

Pupil premium strategy statement



School overview

Metric	Data
School name	Hatherop CofE Primary School
Pupils in school	79
Proportion of disadvantaged pupils	7.6%
Pupil premium allocation this academic year	£8070
Academic year or years covered by statement	2018-21
Publish date	January 2021
Review date	December 2021
Statement authorised by	Taryn Hancock
Pupil premium lead	Taryn Hancock
Governor lead	Camilla Bowring

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+0.19
Writing	+1.51
Maths	-1.08

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	100%
Measure	Activity
Priority 1	To ensure all relevant staff have received paid-for training to deliver the 'Write Stuff' writing scheme effectively. The staff will have access to good quality resources to support teaching and learning
Priority 2	Class sizes will be kept small to support quality first teaching.
Barriers to learning these priorities address	Some pupils require support and scaffolding when writing.
Projected spending	£ 3000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	Sept 2021
Phonics	Achieve national average expected standard in PSC	Sept 2021
Other	Achieve national expected standard in EYFS (GLD)	Sept 2021

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

Measure	Activity
Priority 1	To establish nurture groups led by a fully trained ELSA to support disadvantaged pupils with barriers to learning due to emotional, social or self-esteem issues.
Priority 2	To deliver high quality interventions in the EYFS using precision teaching and pre-teaching using a fully trained teaching assistant.
Barriers to learning these priorities address	Short term/long term memory is improved which in the longer term supports phonics and reading success
Projected spending	£5000

Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure that disadvantaged pupils have access to wider school experiences and opportunities through help with funding
Priority 2	
Barriers to learning these priorities address	Improving experiences for the most disadvantaged pupils to encourage readiness to learn.

Projected spending	£500
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that staff have enough time for professional development and lesson planning	Use of INSET days and additional cover from part-time staff
Targeted support	To ensure that staff have enough time to deliver interventions	TA employed for an additional morning each week to deliver interventions
Wider strategies	To engage families to ask for help when needed	To work closely with families so that they feel confident to ask for support

Review: last year's aims and outcomes

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	Progress is 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	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.