



# Hambrook Primary School: Pupil premium strategy statement

## School overview

Metric	Data
School name	<b>Hambrook Primary School</b>
Pupils in school	198
Proportion of disadvantaged pupils	4.5%
Pupil premium allocation this academic year	£14,105
Academic year or years covered by statement	2020-2022
Publish date	September 2020
Review date	September 2021
Statement authorised by	Emma Cholmondeley
Pupil premium lead	Emma Cholmondeley
Governor lead	Bill Payne

## Disadvantaged pupil progress scores for last academic year

Measure	2019 Progress Score	2018 Progress Score
Reading	-2.2 (2.4)	3.7
Writing	-0.9 (1.6)	1.1
Maths	1.3 (5.9)	0.5

## Disadvantaged pupil performance overview for last academic year

Measure	Score 2019
Meeting expected standard at KS2	Reading 75% Writing 75% Maths 75% Combined Reading, Writing and Maths 75%
Achieving high standard at KS2	Reading 50% Writing 25% Maths 50% Combined Reading, Writing and Maths 25%

## Mission statement for disadvantaged pupils

We believe that every pupil, irrespective of background or barrier to learning can become a successful learner and attain well, given high quality teaching, a rich curriculum and strong, positive relationships. Our mission focusses relentlessly on this. We strive to create successful, independent, emotionally literate, resilient learners.

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To raise the attainment of all disadvantaged and vulnerable pupils, irrespective of starting points.
Priority 2	To provide a breadth of pastoral and therapeutic support
Priority 3	To ensure that catch up provision is in place with focus on disadvantaged children as a result of school closures.
Barriers to learning these priorities address	A potential lack of capacity for staff to work with individual children to address their specific needs.
Projected spending	£15850

## Teaching priorities for current academic year

Evidence for priority 1	Aim	Target	Actions	Target date
<p>Reading progress has been the lowest of core subjects for the past three years.</p> <p>EEF state small group tuition +4 months, 1:1 tuition +5months, Early Years Interventions +5 months, reading comprehension strategies +6months</p>	<p>Improved progress in reading</p> <p>Sustain strong attainment overall.</p>	<p>Disadvantaged and vulnerable pupils attaining in line with their peers.% of PP achieving EXS and GDS is equal to non-PP</p> <p>More children achieving greater depth in reading at the end of KS2</p>	<p>Pupil Premium Leader given time to do rigorous monitoring and tracking with a focus on PP pupils who are not making expected progress. Lead progress meetings with staff to ensure quality first teaching and appropriate interventions/provisions are used to accelerate pupil progress.</p> <p>Acting DH leading small group reading interventions for pupils in Year 6.</p>	Sept 22

			<p>Children develop a love for reading through provision of quality fiction and non-fiction texts to allow PP children access to a range of texts at home. Termly meeting with PP lead to share texts and related activities and follow up on previous reading box. Include thesaurus and dictionary.</p> <p>Headstart reading assessment analysis.</p> <p>PP meetings with DH/AH.</p> <p>Oracy Project to be attended by ADH and AHT to develop high quality vocabulary instruction within all teaching and learning.</p>	
Pupil Progress meetings and staff voice evidences sentence structure and spelling as a concern.	Improved progress in writing. Sustain strong attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers. % of PP achieving EXS and GDS is equal to non-PP. More children achieving greater depth in writing at the end of KS2	Spelling programme rolled out across the school using NNS and Headstart. Cover arranged to allow teachers to carry out interventions out of class. Sentence structure and verb form CPD provided for teachers.	Sept 22
Staff voiced concern of pupils' mental maths strategies and times tables recall being an	More children achieving greater depth in mathematics at the end of KS2	Disadvantaged and vulnerable pupils attaining in line with their peers.	Daily maths meetings. Timestables Rockstars implemented.	Sept 22

area needing addressing to enable progress in arithmetic calculations.	Sustain strong attainment overall.		Timetables intervention for Y4 children.	
Phonics data shows PP children not achieving phonics check at Y1.	Disadvantaged pupils to achieve phonics check at Y1	Target children to achieve phonics check at the end of Y1. All pupils able to read fluently and 85% of pupils achieve the expected standard or above by the end of Year 1.	TA in Y1 deliver phonics intervention to those falling behind. CPD for KS1 and Y3 teachers / TAs to ensure consistency in phonics teaching across KS1 and into Y3.	July 21

