

Hackleton CEVA Primary School - Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Hackleton CEVA Primary School
Pupils in school	202
Proportion of disadvantaged pupils	2%
Pupil premium allocation this academic year	£5380
Academic year or years covered by statement	2021-23
Publish date	December 2021
Review date	September 2022
Statement authorised by	Andrea Hunter
Pupil premium lead	Andrea Hunter
Governor lead	Liz Bennett-Sulsh

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not available due to pandemic
Writing	Not available due to pandemic
Maths	Not available due to pandemic

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Not available due to pandemic
Achieving high standard at KS2	Not available due to pandemic

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	School Counsellor to provide support for emotional, behavioural and social issues and access to specific programmes to support well-being.
Priority 2	Teaching assistants to provide support during whole class sessions and carry out specific interventions

	1:1 and in small groups to support English and maths.
Barriers to learning these priorities address	Impact from pandemic on well-being and ensuring staff use evidence-based teaching interventions. Pupils are able to make the most of their learning opportunities.
Projected spending	£3,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 23
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 23
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	Sept 23

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Adequate resources, including books, in order to deliver phonics programme and provide relevant opportunities for pupils to receive extra support where required.
Priority 2	Identify and implement maths intervention programmes to support pupil progress.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£2,380

Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase and embed DfE approved phonics scheme in EYFS and KS1.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Improve early reading and providing catch-up in mathematics.
Projected spending	£3,725

Wider strategies for current academic year

Measure	Activity
Priority 1	School Counsellor to provide support for emotional, behavioural and social issues and access to specific programmes to support well-being.
Barriers to learning these priorities address	Improving readiness to learn for the most disadvantaged pupils.
Projected spending	N/A

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and online training.
Targeted support	Due to pandemic, ensuring support targets identified priority areas.	Assessments carried out following school lockdown, identify priority areas for targeted support in maths.
Wider strategies	Engaging families facing most challenges.	School counsellor to prioritise support where most required.

Review: last year's aims and outcomes

Aim	Outcome
Pastoral: support for emotional, behavioural and social issues.	During school closures, families were regularly contacted to provide support.
Pastoral: specific interventions employed where required to support pupil needs.	Although specific interventions were not employed during school closures, children and families were regularly contacted.
Teaching Assistants in class during maths and literacy lessons to support learning.	This was only able to take place for part of the academic year but will continue to support children in their learning. Specific outcomes are not available.
Teaching Assistants to lead specific interventions to support English and maths.	This took place when school was open but specific outcomes are not available. This will continue into the next academic year.