

## Pupil Premium Review Hemingford Grey Primary 2020/21

1. Summary information					
<b>School</b>	Hemingford Grey Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£52,765	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	300	<b>Number of pupils eligible for PP</b>	46 FSM + 4 Ever6	<b>Date for next internal review of this strategy</b>	January 2021

2. Attainment of KS2 2020		
Due to coronavirus, we do not have assessment data available for the 2019/20 academic year, and so cannot benchmark progress against other schools. The current data is below target for PP. 2019 data can be found on our website.		
<b>Year 6: 5/45 children 11% PP</b>	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	28%	78%
% making expected or better than expected progress in writing		
% making expected or better than expected progress in maths	14%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Oracy around expressing thoughts and ideas	
B.	Reading to expected level to access the wider curriculum.	
C.	Mental health concerns which distract pupils from focussing on learning (oracy – managing feelings and behaviours)	
External barriers		
D.	Attendance is a barrier which will be monitored closely for impact on learning.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increased Oracy around feelings	Oracy focus within all subjects

<b>B.</b>	Sound reading ability with understanding enables pupils to access curriculum	Gap narrowed between cohort and class for PP reading Y6
<b>C.</b>	Children have a 'toolkit' of strategies to manage difficulties and access QFT.	PSHE curriculum embedded and pupils outcomes increase. Pupils achieve at expected levels for their ages
<b>D.</b>	Attendance monitoring linked to Pupil Progress	All children attend school regularly and on time.

## 5. 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	Review of Expenditure
Reading outcomes are closer to in line with writing and maths.	Reading for pleasure and focussed strategies of QFT in reading implemented through CPD and monitoring.	Reading, writing, maths as basic skills are crucial to future achievement and life outcomes for all pupils.	School Development plan identifies reading as a priority.	VR, DG	School Closure resulted in increased gap between maths and reading/writing. Maths approach establish in school and more accessible for parents to support in remote learning. Reading approach less established and comprehension more challenging with engagement of reading declining.
Progression of reading across phases is seamless and addresses gaps in learning.	Rigorous approach to the teaching of reading. Book banding to track progress.	Phonics EEF research +4 months Systematic teaching of phonics across the school will ensure progress is not lost between key stage transitions and allows KS2 pupils to continue to access QFT and close gaps. Book banding allows for careful tracking and planning of reading skills as they develop. Reading comprehension strategies EEF research +6 months.	School Development plan identifies reading as a priority.	VR, DG	Termly tracking of phonics and Book Banding is now secure, so gaps are easily identifiable and interventions in place to support progress.

Increase in pupil's oracy around recognising and managing feelings.	PSHE curriculum incorporated and embedded into all year groups.	Oral Language Interventions EEF research +5 months. Social and Emotional Learning EEF research +4 months	School Development plan identifies PSHCE as a priority.	DJ/MP	PSHE curriculum planning reviewed by PSHE Team and led by DJ. Feelings measure in classes. Mental health concerns increased as result of school closure.
<b>Total budgeted cost</b>					£2500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of Expenditure</b>
All disadvantaged pupils tracked on Classroom Monitor and gaps planned for.	Classroom monitor group tracking. Link to planning.	Careful monitoring of children's progress and gaps enables targeted QFT and	PP progress meetings with teachers termly. CPD for teachers on PP and disadvantaged.	KM/DJ	Pupil Progress Meetings and Data Overviews tracked pupils. SDP 1e priority 2021-23.
Gaps narrowed through planned intervention and linked to work Learning Zone and Big Questions.	45 teaching assistant hours across Learning Zones	Increase in adults enables teachers to teach the basic skills in smaller groups (EEF research group size), tailoring the learning to the needs of the children. Additional adults will also support language and communication development as well as providing additional, targeted support in the basic skills.	Monitoring – inc books looks, BLINKs observations, data and planning.	SLT	Focus redirected onto learning behaviours to enable learning – effective use of TA support.
Targeted S&L support	Elkan trained TA	Follow up Speech and Language practice.	PP progress meetings with teachers termly.	MP	Reduced need for specific S&L. Oracy for all pupils, in particular PP & Dis a revised focus.
<b>Total budgeted cost</b>					£38,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of Expenditure</b>
Pastoral Mentor to support children in developing 'toolkit' of strategies to manage	Resilience group work– running groups to support anxiety	Social and Emotional Learning EEF research +4 months	CPD Directed time Availability to parents to meet class teachers or MP Class teachers to refer to MP	MP	Huge impact to families and children – evidence collected to refer to external services.

difficulties and access QTF. Increase in Pastoral Support hours in response to increase in no. of PP following Covid-19			MP to assign to Pastoral Mentor		
Maths remains an area of strength and disadvantaged pupils continue to achieve well.	Maths lead monitoring in Spring 2020 to focus on disadvantaged pupils.	Maths as basic skill is crucial to future achievement and life outcomes for all pupils.	Termly Pupil Premium meetings with teachers.	KM/DJ	Maths data shows all ch inc PP children achieving in maths.
<b>Total budgeted cost</b>					£12,500