

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

1. Summary information					
School	Hope Community School Southampton				
Academic Year	2021_22	Total PP budget	78,010	Date of most recent PP Review	Aug 21
Total number of pupils	119	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Dec 21

2. Current progress and attainment –2020_21				
	<i>Steps Progress for PP</i>	<i>Steps progress for non-PP</i>	<i>% Pupils eligible for PP at ARE or above</i>	<i>% Pupils not eligible for PP at ARE or above</i>
Reading				
Reception	8.2	8.5	0	23
Year 1	4.9	3.9	52	61
Year 2	6.3	4.2	93	75
Year 3	4	3	80	88
Writing				
Reception	8	9.4	0	23
Year 1	5.3	4.8	79	92
Year 2	4.9	4.4	71	91
Year 3	4	3	80	75
Maths				
Reception	7.9	8.9	0	15
Year 1	3.8	3.3	42	39
Year 2	4.9	3.9	71	91

Year 3	5	4	80	88																																																			
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 maths than non-PP children.																																																						
Additional barriers (including issues which also require action outside school, such as low attendance rates)																																																							
C.	Attendance 2020-21 <table border="1"><tr><td></td><td>2018-19</td><td>2019-20</td><td>2020-21</td><td></td></tr><tr><td>Pupil Premium</td><td>93.8</td><td>92.9</td><td>95.1</td><td>2.2</td></tr><tr><td>Non Pupil Premium</td><td>92.9</td><td>93.9</td><td>95.7</td><td>1.8</td></tr></table> Lateness 2020-21 <table border="1"><tr><td></td><td colspan="2">2018-19</td><td colspan="2">2019-20</td><td colspan="2">2020-21</td><td colspan="2">Difference since previous year</td></tr><tr><td></td><td>Before Reg</td><td>After Reg</td><td>Before Reg</td><td>After Reg</td><td>Before Reg</td><td>After Reg</td><td>Before Reg</td><td>After Reg</td></tr><tr><td>Pupil Premium</td><td>2.0</td><td>1.2</td><td>2.0</td><td>1.3</td><td>0.8</td><td>0.7</td><td>-1.1</td><td>-0.6</td></tr><tr><td>Non-PP</td><td>0.7</td><td>0.2</td><td>0.9</td><td>0.2</td><td>0.3</td><td>0.1</td><td>-0.6</td><td>-0.1</td></tr></table> While attendance and lateness is improving for PP children we still aim to reduce the gap between PP and Non-PP still further.					2018-19	2019-20	2020-21		Pupil Premium	93.8	92.9	95.1	2.2	Non Pupil Premium	92.9	93.9	95.7	1.8		2018-19		2019-20		2020-21		Difference since previous year			Before Reg	After Reg	Before Reg	After Reg	Before Reg	After Reg	Before Reg	After Reg	Pupil Premium	2.0	1.2	2.0	1.3	0.8	0.7	-1.1	-0.6	Non-PP	0.7	0.2	0.9	0.2	0.3	0.1	-0.6	-0.1
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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																																																			

		<p>lessons and through pupil interviews.</p> <p>In Year R PP children make accelerated progress in Communication and Language.</p>
B.	Improved rates of progress in maths and a closing of the attainment gap in maths for all year groups.	<p>Accelerated progress for PP children in each year.</p> <p>Attainment gap closes.</p>
C.	Improved attendance and punctuality results in improved progress for PP children.	Rapid improvement in attendance and punctuality for PP children.

5. Review of expenditure				
Previous Academic Year		2020-2021		
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 Y1-3.	£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.	PP pupils made good progress in Maths with the gap closing in Y1-3.	£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.	PP pupils made good progress in Reading with the gap closing in Y1-3.	£1000
Implementation of RWI	PP make accelerated progress in reading	PP make accelerated progress in Reading.	PP pupils made good progress in Reading with the gap closing in Y1-3.	
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 NELI intervention for YR pupils	PP children to make accelerated progress in listening and	Many schools have used NELI successfully to improve their children's language development.	9 pupils targeted with NELI made accelerated progress in C&L – above non NELI pupils	£500

	attention and Language and Communication and will develop confidence			
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.	PP children made good progress in all year groups and closed the gap with Non-PP in Reading, Writing and Maths	
PP children prioritised for reading tutoring.	PP children to make accelerated progress in Reading,	Use of FFT lightning squad programme – research based and backed by DfE.	PP pupils made good progress in Reading with the gap closing in Y1-3.	1000
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	PP attendance improves rapidly and closes the	FLO is already having a positive impact with	PP attendance and lateness improving.	

attendance and poor punctuality	gap with non – pp children.			
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	PP attendance and lateness improving.	
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.	

6. Planned Expenditure 2021-22

SW

Academic year

2021-22

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?
Continue to invest in 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.	KH	Half-Termly assessments and Pupil progress meetings.

Continue high quality 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.	KH	Half-termly
Continued use of Mathematics Mastery programme.	All teachers trained to deliver Maths Mastery programme. Focus on accurate vocabulary, depth of understanding and problem solving.	Use of Maths Mastery has resulted in accelerated progress for all pupils.	Half-Termly Monitoring	SW	Half-Termly progress meetings.
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 NELI programme for Reception and Y1 pupils with a low C&L baseline.	New Reception staff trained in the use of NELI.	Use of the programme last year resulted in accelerated progress in pupils' C&L	Half-Termly monitoring	CB	Half-Termly
Total budgeted cost					£29000
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
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
Continue Nuffield Early Language Intervention	PP to improve speaking skills	EYFS baseline	Appraisal meetings. High quality training.	CB/BL	Pupil progress meetings
Total budgeted cost					£29000
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