

‘Caring, Believing, Achieving’

**Our Pupil premium statement**

## School overview

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| **Metric** | **Data** |
|  School name | Hatherop CofE Primary School |
| Pupils in school | 84 |
| Proportion of disadvantaged pupils | 7% |
| Pupil premium allocation this academic year | £4,260 |
| Academic year or years covered by statement | 2018-21 |
| Publish date | 01 December 2019 |
| Review date | 01 October 2020 |
| Statement authorised by | Caroline Burton |
| Pupil premium lead | Lauren Nolan |
| Governor lead | Ginette Chalmers |

## Disadvantaged pupil progress scores for last academic year

|  |  |
| --- | --- |
| **Measure** | **Score** |
| KS2 Reading | +0.19 |
| KS2 Writing | +1.51 |
| KS2 Maths | -1.08 |

## Disadvantaged pupil performance overview for last academic year

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| **Measure** | **Score** |
| Meeting expected standard at KS2 in reading, writing and mathematics | 100% |
| Achieving high standard at KS2 in reading, writing and mathematics | 100% |

## Teaching priorities for current academic year

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| --- | --- | --- |
| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | July 2020 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | July 2020 |
| Progress in Mathematics | Achieve national average progress scores in KS2 Mathematics (0) | July 2020 |
| Phonics | Achieve national average expected standard in PSC | July 2021 |
| EYFS | Achieve national expected standard in EYFS (GLD) | July 2020 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Ensure all relevant pupils have targeted support where needed and class sizes kept small with quality first teaching. |
| Priority 2 | Ensure support staff are supported and guided by Pupil Premium lead. |
| Barriers to learning these priorities address | Ensure staff use evidence-based teaching interventions eg Catch up Mathematics, Nessy. |
| Continue to support pupils with extra opportunities to build confidence and self-esteem | Reduce the cost of extra-curricular activities eg residential, school trips, etc |
| Projected spending | £4,260 rising to £7,920 in 2020/21 |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Phonics | As a small school, we exceeded the disadvantaged national average with 100% reaching the expected standard in phonics. The school will continue to provide quality first teaching and interventions where needed. |
| Progress in Reading and Writing | Tracking progress using in year tracking systems, progress variable between Year groups, but the school’s aim is to meet or exceed the disadvantaged national average through continued quality first teaching and interventions/support where needed.  |
| Progress in Mathematics | Tracking progress using in year tracking systems, progress variable between Year groups, but the school’s aim is to meet or exceed the disadvantaged national average through quality first teaching and interventions/support where needed. |