

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Hope Community School Southampton				
Academic Year	2020_21	Total PP budget	80,520	Date of most recent PP Review	Sep 20
Total number of pupils	126	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Dec 20

2. Current attainment – Mid –Year Assessment pre-Covid Year 2019_20		
	<i>% Pupils eligible for PP at ARE or above</i>	<i>% Pupils not eligible for PP at ARE or above</i>
Reading		
Reception	45%	52%
Year 1	71.4%	81.8%
Year 2	56.3%	100%
Writing		
Reception	40%	38%
Year 1	71.4%	72.7%
Year 2	50%	89%
Maths		
Reception	45%	52%
Year 1	71.4%	72.7%
Year 2	69%	100%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers																											
A.	Poor oral language skills hinders writing attainment.																										
B.	PP children have significantly lower attainment in reading than non-PP children.																										
Additional barriers (including issues which also require action outside school, such as low attendance rates)																											
C.	Attendance Pre-Lockdown: <div><div>Whole School</div><div>Percentages</div><table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>51</td><td>92.95</td><td>4.21</td><td>2.84</td><td>2.04</td><td>1.25</td></tr><tr><td>Not Pupil Premium</td><td>64</td><td>94.31</td><td>4.64</td><td>1.05</td><td>0.89</td><td>0.21</td></tr></table></div>							Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	51	92.95	4.21	2.84	2.04	1.25	Not Pupil Premium	64	94.31	4.64	1.05	0.89	0.21
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4. Intended outcomes (specific outcomes and how they will be measured)					Success criteria																						
A.	Increased use of technical vocabulary in different subjects and responses in full sentences when communicating in class.				Pupils demonstrate an increased knowledge of vocabulary in lessons and through pupil interviews. In Year R PP children make accelerated progress in Communication and Language.																						
B.	Improved rates of progress in reading and a closing of the attainment gap in reading for all year groups.				Accelerated progress for PP children in each year. Attainment gap closes.																						

C.	Improved attendance and punctuality results in improved progress for PP children.	Rapid improvement in attendance and punctuality for PP children.
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5. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Action	Intended outcome	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)	Cost
Continue implementation of Maths Mastery	PP children continue accelerated progress.	Use of clear mathematical vocabulary and concrete manipulatives is having a demonstrable impact on achievement in maths	PP pupils made good progress in Maths with the gap closing in Y1.	£3500
Fund trips for PP children	PP to have full access to trips.	PP children need to develop vocabulary and real experiences will help this		
Implement Write Stuff - Staff training -Resources -Rich texts	PP children to develop rich vocabulary through quality first teaching in writing.	Write stuff provides a supportive and challenging approach to developing children’s writing.	Staff training Monitoring of teaching and learning Principal to model lessons	£1000

Implement Book Talk - Purchase high quality shared texts - Staff training	PP children develop a love of reading	Book talk provides a whole school approach to the development of passionate readers.	Staff training Monitoring of teaching and learning.	£1000
Purchase access to Mathletics	PP pupils have access to fun online maths activities and improve progress in Maths	PP children need to have opportunity to practise maths learning	Monitoring by SE	

ii. Targeted support

Action	Intended outcome	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)	Cost
Implement BLAST intervention for YR and Y1 pupils	PP children to make accelerated progress in listening and attention and Language and Communication and will develop confidence	Many schools have used BLAST successfully to improve their children's language development.	Monitoring of the intervention by CB and HP.	£500

Continue targeted interventions to close gaps in reading, writing and Maths. Employ high quality TAs in order to deliver this	PP children to make accelerated progress in Reading, Writing and Maths.	High quality TAs supporting quality first teaching and immediate intervention for pupils make a demonstrable impact on progress.	Half-termly monitoring of teaching and learning.	

iii. Other approaches

Action	Intended outcome	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)	Cost
FLO to support PP families with low attendance and poor punctuality	PP attendance improves rapidly and closes the gap with non – pp children.	FLO is already having a positive impact with	Attendance monitored by the local council	
Use EWO to support FLO with home visits and meetings with PP families with poor attendance.	As above	EWO adds extra support for PA families	Attendance monitored by the local council	

Continue to fund breakfast club places for PP children	As above	Breakfast club not only provides a good routine for PP children but it also allows parents to drop off early	Attendance monitored by the local council.	
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6. Planned Expenditure 2020-21

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Academic year	2020-21
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Purchase RWI Resources	High quality resources facilitate high quality phonics teaching for all pupils.	RWI is a proven programme for supporting all pupils make rapid progress with their reading.	Top priority in SDP. Monitoring and evaluation outlined in SDP.	MP and KH	Half-Termly assessments and Pupil progress meetings.
RWI - Training	All Teachers, TAs and Additional support staff are trained to deliver effective phonics sessions.	Smaller groups enable more focussed and targeted support.	Monitoring outlined in SDP.	MP and KH	Half-termly
Continued use of Mathematics Mastery programme.	All teachers trained to deliver Maths Mastery programme.	Use of Maths Mastery has resulted in accelerated progress for all pupils.	Half-Termly Monitoring	SW	Half-Termly progress meetings.

	Focus on accurate vocabulary, depth of understanding and problem solving.				
Continued use of Write Stuff training for staff.	All staff trained in teaching writing using the Write Stuff approach.	Use of the programme last year resulted in accelerated progress in pupils' writing and a particular improvement in vocabulary choice.	Half-Termly monitoring	KH	Half-Termly
Continued use of BLAST programme for Reception pupils with a low C&L baseline.	New Reception staff trained in the use of BLAST 2.	Use of the programme last year resulted in accelerated progress in pupils' C&L	Half-Termly monitoring	CB	Half-Termly
Total budgeted cost					£30000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Spotlight pupils for RWI – focus of 1:1 tutoring in the afternoons.	PP prioritised for 1:1 catch up tutoring for phonics. This will result in PP children closing gaps rapidly.	1:1 Tutoring is an evidence based approach to narrowing gaps in pupils' learning.	Monitoring by Phonics lead	MP	Half-Termly

All PP children get a personal copy of whole class texts to read at home.	Promotes love of reading.	Having rich texts at home promotes the love of reading.	Monitored by reading lead.	KH	Half-Termly
Priority feedback, seating and questioning.	Staff prioritise PP children.	Quality feedback results in accelerated progress.	Pupil progress meetings – half-termly	SW	Half-Termly
Narrowing attainment gap for PP children in reading is an appraisal target for all teaching staff.	Narrowing attainment gap becomes all teaching staff's concern.	PP is a priority for all staff	Appraisal Meetings x 3 yearly	SW	Appraisal meetings
Introduce Nuffield Early Language Intervention	PP to improve speaking skills	EYFS baseline	Appraisal meetings. High quality training.	CB/BL	Pupil progress meetings
Total budgeted cost					£30,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children get priority access to Clubs	PP children have rich experiences at school	Access to a variety of clubs will enable all pupils to develop new skills.	Monitored by PD lead	SWo	Half-Termly
PP children have school Trips part funded	PP children have rich experiences outside of school	Significance of 'Cultural capital' has been highlighted in recent research.	Monitored by PD lead	SWo	Half-Termly

Pledges – Agreed experiences all PP children are entitled to and will have priority access to during their time at HCS.	Gap in cultural capital is narrowed.	Significance of 'Cultural capital' has been highlighted in recent research.	Monitored by PD lead	SWo	Half-Termly
FLO to support PP families with low attendance and poor punctuality	PP attendance improves rapidly and closes the gap with non – pp children.	FLO is already having a positive impact with	Attendance monitored by the local council		
Total budgeted cost					£20000