

Pupil Premium Strategy Statement

William Hildyard Church of England Primary and Nursery School

School overview

Metric	Data
School name	William Hildyard Church of England Primary and Nursery School
Pupils in school	226
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£59,800
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	Mrs F Griffiths
Pupil premium lead	Mr M Baker
Governor lead	Mr P Hilton

Disadvantaged pupil progress scores for last academic year. Due to the end of Key Stage 2 assessments being cancelled, the below figures relate to projected attainment figures as of March 2020.

Measure	Score
Reading	0.14
Writing	0.14
Maths	-0.43
Measure	Score
Meeting expected standard at KS2	47%
Achieving high standard at KS2	19%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Increase opportunities for reading across the school, for learning and pleasure
Priority 2	To successfully partake in the Achievement For All (AfA) Emotional Coaching Programme.
Barriers to learning these priorities address	1). Engagement in reading for pleasure at home 1). Decoding and comprehension skills 2). To increase language development to support emotional awareness 2). Developing understanding of the neuroscience underlying emotional development
Projected spending	£36,942 – staffing £9,000 – reading materials £1,950 - AfA Programme

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To be in line or above that of non-Pupil Premium children	July 2021
Progress in Writing	To be in line or above that of non-Pupil Premium children	July 2021
Progress in Mathematics	To be in line or above that of non-Pupil Premium children	July 2021
Phonics	Achieve national average expected standard in Phonics Screening Check.	July 2021
Other	Improve attendance of disadvantaged pupils to average of 'others'.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading for pleasure policy in place and being used effectively throughout the school. Purchase of Word Wasp reading scheme for PUP children to have a measurable impact on children's decoding skills. PUP children targeted within Guided Reading sessions, specifically focusing on decoding and comprehension skills.

	PUP children targeted for individual reading, specifically focusing on decoding and comprehension skills.
Priority 2	Staff will have an increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions, enhancing academic attainment and progress. Baseline assessments to be undertaken at the beginning of the programme to show increased progress at the end.
Barriers to learning these priorities address	1). Engagement in reading for pleasure at home 1). Decoding and comprehension skills 2). To increase language development to support emotional awareness 2). Developing understanding of the neuroscience underlying emotional development
Projected spending	Please see above section (strategy aims for disadvantage pupils) for projected spending

Wider strategies for current academic year

Measure	Activity
Priority 1	Continuing to implement Forest School sessions across the curriculum.
Priority 2	Embedding the Five Ways to Wellbeing project, increasing the awareness of children's emotional intelligence
Barriers to learning these priorities address	Priority 1 – allowing children to access learning in a different environment, building skills in self-confidence, attitudes to learning and teamwork. Priority 2 – that time is given to children to explore the five ways to wellbeing, through journaling and discussion. This is expected to increase the children's self-awareness around wellbeing and mental health.
Projected spending	£5,075 – Forest School (£3,660 for extra-curricular Forest School activities and £1,415 towards class sessions). £6,833 – wellbeing resources

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring children are adequately supported in the classroom in order to make accelerated progress.	Teaching Assistants to be strategically deployed to ensure maximum progress. Pupil Progress meetings in school termly with English and Maths leads to ensure and challenge provision.
Targeted support	<p>That reading sessions across the school are having a measured impact upon the attainment and progress of Pupil Premium children.</p> <p>To ensure that teachers have the skillset to suitably support emotional awareness and development with Pupil Premium children.</p>	<p>English and Pupil Premium leads to monitor the impact of reading interventions across the school.</p> <p>Monitoring of progress from baseline assessments for AfA. Action to be implemented where appropriate to ensure progress.</p>
Wider strategies	<p>Ensuring Five Ways to Wellbeing continue to be promoted within the curriculum once the programme finishes.</p> <p>To ensure children are able to participate fully in Forest School sessions within Covid-19 restrictions</p>	<p>Five Ways to Wellbeing posters to be clearly displayed within classrooms and around school. Staff (teachers and teaching assistants) to make regular mention of the five ways during curriculum time.</p> <p>Monitoring to be undertaken by PHSE/RSE and Pupil Premium leads.</p> <p>Full risk assessment undertaken by Forest School staff.</p> <p>Forest School staff provide a detailed report of the sessions to class teachers following each teaching block, giving a record of activities undertaken and progress made.</p>

Review: last year's aims and outcomes

Aim	Outcome
AfA Structured Conversations programme to have a positive impact on selected Pupil Premium children's attainment and progress.	80% of children within the programme either maintained or improved upon previous year's academic progress in all three of reading, writing and maths. Individual case studies produced by teachers show how children had improved in non-curriculum areas, either within the classroom or at home. This was facilitated through the structured conversation sessions with teachers and parents.
Higher rates of attainment and achievement for all Pupil Premium children	80% of Pupil Premium children passed the Year 1 phonics check Progress of disadvantaged children in Year 6 SATs was broadly in line with district and county averages (above in Writing).