

Pupil Premium Report 2020 - 2021

Principles

- We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We are committed to reducing class sizes wherever possible thus improving opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

Barriers Faced by Our Pupils

- Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading.
- Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
- Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.
- Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
- Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
- Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.
- Some of our most able disadvantaged pupils do not have aspirational home backgrounds.
- Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

Deployment

PPG is used to part fund key interventions for vulnerable children and priority is given to children eligible for PPG. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.

Hoxton Garden Primary School Impact Statement 2019 – 2020

Due to COVID 19 end of year attainment for 2019 - 2020 is not available. The changes to educational provision caused by the COVID-19 pandemic resulted in the detail in this Pupil Premium strategy being subject to review from April 2020. Our use of the funding has been adapted to meet pupil need whilst maintaining, where possible, the principles outlined in this document.

During the partial closure, the following key steps were taken to ensure that barriers to learning continued to be a focus including vulnerable pupils attending school, ensuring accessibility to home learning resources and family support through twice weekly contact for those identified as highly vulnerable.

Data was collated at the point of partial closure in March 2020. Between the period of September 2019 and March 2020 data demonstrates that:

- In all year groups from Year 1 to 6, disadvantaged pupils made expected or better than expected in reading, writing and maths.
- Typically, children receiving small group intervention made the expected progress in in the core subjects.
- Homework club and booster intervention for PPG pupils support good or better end of year outcomes
- Therapeutic support sessions provided by Unlocking Potential have been accessed by disadvantaged pupils inclusive of play or art therapy, talk time sessions, occupational therapy and additional speech and language support.
- Families have benefitted from advice and support through additional workshops and interventions organised by the Inclusion Team, resulting in better engagement with school. This is demonstrated by attendance at coffee mornings and school events such as significant males into school and curriculum fayres.
- A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context. Within this the investment in quality, first hand experiences e.g. residential trips, day trips, visitors and resources continues to be a priority and a high number of disadvantaged children access this provision.

Hoxton Garden Primary School Planned Pupil Premium Expenditure 2020 - 2021

Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	325
Total Number of Pupils eligible for PPG	166
Amount of PPG received per pupil	£1,345
Total PPG received	£223,270
CLA Pupils	£4,690
EYFS PPG	£1,511
Total Amount of PPG Received	£229,471

Whole School Priorities

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- To ensure that most able pupils are challenged and reach a standard this will allow them to successfully access the next stage of the curriculum.
- Further develop oracy and knowledge of basic skills e.g. times tables, spellings.
- Engage parents and develop strong home school links to support learning and oracy.

Aims

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the phonics check, timestable check and by the end of KS2 in reading, writing, mathematics and GSP.
2. To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics, (reading and mathematics in KS1 and writing and mathematics in KS2).
3. To ensure PPG children in KS1 do as well as other children in writing.
4. To ensure PPG boys do as well as other pupils from starting points in EYFS
5. To ensure the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent.
6. Despite Covid restrictions, to increase the number of parents attending coffee morning workshops and in school oracy/social projects with feedback that indicates a high degree of engagement.
7. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.

Hoxton Garden Primary School Indicative Use of Funding 2020-21*

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the phonics check, timestable check and by the end of KS2 in Reading, Writing, Maths and GSP.				
	Total Cost of Intervention	Total Amount of PPG Spend	Review Timeframe	Impact Criteria
DHT small group support	£17,433	£17,433	July 2021	<ul style="list-style-type: none"> • % of pupils reaching expected standard in comparison to other pupils nationally. • Achievement of disadvantaged pupils across school in comparison to all pupils nationally. • Progress of identified disadvantaged pupils reaching the higher standard because of intervention. • Phonics check data for disadvantaged pupils is above that of all pupils nationally. • Timestable check data for disadvantaged pupils is above that of all pupils nationally.
Booster classes (Year 6 pupils only)	£5,700	£5,700		
Easter school (Year 6 pupils only)	£1,939	£1,163		
Homework club for Year 1-6 pupils in receipt of PPG	£1,824	£1,824		
Symphony – maths programme (intervention) in receipt of PPG	£1,988	£1,988		
Mathletics and Rock Stars home learning access (across the school)	£1,647	£1,647		
Launch Pad for EYFS (intervention) including PPG focus groups	£5,865	£5,865		
Precision Teaching (intervention)	£10,300	£10,300		
2. To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 (reading and mathematics in KS1 and writing and mathematics in KS2)				
Enrichment opportunities (university visits)	£500	£500	July 2021	<ul style="list-style-type: none"> • Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard. • Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis.
Learning Mentor supporting disadvantaged in YR 6	£18,035	£18,035		
Booster groups in Year 2 (Spring and Summer Term)	£3,900	£3,900		
3. To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent				
Additional time from School Attendance Officer	£6,650	£6,650	Termly	<ul style="list-style-type: none"> • Reduction in persistent absence for PPG group. • Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%.
Additional time from the Learning Mentor to track and monitor lates, (including home visits) and support vulnerable children	£10,821	£10,821		

4. To increase the number of parents attending coffee morning workshops and in school oracy/social projects with feedback that indicates a high degree of engagement				
Leadership of coffee mornings (including additional EYFS specific coffee mornings)	£2,476	£2,476	Termly	<ul style="list-style-type: none"> Review and qualitative feedback from main and EYFS specific coffee mornings. Numbers attending from target group.
Extended school BC & ASC Salaries & Expenses (including expansion of service as a result of school growth)	£40,060	£20,030		
Additional learning mentor employed to enable sustained family engagement and support for vulnerable families in growth to three forms of entry.	£18,035	£18,035		
5. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being				
SENCO support	£30,108	£30,108	July 2021	<ul style="list-style-type: none"> Good progress for target groups in R,W,M. S&L therapy reports indicate impact. Therapy reports indicate impact. Feedback reports from Unlocking Potential measuring intervention and impact.
Additional time from S&L therapist	£33,328	£33,328	Termly	
Subsidised peripatetic lessons	£6,800	£6,120		
Therapeutic and social development support from Unlocking Potential	£22,916	£22,916	July 2021	
Breakfast Booster (Year 6 pupils)	£3,800	£3,800		
Subsidised residential visit (Kench Hill) for children in receipt of the pupil premium grant	£5,200	£2,600		
Learning mentors supporting for vulnerable children across EYFS, KS1 and KS2	£12,624	£10,240	Termly	
Total Expenditure	£261,946	£235,476	Overspend: £6,005	

*This funding plan is based on indicative and planned strategic spend during the period 2020-21 but is subject to revision & change dependent on on-going need and changes to pupil cohorts.