

Pupil premium strategy statement 2019 / 20

School overview

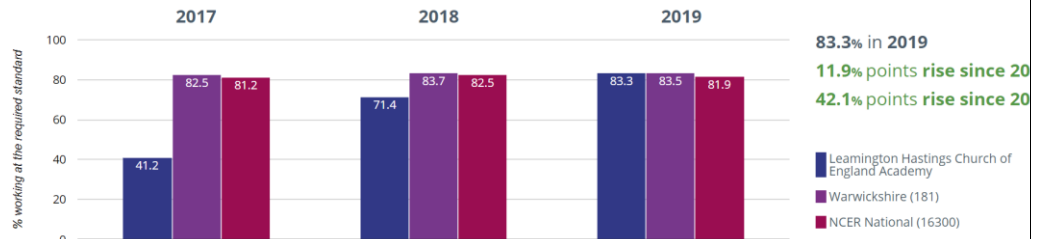
Metric	Data
School name	Leamington Hastings Church of England Academy
Pupils in school	47 (including nursery) 35 (excluding nursery)
Proportion of disadvantaged pupils	8.5% (including nursery) 8.6% (excluding nursery)
Pupil premium allocation this academic year	£5242
Academic year or years covered by statement	2019 – 20
Publish date	September 2019
Review date	January 2020, April 2020, July 2020
Statement authorised by	Suzanne Marson
Pupil premium lead	Suzanne Marson
Governor lead	Matt Markham

Disadvantaged pupil progress scores for last academic year available within school documentation

Review: last year's aims and outcomes

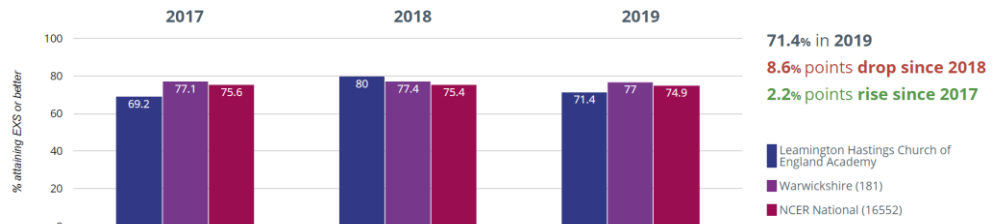
Aim	Outcome																
Phonics / Maths	<p>Teaching of phonics in individual year groups and a focus on maths reasoning. A vast increase in the amount of children achieving GLoD for EYFS and achieving the pass mark in the year 1 phonics screening. Slight drop in the number of children at EXS+ at year 2 due to very low cohort size, but increase in the number of children achieving GD.</p> <p>★ Good Level Of Development</p> <table border="1"> <caption>% of pupils attaining a good level of development</caption> <thead> <tr> <th>Year</th> <th>Leamington Hastings Church of England Academy</th> <th>Warwickshire (188)</th> <th>NCER National (17646)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>50</td> <td>72.6</td> <td>70.7</td> </tr> <tr> <td>2018</td> <td>61.5</td> <td>72.4</td> <td>71.5</td> </tr> <tr> <td>2019</td> <td>83.3</td> <td>71.8</td> <td>71.8</td> </tr> </tbody> </table> <p>83.3% in 2019 21.8% points rise since 2017 33.3% points rise since 2018</p> <p>Legend: ■ Leamington Hastings Church of England Academy ■ Warwickshire (188) ■ NCER National (17646)</p>	Year	Leamington Hastings Church of England Academy	Warwickshire (188)	NCER National (17646)	2017	50	72.6	70.7	2018	61.5	72.4	71.5	2019	83.3	71.8	71.8
Year	Leamington Hastings Church of England Academy	Warwickshire (188)	NCER National (17646)														
2017	50	72.6	70.7														
2018	61.5	72.4	71.5														
2019	83.3	71.8	71.8														

