



St Hilda's CE Primary School
Pupil Premium Strategy Statement 2020-2023
(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	2020-2023
Publish date	2020
Review date	2023
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	N/A Due to Covid19	N/A Due to Covid19
KS2 Writing Progress Scores	N/A Due to Covid19	N/A Due to Covid19	N/A Due to Covid19
KS2 Maths progress Score	N/A Due to Covid19	N/A Due to Covid19	N/A Due to Covid19
Meeting expected standard at KS2 in RWM combined	N/A Due to Covid19	N/A Due to Covid19	N/A Due to Covid19
Achieving high standard at KS2 in RWM combined	N/A Due to Covid19	N/A Due to Covid19	N/A Due to Covid19
Phonics	N/A Due to Covid19	N/A Due to Covid19	N/A Due to Covid19
Attendance	95.1%		93.4%

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
EYFS	Increase the number of disadvantaged pupils achieving a good level of development in EYFS.	July 2023			
Phonics	To increase PP attainment at the end of Year 1. (2018/19 67% compared to non-PP 91%)	July 2023			
Attainment in Reading	To increase the % of disadvantaged pupils achieving Expected Standard in Reading at the end of KS2.	July 2023			
Attainment in Writing	To maintain similar outcomes for writing for PP and non-PP pupils.	July 2023			
Attainment in Maths	To increase the % of disadvantaged pupils achieving the Expected Standard and Greater Depth in KS2.	July 2023			
Attendance	To improve the attendance of Pupil Premium pupils and reduce persistent absenteeism.	July 2023			

Tier 1 - Teaching priorities for current academic year	
Measure	Activity
Reading Attainment	<ul style="list-style-type: none"> • Invest in Bug Club across whole school • Development of benchmarking to support struggling readers and identify areas of development for those below ARE. • Develop library area in classrooms and whole school library • Work with Interger to train volunteer readers in school • Training in importance of class readers and text selection to ensure children exposed to wide variety throughout time at school • Training in vocabulary teaching for all teachers to implement within Guided Reading sessions • Training for all teachers on reading domains to support teaching comprehension • Benchmarking training for TAs
Maths Attainment	<ul style="list-style-type: none"> • Teachers to be trained in MARK assessment systems • All staff to be trained in Power Maths • TAs to be trained in Rapid Maths intervention • Update maths and calculation policies • Amend timetables for Times Table Rock Stars • Purchase resources for maths teaching: text books, workbooks and concrete resources
Phonics Attainment	<ul style="list-style-type: none"> • Source and implement new phonics system across school to provide a consistent approach • Train all staff in new phonics schemes • Monitor teaching of phonics • Intervention set up to support pupils who need additional support • Identify and address gaps in knowledge
Remote Learning	<ul style="list-style-type: none"> • Develop remote learning plan and policy • Order and provide devices for families that need them • Order and provide SIM cards /data for families that need them

	<ul style="list-style-type: none"> • Identify Remote Learning Led • Train teachers on the use of on-line learning platforms • Monitor pupil engagements of pupils and support families where engagement in low • Obtain feedback from pupils and families regarding remote learning to improve the offer
Speech and Language	<ul style="list-style-type: none"> • All pupils are screened using Wellcomm and children identified for further support • TAs in EYFS and Year 1 trained in Nuffield Early Language programme • Assessment to identify gaps in knowledge and interventions set up accordingly • Speech and Language TA to work with identified pupils • EYFS staff trained in CaL through Trafford • Lego Therapy and SaLT interventions with TA for pupils who need additional language development • Train staff whole school for Language and Literacy scheme
Social / Wellbeing / Additional Support	<ul style="list-style-type: none"> • Purchase Happy Self Journal and send out to pupils during school lockdown • Implement Rainbow Recovery Curriculum for pupils returning in September 2020 with a strong focus on PHSE • Welfare calls to families and pupils during isolation periods • Selection of staff to attend mental health first aid training • Purchase Jigsaw PHSE scheme, train staff on it and develop and promote strategies to support pupils with additional needs • Musical enrichment activities (isingpop/Trafford Music Service)
Attendance	<ul style="list-style-type: none"> • Principal and Pastoral Lead to lead development of attendance processes and to put strategies in place to support families to reduce persistent absenteeism • Purchase reward trophies and badges for good attendance • Establish weekly reward time for classes with the best attendance • Raise the importance of attendance by promoting through newsletters, assemblies and rewards.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Absence due to bubble closures and positive Covid test results • Lack of engagement in remote learning • Poor attendance • Gaps in learning due to partial school closure in 2019/2020
Projected spend	£21,309

