

Pupil Premium Strategy Statement – Review of 2019-2020

Review of expenditure

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
<p>To develop the excellence of teaching and learning to ensure that 100% of children are on target to meet or exceed national KS2 expectations.</p> <p>To close the gap in attainment between children in receipt of PPG and all learners in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Assess and review the current provision for maths and adapt to suit the needs of all learners at HCA. • Training for all new teaching staff in Sounds Write. • Purchase appropriate resources to ensure all children have access to concrete materials from Nursery to Y4. • To ensure that a whole-class approach to reading is embedded across the school into KS2. • To ensure that high quality texts are readily available for children at all stages of their independent reading. • To embed a context based learning approach to writing and other subjects into KS2. 	<p>Due to Covid19, the desired outcomes have not been able to be measured. These outcomes will be rolled out on to next year.</p> <p>In Autumn term 2019, our approach to Maths was adapted. The full impact of this has yet to be seen due to the school being closed. Maths resources were ordered for years R-5 to ensure pupils had the equipment needed for are new curriculum.</p> <p>All new teachers have now had training on Sounds Write. Observations of all teachers show consistency across the school. Phonics data shows that the majority of pupils have strong phonemic awareness:</p> <ul style="list-style-type: none"> - 85% of pupils from year 2-5 are able to accurately orally blend - 81% of pupils from year 2-5 are able to accurately orally segment - 70% of pupils from year 3-5 are able to manipulate phonemes. <p>Our reading rationale was updated with specific attention to reading in key stage 2. Alongside this new, high quality texts were ordered in September. Some of these were for the library and others were distributed to classes. Specific texts were ordered for the year 5 class for their reading and writing lessons. The assessment tool ‘Comparative Judgements’ was introduced to ensure accurate assessments of pupils writing.</p>	<p>Maths needs to continue to be heavily monitored to ensure the teaching is effective and pupils are making good progress.</p>	<p>£40,000</p>

		Staff received CPD on our context based learning approach to writing and our writing rationale and progression documents were updated and shared.		
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ii. Targeted support

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
To remove barriers to learning for children in receipt of PPG.	<ul style="list-style-type: none"> To provide funding for trips/ clubs where appropriate. To provide targeted intervention to enhance learning where necessary. 	<p>Due to Covid19, the intended actions were not able to be fully completed. These will be rolled out on to next year.</p> <p>Pupils had not attended any trips before the school was closed.</p> <p>Pupils participated in interventions for phonics and maths, the full impact of these were unable to be measured due to Covid.</p>	Before the closure of the school, targeted interventions were working well. Next year we need to ensure interventions are monitored by subject leads and appropriate entry and exit data are collected.	£26, 870