

Pupil premium strategy statement

School overview

Metric	Data
School name	Henderson Avenue
Pupils in school	615
Proportion of disadvantaged pupils	39% (238)
Pupil premium allocation this academic year	£320,110
Academic year or years covered by statement	2020-2021
Publish date	8 th October 2020
Review date	1 st October 2021
Statement authorised by	L. Goodhand
Pupil premium lead	C. Lloyd
Governor lead	

Disadvantaged pupil progress scores for last academic year (2018/19)

Measure	Score (2018/19)
Reading	-5
Writing	0.1
Maths	-2.9

Disadvantaged pupil performance for last academic year (2018/19)

Measure	Score (2018/19)
Meeting expected standard at KS2	40%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Address learning loss in reading and maths in 2019-20, caused by lockdown and associated factors, through a range of effective catch-up interventions targeted at vulnerable learners so that disadvantaged pupils make rapid progress and reach individual predicted target.
Priority 2	Provide mental health and pastoral support to disadvantaged and vulnerable pupils to enable them to participate fully in learning activities and make accelerated progress to redress learning loss.

Barriers to learning these priorities address	Lack of participation in remote/ home learning during lockdown Lack of IT access at home Lack of resilience/ poor attitudes to self and school Ensuring focus on fewer proven, evidence-based intervention strategies. Lack of human resources – isolation, illness – and on-going disruption to learning caused by Covid-19
Projected spending	£251782

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 21
Phonics	Achieve national average expected standard in PSC (Y1 cohort). Provide rapid catch-up support for Y2 so that ** are at nat. expected standard by *** Provide rapid catch-up support for Y3 so that ** of pupils who did not achieve NS are at nat. expected standard by June 21	June 21 Dec 20 June 21
Other	Improve access to learning (in school and at home) of disadvantaged pupils so that individual learning targets are met and academy targets for disadvantaged learners are achieved.	Jul 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	Extend use of Accelerated Reader into Y3 to ensure closer match of reading books to ability, develop positive reading habits and reading for pleasure.
	Purchase additional Lexia licences and additional phonics reading books to support phonics catch-up for targeted pupils in Y2,3,4 and 5
	Better Reading Partners 1:1 reading intervention for targeted pupils in Y4,5 & 6
	Use NELI programme to support language and vocabulary development in targeted F2 pupils (from Jan 20)
	Use Picture News Communicate to support and improve language and vocabulary development in targeted Y1, Y2 and Y3 pupils.

	Continue using Wellcomm S&L intervention with pupils in F1 and F2, delivered by a trained TA2.
	Establish small group maths interventions for disadvantaged pupils falling behind either EXS (E2) and GDS (A2) expectations
Priority 2	Planned recovery interventions in Aut 1 to support successful return to school for identified vulnerable/ disadvantaged pupils (eg. Mind Mechanics, Drawing and Talking Therapy, Explosive Pupil, SEMH group)
	Transition to more specifically targeted pastoral provision (responding to Pyramid of Need) to support these children to make rapid progress and catch-up lost learning.
	Use outcomes of PASS survey (Oct) to identify most vulnerable pupils
	Targeted family and pupil support for identified vulnerable families through Family and Engagement worker.
	Higher levels of engagement in wider curriculum activities – pastoral team mentoring and supporting vulnerable pupils to enable higher rates of participation, and trip subsidies to ensure these children can attend residential visits and other curriculum activities (Covid-dependent)
Barriers to learning these priorities address	Staffing – availability of class TAs to run daily intervention programmes Space in school for the number of interventions to run safely and effectively Time for the interventions that doesn't take children away from quality first teaching in the classroom Money
Projected spending	£251782

Wider strategies for current academic year

Measure	Activity
Priority 1	Supporting and encouraging positive mental health and well-being: Mental Health Champions in place providing support for both pupils and staff. ACES training for all staff to build better understanding of pupil barriers Pupil Well-Being Champions selected to work alongside peers to provide universal support for well-being. Training for these children provided by Learning Mentor by Nov 20.
Priority 2	Improved attendance of all groups in school, with a focus on disadvantaged families, using F&E Worker to support Attendance Officer in developing positive attitudes to school - first day calling, effective information-sharing to support quality, focused engagement (SEMH Team and Attendance)
Barriers to learning these priorities address	Parental anxieties about the Covid-19 situation. Lack of accurate parental knowledge about the pandemic situation – need clearer prompt communication from school Levels of ill health.
Projected spending	£39193

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Training of staff Identification of staff to lead on additional programmes	Teach First trainee paired with Phase Leader to free up time across year for staff training, support and monitoring, and to release experienced teacher to lead on interventions in KS2.
Targeted support	Time and space for delivery Staff 'pulled' to cover if staff absent/ isolating (reductions to overall staffing levels mean fewer staff available to deliver this support. Ensuring the interventions happen regularly and sufficient times each week to be effective.	Fewer interventions Dedicated spaces for YG interventions Oversight by SLT
Wider strategies	Engaging families facing the most challenges	Liaison with LA agencies and with local schools so that family support activities continue.

Review: last year's aims and outcomes

Aim	Outcome
Through intervention, accelerate disadvantaged pupils' progress in RWM.	Due to lockdown, data not available. Evidence on return (Sept 20) indicates learning loss in phonics in disadvantaged pupils (13 children dropped below Mar 20 level) – these are targeted for interventions in 20/21.
To improve maths outcomes across EYFS and KS1 through roll-out of Maths Mastery.	Due to lockdown, data not available. However, teachers have noticed learning loss in basic number skills across all YG, although recall when supported is better, so there is confidence that this can be made up with targeted support in class.
Rapid progress gains in reading for all disadvantaged pupils – aiming for greater depth standards	Due to lockdown, data not available. Teachers reporting back that reading levels have regressed during lockdown, but that pupil attitudes to learning are positive across all groups.
Improve oral language skills across all age groups	Wellcomm programme started in both F1 and F2, but curtailed in March. S&L packs sent home to target families, but none returned. These children have been picked up for support from Sept 20.
To improve language skills of EAL pupils on entry	EALIP and Race to English started but curtailed in March. Challenge in sending resources and workpacks home during lockdown to families where there was no English speaker. Some families went out of country for childcare purposes. Children have been identified for intervention support in 20/21.

<p>To raise academic outcomes and develop resilience in vulnerable pupils in all key stages.</p> <p>Decrease number of F/T exclusions and reduce number of red-light incidents.</p>	<p>1 f/t exclusion for 2 days.</p> <p>Red light incidents from Sept 18 – Mar 19 = 185 Red light incidents Sept 19 – Mar 20 = 206. Increase attributed to challenging YG cohort in KS2 and some high-needs children where LA PBST support has been sought.</p> <p>Will need to continue high levels of SEMH support in 20/21, particularly with the cohort identified.</p>
<p>Improved attendance for all pupils, including disadvantaged so that academy attendance is in line with national average (96%).</p>	<p>Target 2019-20 95.8%, Target PA 8.7%</p> <p>19/20 YTD March 20: 95.5%, 19/20 PA: 13.17%</p>