6-	
Group progress rate in Writing				Year1 N- TO BE INCLUDED APR21 Year1 S- Y2D- Y2K- Y3S- Y3O- Y4H- Y4F- Y5 S- Y5 K- Y6-	
Group progress rate in Maths				Year1 N- TO BE INCLUDED APR21 Year1 S- Y2D- Y2K- Y3S- Y3O- Y4H-	

	Y4F- Y5 S Y5 K Y6-
<p>THE FOLLOWING INFORMATION DEMONSTRATES HAYFIELD LANE PRIMARY'S COMMITMENT TO SUPPORT PPG CHILDREN. ALL SUPPORT IS EVIDENCED AND WHERE THIS LINKS WITH PPG SPENDING, COSTINGS ARE SPECIFIED.</p> <p>The Pupil Premium Strategy Plan for 2020/21 is unlike previous examples as it caters for the School's Recovery Response to Covid 19 for Pupil Premium children. Barriers relate to the time that children were not in school from March-July 2020. The majority of Pupil Premium children did not engage fully in Remote Learning provision and therefore have significant gaps in learning that needs addressing . The impact that this has on self-esteem and emotional well-being as they make their return to full time school re-opening 2020 also requires close examination. This Strategy Plan also runs alongside the Catch-Up Premium Strategy for 2020/21.</p>	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor engagement, resilience and motivation due to effects of Covid lockdown for most pupils
B.	Poor % of pupils reading for pleasure and then unable to draw comparisons with texts
C.	Limited language of PP pupils affecting ability to comprehend reading texts affecting ARE and GD outcomes
D.	Poor engagement of PP families with remote learning
E.	PP pupils have gaps from previous year Curriculum Intentions in Maths, Reading and Writing that need to be rapidly addressed before they can embed the current year group intents.
F.	High % of Persistently Absent pupils are also PPG
G.	A high % of Post LAC children display attachment issues affecting behaviour due to returning to larger groups of children after Covid 19 lockdown
H.	Due to Covid 19 lockdown, PP children are less resilient with extended writing (Y2-6) and EYFS children have poor fine motor control for writing as a result of not being in school during lockdown
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	<p>Attendance rates for Y 6, 5 and 4 PPG is still causing concern with specific families not sending children in to school when cases of Covid arise. This further impacts on long term progress and widens the gap for children.</p> <p>Poor home learning environments and low levels of parental support with reading, basic skills and REMOTE LEARNING.</p>

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	That PP pupil engagement in lessons and remote learning increases. The majority of PPG engage effectively in remote learning.	That 89% of PPG children engage effectively in lessons AND REMOTE LEARNING PROVISION (50/56)
B.	That PP children read for pleasure every day and hence have an improved ability to comprehend texts	That the majority of Y 4 5 and 6 PP children attend breakfast reading club sessions in school time to support reading for pleasure (BUG CLUB) and to improve attendance figures
C.	That parents who have poor levels of engagement with remote learning engage with school and allow their children to attend wrap around care (breakfast and after school) support sessions in Y4-6 (BUG CLUB and Mathletics)	The majority of target families engage with the LPPA leader engagement sessions (ZOOM)
D.	That staff (incl TAs and HLTAS) are able to support PP children in class to ensure that gaps are filled rapidly (previous year's Curriculum intents) via effective, targeted interventions and in-class support.	Pupil Progress Dialogue data references PP children's progress in narrowing the gap in 100% classes
E.	PP children's attendance reaches the national expectation of 96%	Attendance figures for PPG children reaches the minimum of 96% Over 80% target children attend wrap around care support provision for reading and maths ,which then improves attendance rates.
F.	LPPA leader (Leading Parent Partnership) attends CPD on engaging harder to reach families and uses this to create Zoom parent sessions twice every half term to support families with their child's education- academic and attendance.	Over 80% of target families engage in Zoom sessions with the LPPA leader
G.	Targeted Post Looked After Children (LAC) are supported by LSAs in dealing with attachment issues arising from lockdown	Post LAC children have reduced behavioural logs on CPOMS and are able to access learning with peers in the classroom

4. Planned expenditure					
Academic year	2020/21				
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.					
i. 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?
For teachers to effectively address gaps created by Covid lockdown for PP children.	Core Senior Leaders have 6 days release over the year to monitor the effectiveness of PPG children's provision to ensure rapidly catering for gap filling of the previous year's curriculum intents.	PP children are further disadvantaged due to Covid lockdown as a high percentage do not engage with home learning. It is therefore crucial that leaders have clarity throughout the year to drive tailored improvements to provision so that PP children are able to accelerate progress. This will examine provision mapping, classwork and LSA HLTS intervention impact.	This will be overseen by the Senior Leadership team	LT	This will be reviewed half termly based on findings-one day per half term allocated . £2556 cover for English and Maths Leaders
For teachers to be able to recognise rapid escalation of anxieties in pupils with emotional trauma and de-escalated within lessons (incl POST LAC pupils)	Team Teach Staff Ambassadors trained to support children with high levels of anxiety. Techniques will then be filtered to other teaching staff.	Younger PPG children in school (y2 and below) have found the transition back into school after Covid lockdown (into a larger group) unsettling with some exhibiting high levels of anxiety.	Training logs will be completed by staff. Course books examined and when de-escalation techniques are used, this will be logged on the school's CPOMS system.	VJL	February 2021 £550 training cost and £660 teacher cover cost. TOTAL £1200
TOTAL BUDGETED COST £ 3756					