Year 1: Working At

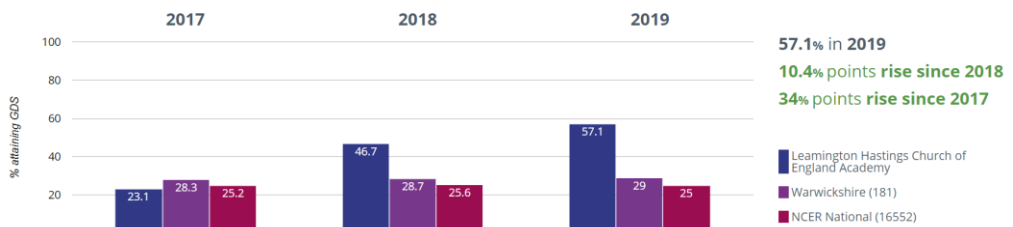


Year 2:

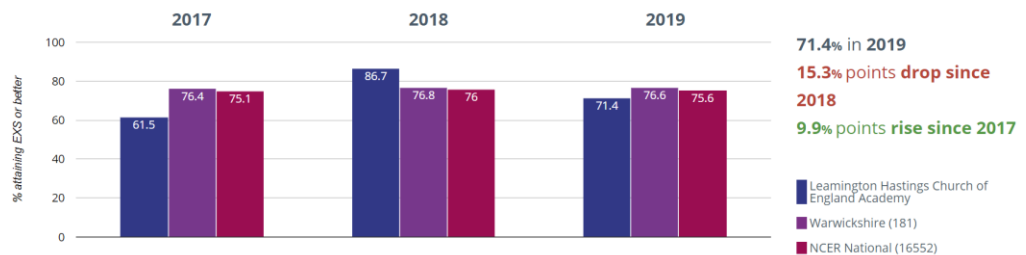
Reading - attaining EXS or better



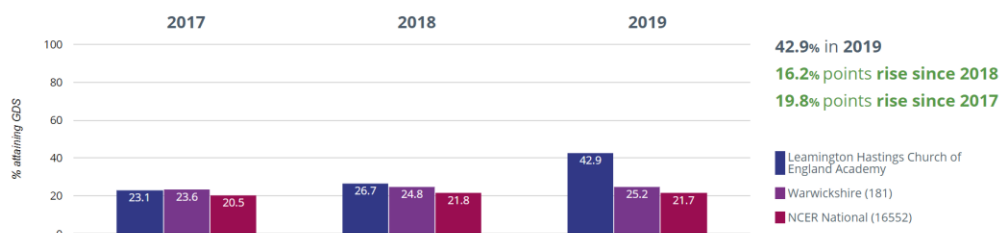
Reading - attaining GDS



Maths - attaining EXS or better



Maths - attaining GDS



Staff training – sensory processing, STS / IDS support, lego therapy

Staff are more confident supporting children identified as needing support, leading to increased outcomes for the children emotionally. All but one child made expected progress in all areas of the curriculum.

Increased attendance / access to school clubs	<p>Access to school clubs and trips a success, enabling children to further their life experience and build their social skills.</p> <p>Whilst attendance increased for identified children, it did not increase enough. Newly sought involvement from FIS and school should lead to further improvements next academic year.</p>
---	---

Strategy aims for disadvantaged pupils 2019/20

Measure	Activity
<p>Priority 1 Early reading attainment</p>	<p>Children achieve the expected standard in their year group for phonics / early reading by teaching phonics in dedicated year groups.</p> <p>Ensuring children have access to phonetically decodable books.</p> <p>Timely intervention and support for those not on track with year group phonics.</p> <p>Impact – this was difficult to evaluate due to Covid partial school closures. Prior to partial school closures, 1 PP child had made accelerated progress and closed the gap to be on track to meet expected standard. Another child was closing the gap, although still working towards.</p> <p>Despite partial school closures and both children not attending school, individual intervention via Teams was provided to support children.</p> <p>Small groups phonics teaching took place with no more than 13 in a group, enabling PP children to make accelerated progress and receive targeted support at the point of teaching.</p>
<p>Priority 2 Attachment aware strategies</p>	<p>Work with STS / Educational Psychology to develop attachment aware strategies to be used across the school.</p> <p>Impact – took place. Strategies were used with one child to enable their SEMH needs to be met, which then impacted on their ability to learn in the classroom.</p>
<p>Barriers to learning these priorities address</p>	<p>Children who will be in the school both this academic year and in the next three years display attachment difficulties, affecting their ability to learn.</p> <p>It is essential children learn to read fluently. Teaching phonics in dedicated year groups with books</p>

	matched to phonic knowledge supports the development of early reading skills. Attendance issues from some children who receive PPG.
Projected spending	£5000 salary contribution

