

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Hannah More Primary School
Pupils in school	299
Proportion of disadvantaged pupils	50%
Pupil premium allocation this academic year	£196,489
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	September 2021
Statement authorised by	Sue Ramsay
Pupil premium lead	Sue Ramsay
Governor lead	Amy Creech

Disadvantaged pupil progress scores for last academic year (2019)

Measure	School Score	National Average Score – non disadvantaged
Reading	0.58	0.32
Writing	0.63	0.27
Maths	1.77	0.37

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	12%
Measure	Activity
To raise attainment in reading and writing at the end of KS1 and KS2	1:1 BRP Reading sessions with LSAs before and after school Small group reading tuition before school with LSAs Reading Recovery for weakest readers at Y1 Focused interventions for children pm with LSAs
To provide early intervention and ongoing support for children with speech,	LSA to deliver S&L interventions to identified children across the school

language and communication needs.	Maintain specialist resource base for children with SLCN
To improve levels of self esteem, resilience and motivation for learning to support the progress and attainment of the vulnerable children	<p>Nurture class 4x afternoons per week for a small group of children needing support for their social, emotional and mental health.</p> <p>Nurture lead LSA to support the growing level of SEMH needs through leading a team of LSAs and developing provision.</p> <p>Targeted SEMH interventions to enable pupils to better self-regulate and be more focussed in their learning.</p>
To develop family engagement and support for vulnerable children	<p>Organising course for parents with the aim of developing their own skills in order to more readily access employment and support their children's learning.</p> <p>Organising business and community volunteers to raise attainment and aspiration.</p> <p>Develop a range of enrichment activities through the extended day model to facilitate the engagement of all families.</p>
Projected spending	£191,861

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Before/after school 1:1 reading interventions for Reading Recovery teacher to support children in Year 1 and 2 who have not picked up basic reading skills.	From September 2020
Progress in Mathematics	Use of class based LSAs to support the delivery of the Mathematicians with SEN curriculum	From September 2020
Phonics	Quality first teaching of phonics and bespoke phonic interventions pm	From September 2020

Review: last year's aims and outcomes

Aim	Outcome
To raise attainment in reading writing and maths at the end of KS1 and KS2	Pandemic closure from March 2020 limited the success of this and gaps between disadvantaged children and others grew during this time.
To provide early intervention and ongoing support for children with speech, language and communication needs.	There was some success with this during September- December and on return for some children in Year 1 in May. However, the pandemic closure limited the wider impact.
To improve levels of self esteem, resilience and motivation for learning to support the progress and attainment of the vulnerable children	Nurture work was hampered by the pandemic. For a few children who came to school during the first and second lock downs there was real benefit. For many there was a decline in behaviour on return in both September and then in March.
To develop family engagement and support for vulnerable children	During the lock down the community development coordinator adapted her role to support the community through the provision of food boxes. This helped maintain contact with the community and support them in a meaningful way. A few courses have restarted – mostly sport based and outside.