

# Leamington Hastings Church of England Academy



Sowing the seeds of a lifelong love of learning in a caring Christian community.

## Pupil Premium Strategy

2020 – 2021

Summary Information					
Year	2020/2021	Total PP budget	£5, 035	Date of most recent PP review	September 2020
Total Number of Pupils	49 (including Nursery) 39 (excluding Nursery)	Number of pupils eligible for PP	3	Date for next review of the strategy	July 2021

<b>Current Attainment (Outcomes from 2018/19 used – no outcomes for 2019/20 due to Covid)</b>				
	<b>2018/19 Pupils eligible for PP in school</b>	<b>2018/19 Pupils not eligible for PP in school</b>	<b>2018/19 All pupils in school</b>	<b>2018/19 All pupils National Average</b>
<b>% achieving GLD in Reception</b>	0 %	91%	83.3%	71.8%
<b>% achieving expected standard in Year 1 phonics</b>	0 %	91%	83.3%	82 %
<b>% achieving expected standard + in reading at KS1 *</b>	100 %	67%	71.4%*	75 %
<b>% achieving expected standard + in writing at KS1 *</b>	100 %	67%	71.4%*	69 %
<b>% achieving expected standard + in maths at KS1 *</b>	100 %	67%	71.4%*	76 %
<b>% achieving expected standard + in reading, writing and maths combined KS1 *</b>	100 %	67%	71.4%*	65%

\*A very low cohort containing only 7 children

### Review of Expenditure 2019/20

<b>Total Number of Eligible Pupils</b>	3	<b>Total Pupil Premium Budget</b>	£5,035
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**Key Areas of spend:**

Early Reading attainment – money was spent on ensuring books were phonetically decodable to match the phonics levels taught, along with timely intervention for those not on track in reading. The impact of this was difficult to establish due to partial school closures due to Covid, however children did progress well with their reading whilst in school, and access to these books was provided as part of home learning.

Enabling children to be taught in smaller groups for phonics (no more than 14 in a group) with all groups led by a qualified teacher and timely intervention taking place. Again, this was difficult to assess impact due to partial school closures, however when the children were in school they were making good progress, with those in line to pass the phonics test being every child other than two with identified special educational needs. Teams provision took place as part of remote education to enable children to maintain identified intervention. Tasks set as part of remote education were always targeted at the small groups, with targeted support taking place at the point of teaching in identified year groups.

Attachment aware strategies - all staff received training regarding trauma and attachment. Attachment strategies were able to be implemented with 2 identified children, to enable them to take part successfully in classroom learning. Whilst the children did not meet expected outcomes for their year group, they did start to close the gap towards meeting expected outcomes from their individual starting points.

Wider opportunities – two identified children had identified social and emotional needs and were unable to attend clubs due to funding reasons. As part of the strategy, free places were given within one after school club per half term, enabling the children to develop their social skills and help to meet their emotional needs. This provided them with wider opportunities that they would not have otherwise had.

### 2020 / 21 Barriers to future attainment for current pupils eligible for PP

**In school barriers**

<b>A</b>	Identified SEN
<b>B</b>	Social and emotional needs
<b>C</b>	Oral language skills significantly lower than other pupils, causing an affect on reading and writing
<b>D</b>	Identified difficulties with understanding of language
<b>E</b>	Maths fluency and procedural knowledge, along with an inability to explain reasoning.
<b>F</b>	Learning behaviours are underdeveloped
<b>G</b>	Lower than expected reading / spelling / writing skills

**External barriers**

<b>H</b>	Some pupils do not regularly read or engage with learning at home
<b>I</b>	Social difficulties experienced by families including housing, finance, family issues and parental anxieties
<b>J</b>	Persistent absence and poor punctuality
<b>K</b>	Not attending Nursery before starting school, leading to a lower baseline
<b>L</b>	Low parental aspirations

<b>Area of spend</b>	<b>Focus</b> <i>(Which barrier/s are being targeted)</i>	<b>Total allocation</b>
Support for eligible pupils to access uniform, after school provision, school trips, clubs, etc. (one identified child)	A, B, C, I, J, L	£150
Additional support to work on reasoning skills in maths, applying learning behaviours in this area	D, E, F, J	£971.49
Additional support to hear children read regularly / increase phonics skills	A, C, D, F, G, H, K, L	£971.49
Teaching of Phonics / SPaG skills to take place in small groups, to allow targeted support at the point of teaching for all pupils in school (contribution)	A, C, F, G, K	£4,188.22
Nutfield Language program (including staff training) to take place to support identified children with language support	A, C, D, F, G, K, L	£708.65
	<b>Total:</b>	<b>£6989.85</b>
	Amount paid through PP funding:	£5035
	Amount paid through school budget:	£1954.85

