



Pupil Premium Strategy Statement:

1. Summary information					
School	Hythe Bay Church of England Primary School				
Academic Year	2020/21	Total PP budget forecast for academic year	£166,876	Date of most recent PP Review	Sept 2020
Total number of pupils	357	Number of pupils eligible for PP	121	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
Attainment for: 2018-2019 (Whole school) Due to Covid we are using last data available)	Pupils eligible for PP (<i>national</i>)	All pupils (<i>national</i>)
% achieving expected standard or above in reading, writing and maths	KS1 57% KS2 69% (65%)	KS1 76% (69 %) KS2 73% (65%)
% achieving expected standard or above in reading	KS1 57% KS2 70 % (80%)	KS1 82% (75%) KS2 79% (73%)
% achieving expected standard or above in writing	KS1 57% KS2 65% (83%)	KS1 76% (69%) KS2 81% (78%)
% achieving expected standard or above in maths	KS1 63% KS2 70% (81%)	KS1 81%(76%) KS2 79%(79%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Diminish the difference between the number of Disadvantaged and non-Disadvantaged achieving a Good Level of Development.
B.	Managing vulnerable children and supporting them in developing effective behaviours for learning which may have been impacted by Covid-19 and their gap in schooling
C.	Levels of attainment lower and knowledge gaps widened due to Covid-19
D.	Gender Gaps; Engagement and Attainment of Boys in Reading and Writing and Maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	The attendance of Disadvantaged children improves and parental engagement is enhanced, especially for those at risk of high levels of absence due to school closure as a result of Covid-19.

F.	Family vulnerability -Impacts on children’s levels of wellbeing and involvement, social and emotional needs, attendance, ability to engage with extracurricular activities.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills in EYFS, demonstrated through teacher observations and achievements and progress against communication early learning goals	Language link participation Communication early learning goal achievement demonstrates excellent progress from starting points DPs Communication early learning goal achievement.
B.	Managing vulnerable children and supporting them in developing effective behaviours for learning, especially in light of school closure due to Covid-19 and some children struggling to return to school.	For children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they make progress in their learning.
C.	Children to be supported to ‘catch up’ and close the gaps in learning caused as a result of Covid-19 and schools closure	Disadvantaged to be supported to accelerate learning for with a focus on those children who have significant gaps in their knowledge as a result of Covid-19
D.	The attendance of Disadvantaged children improves and parental engagement is enhanced, especially for those at risk of high levels of absence due to school closure as a result of Covid-19.	Children’s attendance will be monitored and the Senior Leadership Team will support any families where attendance is an issue. Early help will be utilised if it is appropriate.
E.	Vulnerable families supported with accessing external support and to raise parental engagement.	Our Deputy Head Teacher and Senior teacher in charge of Early help to work closely with parents to help mitigate the adverse effects of external factors and increase parental aspirations and engagement.

5. Planned expenditure

Academic year

2020 /21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminish the difference between the number of Disadvantaged and non-Disadvantaged achieving a Good Level of Development.	Use Speech Link strategies to support Disadvantaged children Increase resilience for children	Language development is a barrier to children's learning and progress. Often, children have specific areas which prevent them from achieving a Good Level of Development; identifying and addressing these specific areas of need ensure that the children are better able to achieve in line with national expectations. Sir John Dunford says that disadvantaged children fall behind their peers from a very young age so tackling the attainment gap in the Early Years is critical to success later on. Evidence from the Education Endowment Fund Pupil Premium Toolkit says that early years intervention has +5 months impact Some of our PP pupils show little self-confidence and self-belief. They are not natural risk takers, and tend to stay with "safe" activities. We want them to be happy and confident to take risks within their learning experiences, and not be afraid of getting it wrong.	Staff twilight to be used for SALT training. HLTA to be paid for to deliver Speech Link assessments and interventions SENCO and EYFS leader regular support and monitoring. SENCO working with speech and language teacher. SLT learning walks / books / feedback Pupil Progress meetings – regular assessment and gap analysis Monitor plans to ensure there are opportunities for challenging activities, look for mixed ability groups, rewards being given for "having a go".	ST/STR JL RP LS	Termly

