



St Hilary School Pupil premium strategy statement

School overview

Metric	Data
School name	St Hilary Primary School
Pupils in school	246
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£40,004
Academic year or years covered by statement	2020-21
Publish date	20 January 2020
Review date	1 November 2021
Statement authorised by	Rob Hamshar
Pupil premium lead	Michelle Brant
Governor lead	Jo Atkinson

Disadvantaged pupil progress scores for last academic year

Due to the closure of schools to most pupils as a result of the Covid-19 this data has been based upon end of Spring term teacher assessments (*Caution: data based on small cohort of 6 pupils*)

Measure	% Making expected progress
Reading	100%
Writing	67% 17%above expected
Maths	67%

Disadvantaged pupil performance overview for last academic year (combined)

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity- linking to School Improvement Plan 2020-21 <i>Blue bullets drawn directly from the LEAP MAT Strategy Document</i>
Priority 1	<p>Ensuring all children, staff and members of the school community thrive through effective use of catch up funding and strategic planning to cater for their physical and emotional well-being.</p> <ul style="list-style-type: none"> - All children and staff's mental, physical and emotional wellbeing is prioritised and at the heart of all school development <ul style="list-style-type: none"> • The health, safety and well-being of pupils, staff and parents is paramount in every aspect of school life - Catch-up funding provides the very best value for money: providing measurable and definite impact for the most in need as a result of the pandemic <ul style="list-style-type: none"> • Children identified in baseline and ongoing assessments as having suffered academic, social, behavioural 'dip' catch up – return to prior attainment levels, behaviour for learning and well-being. <ul style="list-style-type: none"> ◆ Standards in reading, writing and mathematics to improve so that all pupils, and groups of pupils, achieve well (in-line with or above each schools high expectation) ◆ Standards of teaching, learning and assessment are good or better. so that all pupils, and groups of pupils, achieve well (in-line with or above each schools high expectation) ◆ To ensure that the needs of vulnerable children (PP, FSM, SEN, LAC) and those that need it most are met so that any widening gaps are closed. Provide equity of education for all pupils, ensuring that our most vulnerable reach their full potential. <p>(Priority 1 – School Improvement Plan 2020-21)</p>
Priority 2	<p>Developing a clearly defined curriculum intent (relevant, coherent, connected, sequential and balanced) and subject leadership which ensures best possible implementation of our broad and balanced REAL project-based curriculum, so that its impact exceeds national expectations.</p> <ul style="list-style-type: none"> - Fully embed a curriculum intent shared by all staff, clearly defining the school's ambition for every child to access a broad and balanced curriculum, which inspires them to thrive academically, personally, emotionally and socially (in-line with the school and LEAP vision and values). - Clarity and consistency in our school-wide approach to subject leadership – evidenced by high quality subject leadership across all subjects - Leaders and systems in place, which inspire and support subject specific professional development – all teaching staff have the relevant expertise to best deliver curricular expectations. - Embedding the Leading Edge Trust's 16 core concepts across the curriculum - Ensure that all pupils have access to a relevant, coherent, connected, sequential and balanced curriculum. - Embed the use of good quality texts and the promotion of reading across all subjects and with all age groups. - Maximise the use of digital technologies as a powerful resource for teaching and learning the curriculum.