Tier 2- Targeted academic support for current academic year

Measure	Activity
Speech and Language	<ul style="list-style-type: none"> • Training of staff in EYFS and Year 1 for Nuffield Early Language programmes • Intervention groups set up from identifying pupil needs termly • Welcomm and CaL training for Early Years practitioners • Develop EY environment to promote speech and language • Develop CPD for embedding Language and Literacy scheme • Lego Therapy and language training for TAs to provide targeted SaLT interventions
Phonics Attainment	<ul style="list-style-type: none"> • Identify pupils who are behind age related expectations in phonics and provide intervention • Train all staff in phonics • Assess pupils regularly to identify and address gaps in knowledge • Parent workshops to support home reading
Reading Attainment	<ul style="list-style-type: none"> • Invest in and implement Bug Club across school • Benchmark pupils and assess their fluency and comprehension • Train staff in reading domains and skills for comprehension • Purchase new reading books for EYFS / KS1 / IPC • Teachers and support staff to work with small, targeted groups to ensure that all vulnerable groups make progress. • Revise monitoring of KS1 reading and intervention groups Early Reading action plan to provide interventions for those who are behind in reading and phonics. • Parent workshops to support home reading

Maths Attainment	<ul style="list-style-type: none"> • Review timetable to allow for maths interventions / basic maths skills boosts • Purchase rapid maths intervention package and train staff on how to deliver this. • Purchase licenses for Times Table Rock Stars • Parent workshops to support teaching of early maths • TA interventions
Social / Wellbeing / Additional Support	<ul style="list-style-type: none"> • Purchase CPOMS to monitor and evidence pupil issues • Grievance training for Pastoral Lead – dedicated time to pupils identified as needing emotional support • Mental Health First Aider training for x3 staff • Free breakfast club for Year 6 Booster groups and SATS week • Subsidised residential trip for Year 6 • Trafford Music Service/ Halle / Isingpop Musical offer in addition to core subjects • Additional wellbeing sports clubs to support targeted pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low levels of communication and language on entry to EYFS • Staffing availability to carry out interventions • Gaps in learning due to Covid isolation periods. • Staff not trained in speech and language strategies / new phonics scheme
EYFS	<ul style="list-style-type: none"> • Plan and deliver interventions to closely match pupil needs. • Develop outdoor learning opportunities in the Early Years environment • Invest in high quality resources to promote communication and language. • Assess pupils on entry and throughout the year.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • The impact and quality of CPD. Sufficient resources for English, Maths and phonics. Attendance and punctuality issues.
Projected spend	<ul style="list-style-type: none"> • £20796

Tier 3- Wider strategies for current academic year

Measure	Activity
Speech and Language Development	<ul style="list-style-type: none"> • Update speech and language training of TA in school • Parent workshops in reading and phonics to support home learning • Trust EYFS moderation with a focus on communication and language • Engaging with external agencies to audit and develop school environment to support and broaden communication and language
Attendance	<ul style="list-style-type: none"> • Share attendance expectations with staff and families • Continue working with pastoral mentor to monitor pupil attendance and put support in place for those families who need it. Identify and address poor attendance • Continue employment of pastoral / attendance mentor • Improve the importance of attendance whole school through newsletters, reports, assemblies, rewards and certificates • Implement whole school attendance policy
Remote Learning	<ul style="list-style-type: none"> • Staff to continue to support remote learning and conduct regular welfare calls • Monitoring of engagement and contact with families for support if engagement is low • Learning mentor / SEND coordinator and TA to provide additional support for vulnerable pupils working remotely. • Provide devices /sim cards for those families who need it to access learning whilst at home.

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Individual home life circumstances • Lack of engagement with school • Lack of IT devices and access in home/school
Projected spend	£10350

Monitoring and implementation		
Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensuring enough time is given to allow for staff to undertake professional development • Ensuring staff are given suitable training opportunities 	<ul style="list-style-type: none"> • Use of INSET days and cover to be provided to allow teachers to attend CPD • Training planned to meet the needs of the school/staff
Targeted support	<ul style="list-style-type: none"> • Ensuring enough time for EYFS to deliver Welcomm / screenings. • Ensure there are the correct resources needed to deliver them • Monitoring of interventions to check they are effective 	<ul style="list-style-type: none"> • Timetable cover to ensure staff have protected time • Create monitoring schedules to
Wider strategies	<ul style="list-style-type: none"> • Engaging the families facing most challenges 	<ul style="list-style-type: none"> • 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	