



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2020-21



1. Summary information					
School	Henley Green Primary School				
Academic Year	2020-21	Total PP budget	£292,070	Date of most recent PP Review	Sept 2020
Total number of pupils	421	Number of pupils eligible for PP	206	Date for next internal review of this strategy	Sept 2021

2. Current attainment - from July 2019 - DUE TO COVID-19 Data from July 2020 cannot be updated		
**Based on RaiseOnline Data July 2019	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% pupils achieving expected standard or above in Reading, Writing and Maths	45% <i>(National average 47%)</i>	50% <i>(National average 68% 65% - all groups)</i>
Measure of Reading progress Confidence interval measures for pupil premium between -3 and +1.4	-0.8	-0.2 <i>(LA +0.1/Nat +0.3)</i>
Measure of Writing progress Confidence interval measures for pupil premium between -3.2 to +0.8	-1.2	-0.6 <i>(LA -0.1/Nat +0.3)</i>
Measure of Maths progress Confidence interval measures for pupil premium between -0.4 to +3.4	+1.5*	+1.0 <i>(LA +0.6/Nat +0.4)</i>
<i>*Pupils eligible for pupil premium made better progress</i>		



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2020-21



3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

All children returned to school in September 2020 following closures since March 2020. Identified Vulnerable pupils, Keyworker pupils, Reception, Year 1 and Year 6 returned as a phased approach in June 2020 to begin to support children’s return to learning. Some vulnerable families benefited from this provision to maintain consistency in learning. However, a number of children were not only out of education, but not accessing home learning and not engaging in any learning at home and as a result the gap has widened. The government have earmarked a catch- up premium, which will be spent alongside pupil premium in supporting children back into learning, providing bespoke and effective interventions.

- | | |
|-----------|---|
| A. | Pupils returning after school closures have been out of education for up to six months. Government pupil premium and catch-up premium must be implemented effectively to gain rapid progress supporting pupils back to achieving age-related expectations |
| B. | Low levels of language in EYFS and KS1, impact of Language acquisition for pupils with English as an Additional Language. |
| C. | Approaches to reading poor, levels of reading at home low. Limited amount of opportunities to access motivating reading materials. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

- | | |
|-----------|---|
| D. | Family support required to monitor and improve attendance, social, emotional and mental health aspects of learning. Increased numbers of families requiring holistic support from the Inclusion team – crucially following a period of time when school has been closed |
|-----------|---|

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils access Quality First Teaching in Maths and English as part of the Recovery Curriculum including identifying and addressing underachievement leading to good outcomes for pupils. All pupils regularly develop basic skills that underpin their learning in Maths and English.	Baseline assessment and key data points during the year. Monitoring including flipchart planning, book looks, leadership link meetings and pupil progress meetings 100% of planning and therefore teaching addresses the gaps and leads to good outcomes for pupils
B.	Assessing and supporting provision for developing basic skills specifically in Phonics through effective RWI provision for pupils in Reception and Key Stage One	Ongoing RWI assessments RWI planning and teaching support Salford Reading Tests completed at key points during the year Teacher assessments
C.	Pupils make good progress in developing their Reading skills and a love of Reading	Salford Reading Tests completed at key points during the year 1:1 Reading data will demonstrate that pupils are reading at home Pupils will have access to a range of reading materials offered within the class and school libraries
D.	Attendance is in line with or greater than National Average	Attendance % is in line with the National Average



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2020-21



5. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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?



