



# Hurworth Primary School

## Pupil Premium Strategy Report

<b>Policy Version Control</b>	
Policy type	Hurworth Primary School
Policy prepared by (name and designation)	Alison Maddison Head Teacher
Last review date	January 2020
Description of changes/Updates	Report for 2020 - 2021 Academic Year
LGB approval	20 <sup>th</sup> January 2021
Date released	21 <sup>st</sup> January 2021
Next review date	November 2021

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Hurworth Primary School
Pupils in school	220
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£30,615
Academic year or years covered by statement	2020 - 2021
Publish date	November 2019
Review date	March 2020
Statement authorised by	Hurworth Primary LGB
Pupil premium lead	Alison Maddison
Governor lead	Wendy Cordery

## % of Disadvantaged pupils who made EXS at Key Stage 1 and went on to achieve EXS at KS2

Measure	%
Reading	100
Writing	100
Maths	100

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	50%
Measure	Activity
Priority 1	To enable pupils to attain at least age related expectation and/or make at least good progress in reading, writing and maths.
Priority 2	To enable pupils to be ready for learning by providing targeted support for behaviour, self-esteem and emotional well-being.
Priority 3	To ensure that pupils are able to access all aspects of the curriculum, including educational visits and residential trips, by providing financial support.

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• On entry (reception) to school some PP children show lower attainment in all areas of learning.</li> <li>• Attendance of some PP children is lower than non PP children.</li> <li>• Personal, social, emotional and mental health issues for some PP children is having a detrimental effect on their academic progress.</li> <li>• The standard of homework and completion of tasks is lower for some PP children.</li> </ul>
Projected spending	£30,615

### Teaching priorities for current academic year

Aim – Improve:	Target – To:	Target date
Attainment for PP children at the end of EYFS	Ensure PP children remain a priority to attain a GLD	Summer 2021
Attainment in writing at exceeding	Raise the level of attainment in writing at exceeding to bring it in line with reading and maths	Summer 2021
Attainment for PP in the Year 1 phonics check	Target PP children who did not meet GLD at EYFS	Summer 2021
Higher attainment in writing at Key Stage 1	Increase the percentage of children achieving GD to bring it back in line with reading and maths	Summer 2021
Progress in Writing	Increase the number of PP boys working at Greater Depth in writing so there is no attainment difference with the girls	Summer 2021
Progress in Mathematics	Improve progress measures in maths to bring it in line with reading and writing	Summer 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1 - To enable pupils to attain at least age related expectations and/or make at least good progress in reading, writing and maths.	Additional 1:1 teacher support for targeted intervention
	Additional TA support in classes for focused interventions
Barriers to learning these priorities address	The standard of homework and completion of tasks
Projected spending	£30,615

## Wider strategies for current academic year

Measure	Activity
Priority 1 - To enable the child to be ready for learning by providing targeted support for behaviour, self-esteem and emotional well-being.	To provide a school counsellor to work with identified PP children
Priority 2 - To ensure that pupils are able to access all aspects of the curriculum, including educational visits and residential trips, by providing financial support.	To provide funding for school trips, residential and wider curriculum experiences
Barriers to learning these priorities address	Personal, social, emotional and mental health issues
Projected spending	£5,400

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Reviewed termly through monitoring cycle (lesson obs, learning walks book looks, PPM and pupil surveys	To identify all children (including PP) who do not read at home/ return books regularly and plan appropriate interventions
Targeted support	4 PPM over the year led by SLT - issues highlighted to staff working with those pupils Reported to LGB termly	Continue to ensure Pupil Progress meetings identify, monitor and track attendance, progress and attainment of PP children
Wider strategies	Reviewed termly with SENCo and SLT	Continue to secure regular and high quality support for PP children in need of additional help

## Review: last year's aims and outcomes

Aim	Outcome
Support for learning - To enable pupils to attain at least age related expectations and/or make at least good progress in reading, writing and maths.	Key Stage 2 data for reading, writing, maths and SPaG show that disadvantaged pupils outperformed all other pupil categories.  Progress scores for disadvantaged children were significantly above National

	for non-disadvantaged pupils in reading and well above for writing and maths.
Support for social development - To enable the child to be ready for learning by providing targeted support for behaviour, self-esteem and emotional well-being.	Pupil surveys showed that all children were happy, felt safe, were supported by the teachers and knew there were people in school they could talk to.
Support for the curriculum - To ensure that pupils are able to access all aspects of the curriculum, including educational visits and residential trips, by providing financial support.	All disadvantaged children were given access to extra-curricular activities and took part on residential and school trips.