

Pupil Premium Strategy Statement

School overview

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| School name | Hordle CE Primary School |
| Pupils in school | 330 |
| Proportion of disadvantaged pupils | 53 pupils or 16% of school population |
| Pupil premium allocation this academic year | £65455 |
| Academic year or years covered by statement | 2020 - 2021 |
| Publish date | 29.09.20 |
| Review date | December 2020 |
| Statement authorised by | Fiona Adams |
| Pupil premium lead | Louise Trim |
| Governor lead | Hannah Rook |

Disadvantaged pupil progress scores for last academic year

| Measure | Scaled Score Reading KS2 2019 | Progress Scores for 2018 – 2019 KS2 |
|---------|-------------------------------|-------------------------------------|
| Reading | 105 (107.9 NON PP) | +2.5% (+2.2 NON PP) |
| Writing | 104.3 (105.9 NON PP) | +3.5 (+3.7 NON PP) |
| Maths | 101.7 (106.3 NON PP) | -1.9 (+0.5 NON PP) |

Strategy aims for disadvantaged pupils

| Measure | Scores 2019 |
|--|----------------------|
| Meeting expected standard at KS1 R,W,M | 67% (72% NON PP) |
| Achieving high standard at KS1 R,W,M | 0% (5% NON PP) |
| Meeting expected standard at KS2 R,W,M | 67% (81% for NON PP) |
| Achieving high standard at KS2 R,W,M | 17% (21% for NON PP) |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|--|---|
| PRIORITY ONE Progress in Phonics | <p>Ensure all relevant staff (including new staff) have received RWI training to deliver the phonics scheme effectively.</p> <p>Ensure pupils make at least expected progress in phonics, securing reading skills needed to decode words until automatic decoding has become embedded and reading is fluent without overt sounding and blending.</p> |
| PRIORITY TWO Progress in Reading | <p>Ensure all pupils have access to a rich reading curriculum which develops fluency and is targeted to build pupils inference, deduction and analytical skills.</p> <p>Ensure all pupils make at least expected progress in reading and understand what they read.</p> <p>Ensure all pupils maintain positive attitudes to reading.</p> |
| PRIORITY THREE Progress in Mathematics | <p>Work with the Maths planners in every phase to ensure the Maths curriculum focuses on developing automaticity and scaffolds pupils' learning using appropriate models and images.</p> <p>Ensure all pupils make at least expected progress in mathematics.</p> |
| PRIORITY FOUR To meet the well-being needs of PP pupils to ensure they are ready to access learning. | <p>Arrange for disadvantaged pupils to receive access to relevant interventions, including: keyworkers, ELSA, the Jigsaw Programme and training in the Zones of Regulation.</p> |
| PRIORITY FIVE To develop excellence in teaching and learning | <p>To adopt the Rosenshine principles to ensure lessons are designed to take into consideration the capacity of the working memory and cognitive load theory.</p> <div data-bbox="1109 1193 1396 1581"> <p>THE PRINCIPLES OF INSTRUCTION</p> <p>TAKEAWAY FROM THE INTERNATIONAL ACADemy OF EDUCATION</p> <p>These 10 principles are the foundation of effective teaching practice. They are based on research and evidence, and are designed to help teachers plan and deliver lessons that are effective for all learners.</p> <ol style="list-style-type: none"> 1. SET PURPOSE Establish a clear purpose for the lesson and communicate it to students. 2. PREPARE MATERIAL IN SMALL STEPS Break down complex tasks into smaller, manageable steps. 3. USE QUESTIONS Use questions to check understanding and engage students. 4. PROVIDE MODELS Provide models of the task or skill to be learned. 5. GUIDE STUDENT PRACTICE Guide students through the initial stages of practice. 6. CHECK STUDENT UNDERSTANDING Check for understanding throughout the lesson. 7. OBTAIN HIGH-LEVEL DATA Obtain data on student performance to inform instruction. 8. SCAFFOLD FOR DIFFICULT TASKS Provide scaffolding to support students with difficult tasks. 9. INDEPENDENT PRACTICE Provide opportunities for independent practice. 10. WEEKLY & MONTHLY REVIEW Review learning at the end of the week and month. </div> |

Barriers to learning these priorities address

Red and Amber indicates those pupils who demonstrated less engagement during the 'Home learning' phase of lockdown. It is evident that more PP pupils found it harder to engage with remote learning.