<b>Area of spend</b>	<b>Intended outcomes / Approach</b>	<b>Evidence and rationale for this choice</b>	<b>Actions/Implementation</b>	<b>Impact</b>
<b>Support for eligible pupils to access uniform, after school provision, school trips, clubs, etc.</b>	<ul style="list-style-type: none"> <li>Pupils are able to participate fully in all aspects of school life by removing some socioeconomic barriers which can impact on learning</li> </ul>	<ul style="list-style-type: none"> <li>An identified family needs financial support in the area of clubs, uniform and school trips due to low family income</li> </ul>	<ul style="list-style-type: none"> <li>Discussions with pupils/parents to identify interests</li> <li>Evaluate impact termly using pupil voice and data</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills are developed through participation in a range of clubs provided by the school</li> <li>• Talent, skills and efforts in non-academic subjects help to develop self-confidence</li> <li>• Personal qualities are developed through participation in group activities</li> </ul>			
<p><b>Additional support to work on reasoning skills in maths</b></p>	<ul style="list-style-type: none"> <li>• To provide dedicated time and support to help build pupil's reasoning skills as part of a small group</li> <li>• To improve the self-esteem, social skills and behaviour of identified pupils, leading to increased confidence and attainment in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Children who qualify for PP have shown to need support in this area. More support is needed to enable children to reach age related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• One class teacher in each class released for 30 minutes per week to carry out targeted interventions with identified pupils</li> <li>• TA's timetables carefully planned – making best use of intervention time</li> <li>• Termly pupil progress meetings to be held to address impact</li> <li>• Maths mastery training across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Impact to be assessed through pupil progress meetings</li> </ul>

<p><b>Additional support to hear children read regularly / increase phonics skills</b></p>	<ul style="list-style-type: none"> <li>• Priority reading time for those pupils who are unable to read at home</li> <li>• To increase effectiveness of guided reading / reading opportunities, including the use of phonics</li> <li>• To improve oral language skills of identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Children who qualify for PP have shown to need support in this area.</li> <li>• More support is needed to enable children to reach age related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Timetabled time for children to be heard read individually in addition to usual reading time</li> <li>• One class teacher in each class released for 30 minutes per week to carry out targeted interventions with identified pupils TA's timetables carefully planned – making best use of intervention time</li> </ul>	<ul style="list-style-type: none"> <li>• Impact to be assessed through pupil progress meetings</li> </ul>
<p><b>Teaching of Phonics / SPaG skills to take place in small groups with intervention for those at risk of not passing phonics test</b></p>	<ul style="list-style-type: none"> <li>• Children to be taught phonics / SPaG in single age year groups / phase identified for needs (no more than 14 pupils in a group)</li> <li>• Small group support within phonics / SPaG lessons to improve skills in reading, spelling and writing</li> <li>• Small group interventions planned for those at risk of not achieving age related expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Children who qualify for pupil premium have been shown to be at risk of not meeting age related expectations</li> </ul>	<ul style="list-style-type: none"> <li>• An additional teacher will be employed to deliver phonics in KS1, so that all children receive quality first teaching.</li> <li>• An additional TA will be employed in EYFS to release the class teacher to deliver phonics sessions to both nursery and reception, in their respective year groups</li> <li>• Class teachers and teaching assistants will provide targeted interventions for those at risk of not achieving</li> </ul>	<ul style="list-style-type: none"> <li>• Termly progress meetings will take place</li> </ul>

			age related expectations for their year group.	
<b>Nutfield language program to take place in EYFS to support those with an identified need</b>	<ul style="list-style-type: none"> <li>• Children throughout EYFS to reach age related expectations with regards to understanding of language, other than those children with an identified need who have been referred to NHS speech and language.</li> <li>• Children with an identified speech and language need to make accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Children who qualify for the pupil premium will benefit from this support, several of these children also receive speech and language therapy through the NHS</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, SENCO and 2 TAs to be released for a 5 hour training course</li> <li>• TAs to be released to carry out the 20 week intervention</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>