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Children in EYFS achieve the expected standard for reading in their year group 67% of children achieve the expected standard for reading in their year group	July 2020
Progress in Writing	Children in EYFS to achieve the expected standard for writing for their year group Children in KS1 to make at least expected levels of progress from their individual starting points	July 2020
Progress in Mathematics	Children in EYFS to achieve the expected standard for writing for their year group Children in KS1 to make at least expected levels of progress from their individual starting points	July 2020
Phonics	Children in EYFS secure in phase 1 (Nursery) or phase 4 (Reception). Children in year 1 to attain the pass mark in phonics screening.	July 2020
Other	Improved attendance for identified PPG children.	Rising attainment each term from September 2019 to July 2020

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 Early reading attainment	Review the school's long term phonics plan to ensure phonemes are introduced in a logical manner. Complete Sort books to ensure they are all phonetically decodable and purchase books where gaps have been identified. Complete Staff training regarding phonics interventions. Complete

	<p>Update phonics assessment documents to ensure they are thorough and relevant to the year group, related to the school's phonics long term plan.</p> <p>Staff training for all staff to ensure children in school are always reading the correct book band.</p> <p>Complete</p>
<p>Priority 2 Attachment aware strategies</p>	<p>Staff training for SENDCo from Educational Psychology attachment aware course and fed back to all staff. Complete</p> <p>Training for all staff on attachment aware strategies to be used within school. Arrange for this to take place twice so that every member of staff, including before and after school club, can attend. Complete</p>
<p>Barriers to learning these priorities address</p>	<p>Children displaying attachment difficulties which affects their ability to learn.</p> <p>Attendance issues from some children who receive PPG.</p> <p>It is essential children learn to read fluently. Teaching phonics in dedicated year groups with books matched to phonic knowledge supports the development of early reading skills.</p>
<p>Projected spending</p>	<p>£5000 +</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Work with identified families where children have low attendance.
Priority 2	Provide experiences for children to widen their life experiences – after school clubs, trips etc
Barriers to learning these priorities address	<p>Low attendance will cause problems with children's progress, attainment and social skills.</p> <p>Providing funded access to clubs and trips enables children to widen their life experiences.</p>
Projected spending	<p>£250</p> <p>Impact – some improvements to attendance seen, although this was hindered by illness and Covid isolation.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
------	-----------	-------------------

Teaching	<p>Ensure enough time is allocated for professional development</p> <p>Delivering professional development to all staff, including before and after school club</p> <p>Teaching phonics skills in specific year groups within mixed age classes</p>	<p>Training provided by SM related to early reading / attachment for whole staff</p> <p>Training provided from STS related to attachment difficulties for all staff</p> <p>SM to teach daily during phonics times. SM – Yr2, KS1 class teachers Yr1, Reception – LW, Nursery to be taught by LW whilst Reception are out during playtime. LW never to be within playtime duty rotation.</p>
Targeted support	<p>Phonics intervention taking place in a timely manner</p> <p>Adult availability in school to provide attachment check ins regularly.</p>	<p>SM train TAs on precision teach to support intervention. AS to train TAs in phonic subject knowledge. Intervention must take place as soon as gaps are identified.</p> <p>All staff within the class to be aware of children experiencing attachment difficulties and to provide regular check ins throughout the day. SM to also check in with each identified children at least once per day.</p>
Wider strategies	<p>Increased attendance for identified families.</p> <p>Participation in school clubs</p>	<p>SM to work closely with identified parents of those with low attendance. FIS involvement to be sought for parental support. ACE contacted for support if required.</p> <p>School to pay for clubs for identified children where SEMH is an identified area to be improved, or where children have limited life experience.</p>