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2020-21



<p>To address the ongoing gaps in learning in Reading – develop reading skills and a love of Reading.</p>	<p>English Leader: non-class based able to monitor and support teachers across the school to improve wave 1 teaching</p> <p>Monitoring provides the English lead with key areas for staff development including mentoring, modelling and whole staff CPD.</p> <p>Reading Gladiators Intervention for 2020-2021 Y2 and Y4</p>	<p>Pupils present with low baselines in reading and writing on entry.</p> <p>A special fund was allocated for the purchase of books and resources focused in developing Reading skills and a love of Reading. High quality texts (with a focus on class novels and picture books) to be purchased for all classes across the school, as well as new home-school readers and books celebrating diversity, as well as books to support the teaching of Maths in Reception</p> <p>To include CPD for English Lead on Fluency, as well as materials to support this.</p>	<p>Ongoing monitoring across the school including observations of teaching, interventions, reading 1:1 and training feedback</p>	<p>English Leader</p>	<p>Ongoing monitoring and analysis of data/assessments</p>
<p>To implement high quality teaching and delivery of RWI phonics in line with the School Development Plan</p>	<p>English Leader: non-class based provides all RWI planning and resources</p>	<p>A separate fund was allocated for the purchase of an annual subscription to the Ruth Miskin Schools' Portal, to enable all staff to access high-quality training in all aspects of Phonics teaching, and to support the school in providing high-quality remote learning provision in Phonics.</p>	<p>Ongoing monitoring across the school and and training feedback</p>	<p>English Leader</p>	<p>RWI ongoing assessments</p>
<p>To develop basic skills that underpin pupils learning in English and address the gaps in knowledge within the curriculum</p>	<p>Phase Leaders Leadership Links English Leader</p>	<p>Address gaps/underachievement in basic skills in Writing through: -Provision of CPD -Ongoing planning support (with focus on key skills) -Support Teacher Assessment of Writing through Comparative judgements(Y2/Y6/Y1/Y4)</p>	<p>Ongoing monitoring of teaching and standards throughout the phase (including book looks) Half-termly monitoring of pupil progress, Phase meetings</p>	<p>English Leader and Phase leaders</p>	<p>Ongoing monitoring and analysis of data/assessments</p>



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2020-21



<p>To develop basic skills that underpin pupils learning in Maths and address the gaps in knowledge within the curriculum</p>	<p>Asst Head – Maths Manager</p>	<p>Non class based Asst Head Maths leader to ensure Maths Skills are implemented consistently across the school. Support colleagues in tracking back to prior skills to check knowledge has been retained over lockdown or ensure children are supported in closing any gaps in knowledge by accessing relevant Maths Skills work and homework. To include a baseline score on Sound Check for Years 4, 5 and 6 and implement further support and interventions as required. Promote use of Numbots and Times Tables Rock Stars so that all pupils from Reception to Year 6 have access and use increases.</p>	<p>Monitor progress in achievement of Maths Skills to evidence progress over the term/year. Times Tables Rock Stars Competition held to promote speed of recall. Half -termly monitoring of pupil progress, interventions</p>	<p>AHT/Maths leader</p>	<p>Ongoing monitoring and analysis of data/assessments</p>
<p>Pupil Premium pupils have additional needs identified swiftly with appropriate provision in place to accelerate progress</p>	<p>Part-time AHT for Inclusion Full-time SENDCo SLA for External Support – SEMHL EPS SALT Clinical Psychologist Complex Communication Team Speech link</p>	<p>AHT for Inclusion and SENDCo are able to support staff and make the necessary referrals and assessments to remove barriers to learning Whole staff CPD – Recovery and Return to Learning – A Trauma informed approach Support by specialist teachers to provide focus strategies to ensure positive pupil well-being and progress</p>	<p>Ongoing staff support Pupil needs monitored by AHT for Inclusion & SENDCo and discussed at termly agency meetings Analysis of referrals and pupil progress and teachers</p>	<p>AHT for Inclusion & SENDCo</p>	<p>Ongoing monitoring and analysis of data/ outside agency assessments/reports</p>
<p>The needs of Pupil Premium pupils are effectively recorded in relation to safeguarding concerns, behaviour, SEND incidents.</p>	<p>CPOMS subscription</p>	<p>The school are able to effectively record and communicate factors contributing to safeguarding practices including existing injuries forms (body maps), progress and concerns. The system will bring together key information about each pupil, including SEND information and attendance, contributing to Early Help/Support meetings and those under social care</p>	<p>Analysis of incidents</p>	<p>AHT for Inclusion and Safeguarding Lead (DSL)</p>	