	<ul style="list-style-type: none"> - Ensuring that the IT provision, knowledge and infrastructure across the academies support innovative approaches to teaching and learning. <p>(Priority 2 – School Improvement Plan 2020-21)</p>
Priority 3	<p>Ensuring equity in READING progress and achievement – reducing the within school achievement and progress variation between PP and Non-PP children (40% in 2019 KS2 SATs, -4.1 progress score compared to -0.9).</p> <ul style="list-style-type: none"> - Reimagine our reading curriculum: <ul style="list-style-type: none"> • Establishing consistent approach to daily whole class reading lessons; • Teach specific reading comprehension skills using ‘VIPERS’ approach to; • Increase the creativity of reading teaching, ensuring the multi-faceted elements of reading are successfully in place (enjoyment, fluency, performance, oracy, making connections ...) - Increased quantity and challenge of whole class reading: - widen the use of challenging texts (story, non-fiction, poetry and song-lyrics) in cross curricular contexts - Embed the use of good quality texts and the promotion of reading across all subjects and with all age groups: <ul style="list-style-type: none"> • Fast reading approach to whole class novels – to develop fluency of oral reading – speed, effortlessness, autonomy, lack of conscious awareness – fundamental in supporting comprehension skills. <ol style="list-style-type: none"> i. Selecting challenging texts (above their paygrade – M Myatt) read to the class at speed; ii. Selecting and using texts with purpose – to expand subject knowledge and vocabulary across all curriculum areas. - Implementing an effective catch-up phonics support programme in place in the infants and Year 3: <ul style="list-style-type: none"> • Ensuring that in the early years, reading practices continue to promote an intense enjoyment of books, alongside the rigorous teaching of the ‘building blocks’ of synthetic phonics. - Improve IT access for disadvantaged children. <ul style="list-style-type: none"> • Maximise the use of digital technologies as a powerful resource for teaching and learning the curriculum. • Ensuring that the IT provision, knowledge and infrastructure across the academies support innovative approaches to teaching and learning. <p>(Priority 4 – School Improvement Plan 2020-21)</p>
Priority 4	<p>To further develop restorative practices alongside emotion coaching techniques consistently in all aspects of school life, which should enhance all children’s emotional well-being.</p> <p>All staff trained in both approaches and TA’s have professional targets based on these. Regularly asked to reflect upon their implementation as part of everyday practice.</p>

Barriers to learning these priorities address	<p>Pupils are fully supported after the Covid-19 lock down absence from school, both academically and emotionally- allowing them to catch-up. Ensuring pupils access a high quality curriculum and quality first teaching consistently throughout the school with interventions that match pupils' needs as required.</p> <p>Gaps in learning outcomes monitored and addressed, particularly throughout reading across the school.</p> <p>Continuing to ensure children's emotional needs are addressed through whole school TIS approach, Restorative Justice and emotion coaching.</p>
Projected spending	£40,004 plus additional use of catch up funding in Year 1 and to ensure fair access to IT throughout school (£19,120)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 for Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 for Writing (0)	July 21
Progress in Mathematics	Achieve national average progress scores in KS2 for Maths (0)	July 21
Phonics	Achieve national average expected standard in PSC	July 21
Other	Improve attendance of disadvantaged pupils to National expected- 96%	July 21

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	<p>Ensuring all children, staff and members of the school community thrive through effective use of catch up funding and strategic planning to cater for their physical and emotional well-being. (Priority 1 – School Improvement Plan 2020-21 see above for full detail) Funding additional IT equipment and support to maximise the impact of online intervention resources, individualise online provision, benefit from AI in terms of teacher workload and best targeting children's needs</p> <p>Also outlined in St Hilary's Catch –up funding strategy document 2020-21 Target: Funding additional IT equipment and support to maximise the impact of online intervention resources, individualise online provision, benefit from AI in terms of teacher workload and best targeting children's needs</p>
Priority 2	<p>Developing a clearly defined curriculum intent (relevant, coherent, connected, sequential and balanced) and subject leadership which ensures best possible implementation of our broad and balanced REAL project-based curriculum, so that its impact exceeds national expectations. (Priority 2 – School Improvement Plan 2020-21- see above for full detail)</p>
Priority 3	<p>Ensuring equity in READING progress and achievement – reducing the within school achievement and progress variation between PP and Non-PP children (40% in 2019 KS2 SATs, -4.1 progress score compared to -0.9).</p>

	<p>(Priority 4 – School Improvement Plan 2020-21- see above for full details)</p> <p>Also outlined in English leads full action plan are points for school development, this academic year for all pupils (including PP)</p>
Priority 4	<p>Ensure all children (and staff) re-engage fully with the subject of maths after the Coronavirus lockdown, developing in confidence, knowledge and skills in order to maximise rates of progress.</p> <p><i>*To improve the attainment and progress rates of identified key groups in Maths pre lockdown</i></p> <p>Whole School data 2018/19:</p> <ul style="list-style-type: none"> - SEND 20% EXS (In-school data) - Pupil Premium 35% EXS (In school data) - GDS children in school achieving GDS at the end of KS2 <p>Cohort Specific</p> <p>Y4 Girls, SEND, PP (current Y5)</p> <p>Also outlined in Maths leads full action plan are points for school development, this academic year for all pupils (including PP)</p>
Barriers to learning these priorities address	<p>Encouraging wider reading and access to wider range of high quality reading materials/ experiences.</p> <p>Equitable access o IT and online resources for all.</p> <p>Access to a broad and balanced curriculum and wider learning opportunities for all.</p>
Projected spending	<p>Use of Catch up funding will help to implement these strategies.</p> <p>£34,309</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To further develop restorative practices alongside emotion coaching techniques consistently in all aspects of school life, which should enhance all children's emotional well-being.</p> <p>All staff trained in both approaches and TA's have professional targets based on these. Regularly asked to reflect upon their implementation as part of everyday practice.</p>
Priority 2	<p>Additional adult support required for additional TIS support and nurture groups - ensuring all pupils' well-being.</p>