| | STATISTICAL SIGNIFICANCE | | | | | |
|--------------|--------------------------|-------|---------|---------|---------|---------------|
| EYFS | RED | AMBER | YELLOW | GREEN | PURPLE | Pupil Numbers |
| PP | 50% | | 25% | 25% | 0% | 4 |
| NON PP | 47% | | 12% | 41% | 12% | 41 |
| ALL | 50% | | 13% | 40% | 11% | 45 |
| SIGNIFICANCE | IN LINE | | IN LINE | IN LINE | IN LINE | |
| PUPIL +/- | 0 | | 0 | 0 | 0 | |
| KS1 | RED | AMBER | YELLOW | GREEN | PURPLE | |
| PP | 61% | | 15% | 16% | 0% | 13 |
| NON PP | 37% | | 41% | 15% | 4% | 73 |
| ALL | 44% | | 36% | 15% | 3% | 86 |
| SIGNIFICANCE | BELOW | | | IN LINE | IN LINE | |
| PUPIL +/- | 3 | | 3 | 0 | 0 | |
| LJ | RED | AMBER | YELLOW | GREEN | PURPLE | |
| PP | 60% | | 18% | 17% | 4% | 23 |
| NON PP | 37% | | 26% | 17% | 19% | 73 |
| ALL | 43% | | 23% | 16% | 16% | 96 |
| SIGNIFICANCE | SIG BELOW | | IN LINE | IN LINE | BELOW | |
| PUPIL +/- | 6 | | 2 | 0 | 2 | |
| UJ | RED | AMBER | YELLOW | GREEN | PURPLE | |
| PP | 73% | | 17% | 6% | 6% | 18 |
| NON PP | 22% | | 30% | 26% | 22% | 83 |
| ALL | 31% | | 28% | 22% | 19% | 101 |
| SIGNIFICANCE | SIG BELOW | | BELOW | BELOW | BELOW | |
| PUPIL +/- | 10 | | 3 | 4 | 3 | |
| WHOLE SCHOOL | RED | AMBER | YELLOW | GREEN | PURPLE | |
| PP | 61% | | 19% | 16% | 5% | 58 |
| NON PP | 36% | | 27% | 25% | 14% | 270 |
| ALL | 42% | | 25% | 23% | 12% | |

Projected spending

£65455

Teaching priorities for current academic year

| Aim | Target | Target date |
|--|---|---------------|
| PRIORITY ONE Progress in Phonics | Achieve national average expected Phonic Screening Check scores | July 2021 |
| PRIORITY TWO Progress in Reading | Achieve the national average progress scores in KS1 and KS2 Reading (0) HORDLE ALL PUPILS KS2 2.2 (2019) | July 2021 |
| PRIORITY THREE Progress in Mathematics | Achieve the national average progress scores in KS1 and KS2 Mathematics HORDLE ALL PUPILS KS2 0.2 (2019) | July 2021 |
| PRIORITY FOUR To meet the additional needs of PP pupils who require their mental health needs to be met before they can learn. | To provide a mental health curriculum for all pupils. Mental Health Jigsaw Additional ELSA hours | December 2020 |
| PRIORITY FIVE To develop excellence in teaching and learning | To ensure there are consistently high standards of teaching and learning across the school which reflects a curriculum based on cognitive science – how children learn. | July 2021 |

Targeted academic support for current academic year

| Measure | Activity |
|------------------------------|--|
| Priority 1 PHONICS | <ul style="list-style-type: none"> • Ensure all staff are trained in Read Write Inc phonics; • Ensure all pupils receive rigorous, daily teaching of Read Write Inc phonics, speed sound lessons and story lessons; • Monitor RWi phonics teaching to ensure consistency in the quality of teaching across all groups; • RWi phonics leader to continue to run at least half-termly CPD session on RWi phonics to further develop excellence in phonics teaching; • RWi lead to ensure there are adequate resources for RWi lessons and home-learning books; |
| Priority 2 READING | <ul style="list-style-type: none"> • To buy and implement the Lexikon programme, targeting disadvantaged pupils to secure excellent progress in reading; • To use Reading Plus intervention to develop fluency, vocabulary and comprehension in Year 6 pupils; • To timetable 1:1 Catch Up Literacy interventions for targeted pupils; • To review the reading curriculum across the school, ensuring high quality texts are used in every year group and guided reading lessons develop all strands of comprehension; • To ensure disadvantaged pupils are targeted during guided reading, receiving additional support where necessary; |

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| Priority 3 MATHEMATICS | <ul style="list-style-type: none"> • To implement a Catch-Up Maths programme for all year groups to close the gap between attainment and progress for PP pupils versus all; • To deliver Maths intervention programmes for disadvantaged pupils, including First Class@Number and Power of 2; • To review the maths curriculum for all year group, ensuring new concepts are delivered in small steps with appropriate models and images; |
| Priority 4 TO MEET THE MENTAL HEALTH NEEDS OF PP PUPILS | <ul style="list-style-type: none"> • To implement the Jigsaw programme across the whole school; • To triage referrals for ELSA support, ensuring those with the highest levels of need receive timely interventions; |
| Priority 5 TO DEVELOP EXCELLENCE IN TEACHING AND LEARNING | <ul style="list-style-type: none"> • To deliver staff training on Rosenshine's Principles; • To coach members of the Senior Leadership Team in supporting their teams to delivering excellence in the classroom; • To provide support with planning in Maths and English; • To observe lessons, identifying the ways in which learning has been designed to manage cognitive load; |
| Barriers to learning these priorities address | Developing phonics skills, reading and Mathematics. |
| Projected spending | £42540 |

