

## Pupil premium strategy statement for Hadleigh Community Primary School: September 2020-21

Summary information					
<b>School</b>	Hadleigh Community Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP Budget</b>	£128,788	<b>Date of most recent PP review</b>	October 2020
<b>Total number of pupils</b>	497 Nursery: 43	<b>Number of pupils eligible for PP</b>	PP = 84 SP = 51	<b>Date for next internal review of this strategy</b>	September 2021

Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>A.</b>	Pupils being “ready to learn” in class, children are provided with the opportunity to access specific social and emotional support, especially those who have found March 2020-September 2020 the most challenging)	
<b>B.</b>	Some pupils may have gaps in prior learning, and possibly widening gaps due to March – July 2020 lockdown and continuing impact of Covid 19	
<b>C.</b>	A sense of belonging for service pupils and support during challenging times– negative impact of family mobility/parental deployment.	
<b>D.</b>	A rounded education – In some cases pupils do not have access to additional opportunities that are needed to provide a rounded education and develop the characteristics that lead to their successful employment in the future.	
<b>E.</b>	In some cases, children may not be inspired to read.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1.</b>	Pupils can access learning. In class, their social and emotional needs are supported.	Pupils are ready to learn in class without the need for intervention. Their social and emotional needs are met.
<b>2.</b>	For PP pupils to make (or exceed) national expectations for attainment. To continue to close the gap between disadvantaged and non-disadvantaged pupils.	Assessment data will show gaps are being addressed. Disadvantaged pupils will attain as well as their non-disadvantaged peers.
<b>3.</b>	Service pupils have a sense of belonging, the negative impact of family mobility and parental deployment is minimised.	Service pupils perform as well as non-service pupils across the school.
<b>4.</b>	Inclusivity is a key ethos of the school – all pupils are exposed to a wide range of social/cultural and sporting experiences	Pupils attend events/visit places they may not usually be exposed to.
<b>5.</b>	Improved engagement with reading across the school builds a love of reading, reading stamina and comprehension skills.	Pupils will read regularly and develop a love of books. Assessment data will demonstrate disadvantaged pupils will attain as well as their non-disadvantaged peers in reading.

Planned expenditure					
Academic year	2020-21				
The three headings below enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1. 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	When will you review implementation?
Pupils can access learning. In class their social and emotional needs are supported.	Emotional literacy support assistant in post to support needs of pupil.	A growing number of pupils have been identified with emotional needs that act as a barrier to learning. Additionally, support for pupils with these needs is increasingly difficult to access from outside providers.	Mrs Kinnaird has received full training in the role and is managed and led by the SENDCo. In turn, they meet half termly with the Headteacher to report on caseloads.	SENDCo	Termly
For PP pupils to make (or exceed) national expectations for progress and attainment.	Varied interventions (according to need) to be provided.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	Progress checked termly – see pupil progress meeting minutes	Phase leaders and HT	Termly
	Focused “gap” teaching in Y6 and in Y2 for phonics “catch-up”	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	Progress checked half termly– see pupil progress meeting minutes	UKS2 phase leader KS1 PL	Termly
	Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.	Additional adults mean pre planned intervention groups can take place and also ad hoc according to need	The school monitoring cycle continuously evaluates provision	LT	Termly
	Pupils will complete Accelerated reader Quizzes after each book. Celebration of reading recognised in assemblies and displays	EEF found that disadvantaged pupils could make 5+ months progress using Accelerated reader.	Stats shared with individual and celebrated in assemblies – checks reading frequency of all pupils	English team	Termly
<b>Total budgeted cost: £103,568</b>					
2. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Service pupils have a sense of belonging, the negative impact of family	Club to celebrate military family background	Helps integration, gives pride in background and supports during times of emotional difficulties.	Drop ins on club Work with HIVE information support officer	GP/SH	Termly

mobility and parental deployment is minimised.	Year group support	Adult support given in each year group to intervene during emotional times of deployment.	Termly discussions at pupil progress meetings	Phase leaders and HT	Termly
	Continued use of IT systems to share school success	Tapestry and Seesaw used so pupils can share pride in their school work wherever family members may be deployed.	Use checked regularly Set expectations of posts	CD/LF	Termly

**Total budgeted cost: £15,294**

### 3. Enrichment and experiences

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Inclusivity is a key ethos of the school – all pupils are exposed to a wide range of social/cultural and sporting experiences.	Funding provided where necessary to access extra curriculum activities including visits, lunchtime clubs and after school activities.	We are an inclusive school. Finance should be no barrier to participation of school activities.	Ensure disadvantaged pupils attend visits and clubs.	HT/GP/SBM	April 2021 July 2021

**Total budgeted cost: £9,926**

## Review of expenditure: Previous Academic Year 2019-20

Extract taken from Guidance, "What maintained schools must publish online"

*We understand that evaluating the pupil premium's impact in the 2019 to 2020 academic year will present difficulties as a result of reduced numbers of pupils having attended between March and July 2020.*

*Instead, schools may wish to monitor and report on the grant's impact at the end of the current financial year, bearing in mind their duty to update this information at least annually, covering the whole period since September 2019.*

### February 2021

Due to continued pandemic difficulties - review of spending and impact on disadvantaged pupils will take place in September 2021 when we have in-school assessment data to use in place of statutory assessment data.

### 1. Quality of Teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
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Disadvantaged pupil progress scores for last academic year: NO STATUTORY ASSESSMENTS IN 2020

Learning for all groups was significantly impacted by the national lockdown in 2020.

### 2. Targeted support

Provision of support for emotional and behavioural needs was significantly impacted by the 2020 national lockdown. In addition to our weekly phone contacts with all families we planned for explicit targeted support which included additional phone calls, home visits and an adjusted remote education offer. (See RLP)

### 3. Enrichment and experiences

Provision to support pupils access extra-curricular opportunities was significantly curtailed due to the national lockdown in 2020. We hope to support Y6 pupils on our extended visit in July 2021.