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2020-21



ii. 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?
Whole school attendance is in line with national average.	Designated Safeguarding Lead Family Support Worker Newly Appointed Senior Family Support Worker July 2020	Approx 138 pupils identified as requiring additional family support. Inclusion team to support with in-going concerns for our families, attend Early Help/Support meetings and co-ordinate meetings with social care. Impact of team support on attendance due to first day calling and home visits.	Weekly analysis of attendance to focus school actions	DSL/FSWs/ AHT for Inclusion	Half-termly review of attendance
Pupils receive the appropriate support to attend school and have social, emotional and mental health needs met – these needs have increased as a direct impact of the recent lockdown and school closure	Senior Family Support Worker Learning Mentor Family Support Worker Relate Time for You Forest School Provision Attachment/Emotion coaching training Clinical Psychologist	Family Support Workers and Learning Mentor support pupils both in dealing with factors which impact learning both inside and outside of school and supporting pupils individually and in groups. Additional inclusion groups eg. relaxation, art therapy, lego therapy supports the social and emotional well-being to enable children to focus on their learning in class. Engagement of children in forest school provision will lead to a reduction of incidents and improve pupils' social, emotional and mental health well-being Staff confidence in using emotion coaching as a strategy to support pupils will lead to a reduction in incidents which impact on social, emotional and mental health well-being and pupils will be able to express themselves more effectively and appropriately. Clinical Psychologist meets individual pupils fortnightly to support children with complex needs	Termly review of team actions against pupil progress Pupil and staff voices	DSL/FSWs/ AHT for Inclusion/ SENDCo and Forest School Lead	Termly



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2020-21



Pupil Premium pupils have additional speech & language needs identified with appropriate provision in place.	Speech & Language Therapist Wellcomm, Word Aware and Blast speech, language and vocabulary interventions in EYFS Speechlink	Pupils have speech and language needs identified swiftly and receive a quicker response from the Speech and Language Therapy service for assessment and target setting. This will impact upon pupil understanding within the classroom to improve learning and ensure pupils can communicate effectively	Ongoing assessment data for the Speech and Language Therapy Service. Analysis of referrals to SALT	SENDCo and EYFS Lead	Termly
Continue to develop the HUB provision (nurture unit) focussed on raising the attainment in RWM in Year 1. Afternoon provision focuses on nurture across Years 1-6	UQ Teacher 2 x Grade 3TA	Small group teaching, differentiated targeted planning and specialised resources supports pupils in closing the gaps to reach expected or above standard in Year 1 Nurture provision supports the social, emotional and mental health well-being of pupils and raises parental engagement. UQ Teacher leads provision in the afternoon session supported by SENDCo	Team meetings Ongoing monitoring by SENDCo and AHT for Inclusion Tapestry Pupil progress Passports to progress	AHT for Inclusion and SENDCo KS1 Phase Leader	Half-Termly
All pupils receive targeted intervention to ensure expected levels or progress in English, Maths and Speech and Language	Full-time TA in each year group (<i>not included in final costings</i>) HLTAs in each phase	Pupils enter school with low baselines which require targeted support to enable them to accelerate progress towards age related expectations. Pupils require interventions which enable them to progress their understanding of key objectives to facilitate expected levels of progress. Teaching assistants provide nurture activities and support at lunchtimes for pupils so that no learning time is wasted and pupils experience a successful start to their afternoon.	Ongoing monitoring of interventions by SLT – DHT leads pupil progress meetings Analysis of progress in pupil progress meetings Analysis of data/assessments	SLT	Termly
iii. Other approaches					
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?