	Extra support put in place through catch-up funding as well as existing TIS support funded through PP budget.
Priority 3	Monitoring PP attendance to ensure it is in line with national expectation of 96%. Targeted support and approach from SENDCo/ PP lead and EWO where necessary.
Barriers to learning these priorities address	Pupils being emotionally ready/ able to access learning. Attendance- ability to attend to learning and make progress academically and socially if not present in school.
Projected spending	£5695

Monitoring and Implementation this year?

Area	Challenge	Mitigating action
Teaching	Ensuring Senior leaders and subject leaders have enough time and knowledge to implement their action plans to develop curriculum further	Both English and Maths lead have fortnightly leadership time, in which their priorities are planned and implemented. Regular SLT meetings update staff as to their progress and disseminate CPD. Subject leaders have additional cover provided by SLT.
Targeted support	Targeting families where persistent absence remains an issue and prevents access to school.	Use of SLT's time to target attendance, offer support, alongside EWO aiming to increase attendance.
Wider strategies	Monitoring impact of interventions, which are more of a challenge this year with reduced/ altered timetables. Ensuring all children are targeted and supported	All PP children are monitored by teachers & PP lead through group provision maps. SLT's discuss strategies to overcome timetabling concerns.

Review: last year's aims and outcomes

Aim	Outcome
<p>Reading: make the most of opportunities to develop reading across all subjects by:</p> <ul style="list-style-type: none"> - Ensuring that in the early years, reading practices continue to promote an intense enjoyment of books, alongside the rigorous teaching of the 'building blocks' of synthetic phonics; 	<p>Infant and early year teachers continued to prioritise teaching of phonics, with this taught in any interventions/ support groups.</p> <p>Whole school promoted the enjoyment of reading, which continued in Lockdown via Seesaw. Parents and children had access to VOOKS, AR, Borrowbox, EPIC, Oxford Owls, Big Cat. School staff also created story</p>

<ul style="list-style-type: none"> - Developing stamina in reading with children accessing more challenging texts and reflecting on these texts creatively and purposefully; - Selecting and using texts with purpose – not only to develop reading skills (VIPERS), but also to expand subject knowledge and vocabulary across all curriculum areas; - Encouraging our whole school community to get involved in our passion for all things reading! - Use reading books throughout the whole school curriculum. <p>See Priority 2 of School Improvement Plan 2019-20</p>	<p>time to model and promote the 'love' of reading through Seesaw.</p> <p>The PTA used book for topics lists to fundraise and bought 1000+ books to add to the school library.</p> <p>Within classes, more appropriately challenging class readers were introduced, including texts that were accessed using VIPERS. Staff started to further develop teaching using VIPERS alongside teaching Tier 2 vocabulary, in recognition that disadvantaged children need access and exposure to these. VIPERS was also integrated into teaching in Lockdown.</p> <p>English lead completed oracy course and continues to be proactive in Somerset Literacy group, training which she disseminates in staff meetings.</p> <p>In Lockdown, reading was prioritised and staff continued to promote it to raise its profile. Due to the sudden closure of schools, this work to develop reading is set to continue in this year's School improvement plan. (see above)</p>
<p>Maths: PP lead works with Maths lead (as per School Improvement Plan)</p> <p>Monitor maths intervention groups, through group provision maps- are they having impact?</p> <p>Complete joint book looks to track progress of PP as a group.</p> <p>Target: Pupil Premium 35% EXS (In school data)</p> <p>See Priority 3 – School Improvement Plan 2019-20</p>	<p>73% of PP children (across the school) were achieving EXS or above compared to 73% Non PP children. This shows a vast improvement on the previous year.</p> <p>Children receiving interventions were making progress up until lockdown in March. Provision maps showed the majority of PP children improving but the Covi-19 pandemic halted progress particularly for children who couldn't access online learning as easily.</p> <p>Book looks showed that PP children were being challenged and received a variety of ways to show their learning through the CPA approach. However, greater intrinsic opportunities to develop reasoning and problem solving need to be considered in 20/21. All staff will receive training on this.</p> <p>67% of Y6 pupils were at EXS at end of Spring term, which is above target.</p>

