

Horton Grange Primary School - Pupil premium strategy statement

School overview

Metric	Data
School name	Horton Grange Primary School
Pupils in school	713
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£283,800
Academic year or years covered by statement	2020-21
Publish date	01 December 2020
Review date	April 2021
Statement authorised by	Sabia Begum
Pupil premium lead	Rayma Ahmed
Governor lead	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the Fresh start phonics scheme, Project X Code (reading fluency programme) and other relevant training to deliver effective interventions.
Priority 2	Continue to purchase effective resources including textbooks and online materials to support quality first teaching in the classroom, delivery of interventions and to support home learning to close the gap for disadvantaged pupils
Priority 3	Effectively deploy support staff to deliver high quality interventions, improve attendance and facilitate effective communication between school and home.
Priority 4	Provide booster (morning/after school), tutoring sessions (1:1) and small groups; deliver a Saturday school to disadvantaged pupils to close the gap (identified during Curriculum Impact Meetings).
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions to close the gap in order to for disadvantaged pupils to reach and exceed national expectations
Projected spending	£280,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading (particularly greater depth)	Continue to maintain and improve further progress scores for disadvantaged pupils so they remain in line or above national averages and increase the percentage of disadvantaged pupils achieving greater depth	Sept 21
Progress in Writing (particularly greater depth)	Continue to maintain and improve further progress scores for disadvantaged pupils so they remain in line or above national averages and increase the percentage of disadvantaged pupils achieving greater depth	Sept 21
Progress in Mathematics (particularly disadvantaged girls, targeted greater depth)	Continue to maintain and improve further progress scores for disadvantaged pupils so they remain in line or above national averages and increase the percentage of disadvantaged pupils achieving greater depth	Sept 21
Phonics	Continue to maintain and improve further progress scores for disadvantaged pupils so they remain in line or above national averages and increase the percentage of disadvantaged pupils achieving greater depth	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Remember to 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 Fresh start phonics scheme, Project X Code (reading fluency programme) and other relevant training to deliver effective interventions.

Priority 2	Continue to purchase effective resources including textbooks and online materials to support quality first teaching in the classroom, delivery of interventions and to support home learning to close the gap for disadvantaged pupils
Priority 3	Employ additional support staff to deliver high quality interventions to pupils identified through assessment and curriculum impact meetings
Priority 4	Provide booster (morning/after school), tutoring sessions (1:1) and small groups; deliver a Saturday school to disadvantaged pupils to close the gap (identified during Curriculum Impact Meetings).
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions; evidence based resources; effective use of support assistants to deliver effective intervention
Projected spending	£200,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Phonics intervention delivered by a member of teaching staff and support staff in Reception Y1/ Y2 and Y3 to support catch up programme of missed learning to identified pupils
Priority 2	Maths team and English team purchase resources to support delivery of effective interventions and support home learning
Priority 3	Targeted support delivered through effective use of teaching assistants and teaching staff
Priority 4	1:1 and small group booster and tutoring sessions delivered by teaching staff
Barriers to learning these priorities address	Provide catch-up in maths, reading and phonics
Projected spending	£200,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating and embedding a Breakfast club (8:00am every morning, run by two learning support assistants).
Priority 2	Two parent involvement workers and an attendance officer employed to support families with attendance and communication with school
Priority 3	Providing free school meal vouchers and grab bags to children self-isolating due to Covid19
Priority 4	Subsidising curriculum, enhancement e.g., trip/visitors to ensure disadvantaged pupils have fair access including delivering aspiration events
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Removing barriers and encouraging parents to communicate and co-operate effectively with school. Ensuring disadvantaged pupils experience wider enhancement opportunities
Projected spending	£80,000 (resources and staff wages)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring CPD time is available for staff professional development	Use of INSET days and additional cover to be provided by senior leaders when required
Targeted support	Ensuring time is given to school Maths lead and English lead to research current interventions, resources and materials available to support high quality interventions	Leadership time planned into the school calendar and timetables
Wider strategies	Engaging families facing most challenges and hard to reach parents	Working closely with the Local Authority and other local schools on cross-school outreach programmes

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Teacher assessments indicated that disadvantaged pupils progress scores would have remained above the national average
Progress in Mathematics	Teacher assessments indicated that disadvantaged pupils progress scores would have remained above the national average
Phonics	Teacher assessments indicated that disadvantaged pupils progress scores would have been broadly in line with national averages
Attendance	Due to the pandemic, attendance data up until April was broadly in line with national averages.