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2020-21



All pupils are ready to learn and feel part of the school community	Breakfast Club Staffing	External barriers (such as breakfast) to learning are removed for all pupils to equip them in being ready to learn. All pupils represent the school through school uniform and feel part of the school community.	Half-termly analysis of pupil attendance/family needs	SLT/DSL/ FSWs	Annually
Pupil premium pupils are provided with the same extended and extra – curricular school opportunities (where possible due to COVID-19 restrictions)	Dol-y-Moch Music tuition subsidiary RSC sessions Imagineering Performing Arts Awards and prizes EDVIS	All pupils have equal access to a range of cross-curricular activities which contribute to the holistic development of all pupils. Opportunities will enable all pupils to develop a love of learning in a range of areas to enhance their holistic development.	Regular analysis of pupil premium involvement in wider opportunities	SLT	Annually
Total budgeted cost					£292,070

REVIEW OF KEY EXPENDITURE 2019-20

Previous Academic Year 2019-20

In March 2020, the Covid-19 pandemic forced school closures, which meant that some of our most vulnerable children were out of education for 6 months. This was significant and detrimental to their academic progress, mental and physical wellbeing and caused a significant proportion of our families to struggle financially. Some families relied on free school meal vouchers along with accessing the grub hub and food banks with vouchers arranged through the school. Our pupils have had a range of experiences throughout lockdown and a comprehensive recovery curriculum is in place to support children to feel safe, secure, to settle and learn again.

Overview of the types of support provided for families during March 2020 lockdown – led by the Pastoral Team and SLT

Food bank vouchers, Grub Hub, Weekly food parcels, Charity applications, Face Time advice/emotional support

Parenting strategies/suggestions, Debt support

Referrals to additional support agencies, Housing enquiries

Weekly/Daily safe and well telephone calls/texts

Child in need meetings and Child protection conferences

Early Help support meetings and Informal support meetings via Teams/zoom

Additional agency support school actioned

Police, Social and private Housing

Early Help Hubs

CRASAC and NSPCC

HAVEN/other domestic abuse services

WISH, Relate

Social care and MASH

Mental Health Crisis Team

September 2020



HENLEY GREEN PRIMARY SCHOOL

Pupil Premium Strategy 2020-21



i. Quality Teaching for all			
Desired Outcome	Chosen action/Approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether you will continue with this approach)
To raise the Quality of teaching of Writing and Spelling to at least Good or better throughout the school to impact upon pupil progress	English Leader: Ongoing Training and monitoring	<i>Unable to measure the full impact due to school closure in March 2020 and certain groups of children returning in a phased approach from June 2020</i>	
To improve the progress of pupils in Key Stage One to be equal to the progress made in Key Stage Two To improve the progress of pupils in Key Stage Two in Reading	Key Stage One Phase Leader Key Stage Two Phase Leaders English Leader	<i>Unable to measure the full impact due to school closure in March 2020 and certain groups of children returning in a phased approach from June 2020</i>	
To improve pupil attainment in maths fluency and reasoning To embed the teaching of bar modelling across the school as a strategy for solving problems	Asst Head – Maths Lead	<i>Unable to measure the full impact due to school closure in March 2020 and certain groups of children returning in a phased approach from June 2020</i>	
Pupil Premium pupils have additional needs identified swiftly with appropriate provision in place to accelerate progress	Part-time AHT for Inclusion Full-time SENDCo	<i>Unable to measure the full impact due to school closure in March 2020 and certain groups of children returning in a phased approach from June 2020 Remote interventions and 1:1 support were set up where possible eg. CCT sessions</i>	
Whole school attendance is in line with national average.	DSL Family Support Worker	<i>Unable to measure the full impact due to school closure in March 2020 and certain groups of children returning in a phased approach from June 2020</i>	
Embed the HUB provision (nurture unit) focussed on raising the attainment in RWM in Year 1 or pupils who did not achieve GLD. Afternoon provision focuses on nurture across years 1-6	SENDCo UQT Two x Grade 3TA	<i>Unable to measure the full impact due to school closure in March 2020 and certain groups of children returning in a phased approach from June 2020</i>	
All pupils receive targeted intervention to ensure expected levels or progress in English, Maths and Speech and Language	Full-time TA in each year group(not included in final costings) HLTAs in each phase	<i>Unable to measure the full impact due to school closure in March 2020 and certain groups of children returning in a phased approach from June 2020</i>	