<p>ii. Targeted support (all budgeted from STAFFING COSTS). ADDITIONAL SUPPORT FOR PP CHILDREN IS ALSO EVIDENT IN CATCH UP FUNDING STRATEGY PLAN. See additional document.</p>

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?
For PP children to engage in BUG CLUB and Mathletics to ensure that gaps are effectively addressed	Year 5 and 6 supported learning wrap around care given to families free of charge .	Year 5 and 6 gaps for English and Maths are widening and pupils did not engage in home learning during lockdown. During bubble closure they also did not engage in Remote Learning on regular basis even when school regularly contacted to support families.	PP children closely tracked at wrap around care and impact evidenced in Pupil Progress Dialogue sessions (PPD) with class teachers and Senior Leadership Team	LT plus Year 5 and 6 teachers	Reviewed each term at PPD meetings
Year 5 and 6 are ready for learning after eating a healthy breakfast. Year 5 and 6 pupils are supported to attend school regularly and on time with breakfast Club sessions	Year 5 and 6 PP children are given Breakfast Club support sessions free of charge	<p>As above. Many do not have breakfast before school and are late or not present. This support group will ensure that they are ready to learn, have social and BUG CLUB/MATHLETICS time ready to settle for learning. This will also address gaps that they have anxiety about due to the impact of lockdown and lack of engagement with remote learning.</p> <p>Year 5 and 6 are targeted as high amount of poor engagement for Pupil Premium children.</p>	As above	<p>LT VJL</p> <p>JN</p>	<p>Academic impact reviewed each term at PPD meetings</p> <p>Attendance improvements examined half termly</p> <p>Engagement in Remote learning tracked during bubble closure by teachers. This is then fed back to Senior Leaders £6929 for wrap around and breakfast provision.</p> <p>Reviewed termly</p> <p>staffing budget of £60,675</p>
That PP children are able to fill gaps in pupil curriculum intent statements from the previous year due to targeted interventions/support run by HLTAs and LSAs (overseen by teachers)	Bedrock sessions are overseen by Y3-6 staff to ensure that PP children are accessing the full weekly content. Pupils are able to understand author vocabulary choice - increasing fluency in reading.	The rationale is based on PIRA test gap analysis, Bedrock data and the low number of pupils in KS2 engaging in reading at home during lockdown	<p>Senior Leaders examine BEDROCK data collection information half termly on gap narrowing for PP children</p> <p>Examine impact on provision mapping</p>		

Pupils exhibiting Attachment issues as a result of Covid lockdown are provided with 1:1 support as children transition back into school	1:1 support to enable children with high anxiety levels (Post Lac) to engage in small group and larger group learning.	Based on CPOMS evidenced and complex needs of some pupils in school who have been impacted by additional trauma of lockdown. PP pupils feeling overwhelmed by whole class situation and feelings of loss.	Highly experienced member of staff supporting targeted children	LT	Reviewed termly £11,725 from Post Lac funding
Small group LSA/HLTA interventions based on Curriculum statement gaps.	Small group TA support for vulnerable pupils on PPD lists in each year group	Gaps from previous lockdowns need to be filled alongside Spring 2021 lockdown gaps arising. Gaps to be effectively addressed by support staff intervention (EEF effective use of TA) based on teacher guidance.	% Curriculum statement gaps filled are monitored by SLT members and class teachers.	LT	Reviewed termly
Afternoon session of Forest School used to examine emotional wellbeing gaps of vulnerable pupils	Therapeutic, outdoor approach to build resilience and co-operation	Children are lacking resilience in extended writing in particular. They are also having difficulties in joining as a group again after a significant time apart due to lockdown. This will also increase pupil engagement and address attendance issues	Emotional tracker outcome grid used (same format as Scottys Heroes).	VJL	Reviewed half termly
HLTA and LSA provide phonecall support sessions for target children to aid remote learning engagement	Additional bespoke support for families and children to ensure that they are able to engage in remote learning	Additional bespoke support required due to reduced engagement in remote learning during lockdown for this particular group of pupils.	Engagement trackers also evidence those not accessing bespoke package of engagement support. Additional spreadsheet tracker used by CSLT to examine those accessing bespoke service. Vulnerable pupils will be allocated school places where possible.	LT VJL	Reviewed weekly and followed up by CSLT

Total budgeted cost	staffing budget of £60,675
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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?
That children are able to regulate behaviour after extended periods of lockdown creating trauma/loss	Thrive (2 year subscription) This provides school CPD and online system (£5000)	There is a need for effective support to support children with their mental wellbeing in relation to lockdown. In Aut 2021 a HLTA will be used to oversee and manage Thrive whole school approach- this will be evidenced in the next PPG plan	This will be tracked using the Thrive online system Track CPOM incidents	LT	Termly
That Pupil Premium families engage effectively with remote learning .	LPPA leader has release sessions to run Zoom parent support for harder to reach families- 3 sessions (£500 cover costs)	Bespoke support required as a significant number of pupil premium families are not engaging in remote sessions even though they have access to the technology required	Feedback gained and circulated to governors at Strategic Committee level.	LD	Termly
Total budgeted cost					£5500 and staffing costs built into overall staffing budget of £60,675