# Pupil Premium Strategy Statement Hornby St Margaret’s Primary

## School overview

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| **Metric** | **Data** |
|  School name | Hornby St Margaret’sCEPrimary  |
| Pupils in school | 51 |
| Proportion of disadvantaged pupils | 10% |
| Pupil premium allocation this academic year | £5380 |
| Academic year or years covered by statement | 2021-2024 |
| Publish date | 20 May 2021 |
| Review date | 20 May 2022 |
| Statement authorised by | Kerry Stafford-Roberts |
| Pupil premium lead | Kerry Stafford-Roberts |
| Governor lead | Lyndsey Winston |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |

## Disadvantaged pupil performance overview for last academic year

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | N/A |
| Achieving high standard at KS2 | N/A |

## Overview

## Due to small numbers of Pupil premium children we cannot set targets for all years and we have generalised some information. Data is suppressed due to very low numbers to protect the anonymity of pupils.

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| Priority 1 | Ensure staff have time to work 1:1 hearing children read and tracking their progress to ensure reading is prioritised and they are encouraged to progress with the reading scheme. |
| Priority 2 | Reinforce mathematical concepts to ensure children regain mastery of concepts lost during lockdown and ensure pp pupils attainment is at least in line with other pupils (using termly standardised scores from White Rose Maths). Provide additional maths support sessions before school. |
| Priority 3 | Ensure Emotional health and wellbeing needs of pupils are addressed. |
| Barriers to learning these priorities  | Emotional wellbeing of pupilsFurther closure due to Covid |
| Projected spending  | £5380 (total PP allocation) |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Make at least 12 months progress in reading age since July 2020 | July 2021 |
| Progress in Writing | Achieve national average levels for their year group at the end of the academic year (moderated teacher assessment) | July 2021 |
| Progress in Mathematics | Achieve an average standardised score at the end of the academic year (using White Rose maths tests) | July 2021 |
| Other | Improve emotional health and wellbeing of pupils. | July 2022 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Fund TA for 1 hour per week supporting individual reading 15 mins 4 x per week = £550 per pupilReading resources used to support progress. |
| Priority 2 | Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations 5 x 20 min sessions with TA = £917 per pupil |
| Priority 3 | Allocate a Teaching Assistant to the pupils in each class to ensure wellbeing, provide emotional security & social skills development.5 minutes per child per day + social skills group weekly. Costed within school staffing. |
| Barriers to learning these priorities address | Encouraging wider reading and providing catch-up in mathematics , supporting emotional health and wellbeing.Resources to support Emotional health and wellbeing £35 |
| Projected spending | £7,335 (PP + additional funds) |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Building children’s writing at length skills which are areas of weakness following lockdowns. |
| Priority 2 | Enhancing provision and attainment in the wider curriculum through subject leadership. |
| Barriers to learning these priorities address | Embedding Maths Mastery in school |
| Projected spending | £610 through School Improvement Plan funds |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development | Whole staff to receive training on subject leadersip INSET.  |
| Targeted support | Ensuring enough time for TA to support small groups / individual support  | Careful timetabling to be evaluated weekly to ensure provision is maintained |
| Wider strategies | Engaging the families facing most challengesEncouraging a return for children to other activities such as instrument tuition, Cubs, Brownies. | Working closely with the LA and other local schools to build relationships with the new early help team.Working closely with external organisations as they return. |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Progress in Reading and Writing | Progress was delayed due to covid 19 lockdown and home learning. This disproportionately affected pupil premium students. A clear programme is in place to catch up any lost learning and move forward. |
| Progress in Mathematics | Progress was delayed due to covid 19 lockdown and home learning. This disproportionately affected pupil premium students. A clear programme is in place to catch up any lost learning and move forward. |
| Phonics | Progress was delayed due to covid 19 lockdown and home learning. This disproportionately affected pupil premium students. A clear programme is in place to catch up any lost learning and move forward. |
| Other | Emotional health has been affected due to family and lockdown issues. |