<p>To implement an approach to subject leadership that ensures our REAL project based curriculum exceeds national expectations. Establish:</p> <ul style="list-style-type: none"> - Clarity in our school-wide approach to subject leadership; - Systems which support subject specific professional development – ensuring all teaching staff have the relevant expertise to best deliver curricular expectations. <p>(Priority 1 – School Improvement Plan 2019-20)</p>	<p>This was started last year, including the initiation of the MAT wide research circles, but will be continued this year as the school was not able to develop as much as they hoped with Covid-19.</p> <p>See Priority 2 of the strategy aims for disadvantaged pupils.</p> <p>This year: MAT wide research circles to be developed further. Leadership time will be embedded throughout the year to ensure subject leaders can develop their subject specific knowledge and disseminate this within staff meetings.</p>
<p>To implement restorative practices consistently in all aspects of school life. Restorative Justice leads (RH, MB, EM, LB) work throughout school to fully implement strategies and support staff in their development of RJ practise.</p> <p>See Priority 4 – School Improvement Plan 2019-20</p> <p>Continue to monitor TIS support for pupils that need it and develop the TIS approach across the school.</p>	<p>This was initiated last year, with all staff trained and beginning to use and reflect upon their use of RJ strategies, but again due to the rapid closure of the school it was felt it was not embedded enough.</p> <p>Therefore it has been embedded again within school improvement and staff training alongside training in emotion coaching. Also all TA's have the following target this year:</p> <p>Emotion Coaching – utilise the Emotion Coaching techniques alongside Restorative Justice approach</p> <p>-Apply 5 steps of emotion coaching when noticing and 'checking-in':</p> <ul style="list-style-type: none"> • Awareness • Recognise and empathise • Validating and labelling • Set limits • Problem-solving <p>-Use of 6 questions in conflict resolution (on back of lanyard).</p>
<p>Continue to monitor TIS support for pupils that need it and develop the TIS approach across the school.</p>	<p>All 3 TIS practitioners worked with children up until the end of Spring term. When school returned in Sep 21- the TIS lead, asked teachers to reassess each child, using the motional comprehensive assessment to identify how each child had progressed. Most children showed signs of improvement, even</p>

	<p>after lockdown helping to show the impact of TIS.</p> <p>This monitoring is part of an ongoing process by the TIS lead and the emotion coaching and RJ approach which is developing across the school complements the individual support within the classroom.</p>
<p>Attendance continues to be lower for PP. New EWO working with school to improve attendance for key pupils. Head/ PP lead continue to track and monitor attendance-meeting with parents when needed to identify barriers to attendance and offering support.</p>	<p>The average attendance for PP last year was 92.5%, which is lower than the average of 95.8% across the school. It is a small number of children that are significantly below what they should be – which is impacting upon the overall figure. Discussions were held with these families and they will continue to be monitored closely in 2020-21 accordingly and support offered as appropriate.</p> <p>At end of Autumn term 2019 the EWO met with Head to strategically plan monitoring for the year. Letters were sent out alongside discussions at the end of this term as outlined in the school attendance policy. Attendance clinics were held for those families that were of a concern. Unfortunately procedures could not be followed through due to the lockdown and Covid-19 pandemic.</p> <p>All staff had discussions with parents meetings when attendance was a concern. An attendance clinic with the EWO was held with a PP child's parents, after which an improvement was seen, which directly impacted upon that child's progress and behaviour for learning in class, prior to lockdown.</p>
<p>Children able to access school clubs, trips and residential. They can also access to playing a musical instrument if desired, using PP match funding as needed.</p>	<p>38% of all children have music lessons across school. 19% (5/26) of those that were PP. Therefore it would be good to increase the percentage accessing these in 2020-21</p>

	<p>77% all children attend clubs. For the pupil premium out of the 23 that could attend clubs (as there were no clubs for Reception class) 74% attended clubs, so just a fraction below the majority.</p> <p>Parents were supported to access the Music Hubs subsidies for music for disadvantaged pupils, by the PP lead.</p>
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