



St Hilda's CE Primary School
Pupil Premium Strategy Statement 2020-2022
(Draft – to be reviewed once school's re-open)

School Overview	
Metric	Data
School Name	St Hilda's CE Primary School
Number of pupils in school	(R-Y6) 236
Proportion of disadvantaged pupils	14.4%
Pupil premium allocation this academic year	£52,455
Academic year/ years covered by statement	2020-2022
Publish date	2020
Review date	2022
Statement authorised by	Carla McCoy
Pupil premium lead	Carla McCoy
Governor lead	Rev. Ross Malkin

Pupil Performance for last academic year (2019-20)			
Measure	Disadvantaged Pupils	Other Pupils	All pupils
KS2 Reading Progress Score	N/A Due to Covid19		
KS2 Writing Progress Scores			
KS2 Maths progress Score			
Meeting expected standard at KS2 in RWM combined			
Achieving high standard at KS2 in RWM combined			
Phonics			
Attendance	84%		94.4%

Please see the previous 2018/2019 action plan for the school's last set of results.

Strategy aims for disadvantaged pupils					
Aim	Target	Target date	RAG 2020	RAG 2021	RAG 2022
Attainment in Reading	To bring PP attainment in line with Non-PP pupils at the end of KS2. (2018/19 was 8% difference for ARE and 16% greater depth)	July 2022			
Attainment in Maths	To bring PP attainment to within 10% difference with Non-PP pupils at the end of KS2. (2018/19 was 12% difference for ARE and 22% greater depth)	July 2022			
Attainment in Writing	To maintain similar outcomes for writing for PP and non-PP pupils.	July 2022			
Phonics	To bring PP attainment in line with Non-PP pupils at the end of Year 1. (2018/19 67% compared to non-PP 91%)	July 2022			
Attendance	To improve the attendance of Pupil Premium pupils to ensure it is in line with non-pupil premium. (July 2022			
EYFS	Increase the number of disadvantaged pupils achieving a good level of development in EYFS to be in line with national (2018/19 33%)	July 2022			

Tier 1- Teaching priorities for current academic year	
Measure	Activity
Priority 1 – Attainment in RWM	Ensure all staff access CPD to raise their knowledge and understanding in reading, writing and maths
Priority 2 – Phonics	Staff to access CPD provided by the trust to ensure high quality teaching. To provide more phonic reader text books for the children. To promote reading across school and deliver more parent support workshops.
Priority 3 - Attendance	Principal and Pastoral Lead to lead development of attendance processes and to put strategies in place to support families to reduce persistent absenteeism
Priority 4 - EYFS	Welcomm screening at the start of the year. Staff CPD to develop language and communication
Barriers to learning these priorities address	The impact and quality of CPD. Sufficient resources for English, Maths and phonics. Attendance and punctuality issues.
Projected spend	£14000

Tier 2- Targeted academic support for current academic year	
Measure	Activity
Priority 1	Speech and language programmes to address speech and understanding early to develop vocabulary
Priority 2	Purchases resources for CPOMS/ TT Rockstars, Language and Literacy and Power Maths. Provision of staffing and resources for intervention in phonics, reading, writing and maths
Priority 3	Teachers and support staff to work with small, targeted groups to ensure that all vulnerable groups make progress.
Barriers to learning these priorities address	Low levels of communication and language on entry to EYFS Staffing availability to carry out interventions Accessibility of hardware.
Projected spend	£28,455

Tier 3- Wider strategies for current academic year

Measure	Activity
Priority 1	To enrich experiences of pupils in school by subsidising school trips and visits (residential)
Priority 2	To ensure that pupil premium pupils are able to attend educational after school clubs by providing pupils have priority places to after school clubs.
Priority 3	To engage with parents of disadvantaged children by providing support from our Pastoral Lead. To run drop-ins and support sessions in school focusing on health and wellbeing of parents. Use of CPOMS to track.
Priority 4	To provide well-being and health focused sessions for all pupils to build communication, confidence and resilience.
Priority 5	To provide a school minibus to ensure a wide range of educational visits and enrichment opportunities are available
Barriers to learning these priorities address	Readiness to learn Accessibility to access after school clubs Individual home life circumstances
Projected spend	£10,000

Monitoring and implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff to undertake professional development	Use of INSET days and cover to be provided to allow teachers to attend CPD
Targeted support	Ensuring enough time for EYFS to deliver Welcomm / screenings.	Timetable cover to ensure staff have protected time
Wider strategies	Engaging the families facing most challenges	Engage with parents through pastoral lead at school

Review: last year's aims and outcomes	
Aim	Outcome
Schools closed in March 2020 due to Covid-19. See the previous 2018/2019 action plan	