<b>Evidence for priority 2</b>	<b>Aim</b>	<b>Target</b>	<b>Actions</b>	<b>Target date</b>
EEF: social and emotional learning +4 months	Increased positive mental health and wellbeing means that pupils' attendance is sustained and academic performance improves.	Pastoral intervention records show impact on an individual basis. Emotional and social needs of all pupils is met. PP pupils are able to take part in high quality enrichment activities.	Deliver range of carefully targeted social and emotional interventions to all pupils who need them. Staff share skills and CPD to enable wider implementation of interventions. Oversee impact through staff and pupil voice on impact forms and through parent feedback. Subsidised trips for enrichment.	Sept 2021

<b>Evidence for priority 3</b>	<b>Aim</b>	<b>Target</b>	<b>Actions</b>	<b>Target date</b>
The majority of our pupils missed nearly 6 months of schooling	To ensure that provision is in place with focus on disadvantaged children to support with academic	Bespoke interventions ensure that all PP children make accelerated progress	TA hours extended to support interventions and to enable teachers	Sept 2021

<p>due to school closures during Covid 19. The government has supported with additional funding of £15,000 and this will be further supplemented by the PP. EEF evidence suggests that 1:1 tuition can have 5+ months impact and small group tuition can have 4+months impact.</p>	<p>intervention as a result of school closures.</p>		<p>to provide targeted small group support. Class teachers are released in all year groups for some bespoke afternoon interventions. Cover teacher employed to take the class.</p>	
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### Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 2	Provide nurture support for any child that requires that need.
Priority 2	Additional clubs and enrichment opportunities within every aspect of the school's curriculum.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Self-regulation of emotions for some pupils</li> <li>- A lack of self-confidence and learning resilience in some pupils.</li> <li>- A lack of financial capital for some families which limits opportunity beyond school.</li> </ul>

Projected spending	£5350
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## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given to allow for staff professional development.</p> <p>A potential lack of capacity for staff to work with individual children to address their specific needs.</p>	<p>Training for staff to ensure we are not overly reliant on individuals.</p>
Targeted support	<p>Lower levels of vocabulary and communication and language skills in some of our disadvantage and vulnerable pupils.</p> <p>Staff capacity and space to address need.</p>	<p>Focus on vocabulary instruction within staff development</p> <p>Focus on even better teaching of reading, so pupils read more, including reading for pleasure and develop their language comprehension.</p> <p>Phonics teaching developed across the whole school to ensure quality first teaching and a consistent approach.</p> <p>Developing independence with reading so children are less reliant on adult input.</p> <p>Meet with individual TAs to ensure time and space is carefully managed, especially in light of COVID. Ensure that bubbles don't mix for interventions and that staff stay within their group.</p>

Wider strategies	<p>Self-regulation of emotions for some pupils</p> <p>A lack of self-confidence and learning resilience in some pupils.</p> <p>A lack financial capital for some families which limits opportunity beyond school.</p>	<p>A focus on enrichment in all aspects of the curriculum.</p> <p>Personalised phone calls and opportunity to have extended parents meetings with teachers. PP focused class newsletters and craft packs sent home during future school closures.</p>
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### Review: last year's aims and outcomes (2019-20)

Aim	Outcome
<p>More children achieving greater depth in reading at the end of KS2.</p>	<p>Teachers provided with time to work with disadvantaged and vulnerable pupils through before school interventions. Additional teacher intervention time for Y2 and Y6 pupils 1xpm weekly. Highly effective strategy that has ensured that children have been provided with individualised support.</p> <p>End of KS outcomes not measured in May 2020.</p> <p>75% (3/4) predicted to achieve GDS in reading at end of KS2.</p> <p>High quality vocabulary embedded within all teaching and learning to be focus going forward.</p>
<p>More children achieving greater depth in maths at the end of KS2.</p>	<p>50% were predicted to achieve GDS in maths at the end of KS2.</p>

<p>Disadvantaged pupils to achieve phonics check at Y1.</p>	<p>Phonics screening did not take place due to Covid. Y2 pupils not on track identified for additional support prior to taking Y2 phonics check.</p> <p>CPD provided for KS1 staff and Y3 teaching staff (including TAs) to support small group provision.</p>
<p>To provide additional enrichment opportunities for children who need it.</p>	<p>Children in receipt of school equipment, opportunities leading to less incidents of conflict and 100% participation in the enrichment opportunities. Equipment delivered to families during school closures in the summer term.</p> <p>Improved resilience and self-esteem due to inclusion.</p>
<p>To provide nurture group and 1:1 nurture support for any child who needs it.</p>	<p>Children in receipt of affirming messages and individualised strategies, which has enabled them to remain calm and focussed during lessons. During school closures in term 5/6, vulnerable PP children invited into school for nurture group.</p> <p>Due to Covid, nurture group will not be continuing across bubbles in school, but class based TA providing individualised support where need is identified.</p>