Wider strategies for current academic year

| Measure | Activity |
|------------------------------|---|
| Priority 1 PHONICS | <ul style="list-style-type: none"> • Screen Year 3, Year 2 and Year 1 pupils to identify phonics gaps caused by school closures (COVID 19) and address accordingly; • Ensure sufficient banded books are available for weaker readers in Years R – 3; • Eight-weekly RWi assessments to be scheduled so pupils can be regrouped promptly; |
| Priority 2 READING | <ul style="list-style-type: none"> • English leaders to ensure that Reading Plus runs three times a week and that progress of pupils in these sessions is monitored; • Future proofing IT resources for PP pupils with poor access to reading online materials and to allow daily access to Reading Plus intervention programme; • Let's Think in English to continue to develop inference, deduction and analytical skills; |

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| Priority 3 MATHEMATICS | <ul style="list-style-type: none"> • To provide CPD in delivering Mathematical concepts through appropriate models and images; • To monitor the teaching of Maths across all year groups and provide feedback to staff; • To monitor the progress of disadvantaged pupils in Mathematics during PPT and BARE Progress meetings; |
| Priority 4 TO MEET THE MENTAL HEALTH NEEDS OF PP PUPILS | <ul style="list-style-type: none"> • To increase the number of ELSA hours to ensure disadvantaged pupils can be targeted with prompt intervention; • To allocate keyworkers to newly-identified pupils, requiring additional support; • To roll out the Jigsaw programme in all year groups; • To provide staff training in Self-Regulation; • To roll out the Zones of Regulation strategies to all staff, including lunchtime supervisors, to ensure there is a common language and approach to supporting pupils in managing their emotions; |
| Priority 5 TO DEVELOP EXCELLENCE IN TEACHING AND LEARNING | <ul style="list-style-type: none"> • To provide additional support to new colleagues with planning to ensure the Rosenshine principles are adopted across the whole school; • To provide coaching to all staff in supporting PP pupils; • To provide additional enrichment training modules for teaching assistants in strategies which support pupils with managing the cognitive load; • To use the National College webinars to further support staff in developing the quality of teaching and learning; |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> - Mental health and well-being - Consistency in the quality of teaching and learning - Access to resources for phonics and reading |
| Projected spending | £19515 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------------------|---|--|
| Priority 1 PHONICS | <ul style="list-style-type: none"> • RWi lead to be released so they can monitor teaching of phonics across all groups and ensure consistency in delivering of speed sounds and story lessons; | RWi lead requires release time from class. |
| Priority 2 READING | <ul style="list-style-type: none"> • English leaders to review and monitor the richness of reading books being used in guided | <ul style="list-style-type: none"> • Approve expenditure of PP funds from GB for IT resources to allow more |

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| | <p>reading and English lessons across the school;</p> <ul style="list-style-type: none"> English leaders to monitor the range of questions being asked in guided reading; English leaders to conduct a Deep Dive investigation into passion for reading; To monitor the progress of disadvantaged pupils in Reading during PPT and BARE Progress meetings; | <p>frequent use of Google Chrome books for Reading Plus.</p> <ul style="list-style-type: none"> English leaders to book in dates and times for Deep Dive; Release time for PPT meetings; |
| <p>Priority 3</p> <p>MATHEMATICS</p> | <ul style="list-style-type: none"> To monitor the teaching of Maths across all year groups and provide feedback to staff; To monitor the progress of disadvantaged pupils in Mathematics during PPT and BARE Progress meetings; | <ul style="list-style-type: none"> Schedule in coaching session with the Maths lead and cover to release the Math's lead to join lesson observations. Release time for PPT meetings; |
| <p>Priority 4</p> <p>TO MEET THE MENTAL HEALTH NEEDS OF PP PUPILS</p> | <ul style="list-style-type: none"> Ensure disadvantaged pupils receive promptly intervention from ELSA; PSHE lead to monitor the quality of teaching and learning in Jigsaw lessons; PSHE lead to interview pupils to find out how they are using the ZOR materials to support them with their learning; | <ul style="list-style-type: none"> Timetable programmes of support for individuals and allow some 'air brick' sessions to ensure additional needs can be met as they arise. PSHE lead needs cover to do monitoring; |
| <p>Priority 5</p> <p>TO DEVELOP EXCELLENCE IN TEACHING AND LEARNING</p> | <ul style="list-style-type: none"> To conduct lesson observations; As a SLT, carry out planning scrutiny; Review pupils' books to look at the standard of learning and the quality of feedback; | <ul style="list-style-type: none"> Schedule lesson observations; Timetable SLT for book reviews and planning scrutiny; |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|--|
| Last year's aims were partially met due to school closure in March 2020. | There was no formal data for any pupil in Summer 2020. |