<p>High quality interventions to diminish the difference and support in delivering the Recovery Curriculum due to Covid-19</p>	<p>Additional teachers using PiXL to deliver support for targeted teaching and learning intervention.</p> <p>Class teachers to utilise the PiXL Autumn transition package to all children to identify gaps in learning and support in closing them.</p> <p>Additional teachers to support pupils with completing their feedback next step marking.</p>	<p>Evidence from the Education Endowment Fund Pupil Premium Toolkit says that small class teaching, collaborative learning, and tuition has between +3 and 5 months impact</p> <p>Sir John Dunford consistently states the need for an unerring focus on quality teaching because of its benefits to all (but especially disadvantaged pupils). The Sutton Trust (2011) confirms this: disadvantaged pupils made on average 15 months progress across a year with highly effective teaching; pupils made, on average, only 6 months of progress in a year with poor teaching.</p> <p>EEF Covid-19 Support guide for school states that well led and a clearly defined approach to assessment, which itself sits within a well led and clearly defined vision of teaching and learning will ultimately support the loss of learning due to Covid-19. The use of tuition delivered by qualified teachers is likely to have the greatest impact.</p> <p>Evidence from the Education Endowment Fund Pupil Premium Toolkit says that effective feedback has +8 months.</p>	<p>High quality teachers running booster sessions. High quality teachers running tuition. Additional teaching runs in cycles then impact reviewed. Children have access to high quality teachers when in small teaching groups.</p> <p>All CT's will use the Autumn Transition package in response to Covid-19 and in support of the Recovery curriculum.</p> <p>TA's are to carry out targeted interventions as decided from pupil progress meetings and the results of the gap analysis from PiXL transition package.</p> <p>Interventions and opportunities for DP will be monitored at pupil progress meetings.</p>	<p>TW JL VB RP</p>	<p>In year group pupil progress meetings</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they make progress in their learning.</p>	<p>To Continue to have a DHT with a pastoral focus and behaviour lead within the school. To develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties. To use highly skilled TA's to support with targeted behavioural interventions for identified students. To offer Nurture to KS2 in the form of outside learning opportunities. To create a space in the Family centre to enable Foundation stage staff and KS 1 staff to facilitate small group Nurture and Social skills provision.</p>	<p>Social and emotional learning can have an impact of up to + 4 months (EEF toolkit).</p>	<p>Weekly pastoral meetings where whole school behavioural data is analysed and actions are put into place for key individuals. Observations of learning and behaviour of pupils through learning walks. Early identification of children in pupil progress meetings. Targeted response to Covid-19 related mental issues as needed. Possible PTSD support may be needed to be accessed</p>	<p>CH KW JL</p>	<p>Sept 20 Ongoing</p>

<p>The attendance of DP children improves and parental engagement is enhanced, especially for those at risk of high levels of absence due to school closure as a result of Covid-19.</p>	<p>The DHT to take Pastoral lead in working with families who are struggling with parental engagement and low attendance. A named Senior Leader will be responsible for Early Help referrals and support. This role will improve engagement and ensure that external and internal support is coordinated. Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning, to those children that the school has identified as being vulnerable. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. (Covid-19 Support guide for schools)</p>	<p>We can't improve attainment for children if they aren't actually attending school. This may lead to under-performance and not reaching their full potential, having long-term impact on their social and economic future; the "Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice" (DfE November 2015) document states that it is important to focus on attendance as "lower performance [is] associated with higher absence levels".</p> <p>Sometimes, parents find it difficult to come into school to meet teachers. One member of the SLT are on the school gates each morning to meet and greet parents, but we still need to get parents through the door and into classrooms; building their own confidence in helping their child to engage in learning. DHT is available for parental liaison and will contact parents on the telephone and offer face to face chats.</p> <p>The EEF Toolkit says that although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement is much less conclusive but that the suggestion from recent research is that increasing parent involvement will have a positive impact on their child's learning.</p> <p>EEF - Parental Engagement = +3 months impact.</p>	<p>Continuation of the daily, weekly, half termly and annual procedures for monitoring attendance Information. Phone and face to face contact with vulnerable families Fixed penalty notices issued.</p>	<p>SLT DHT SR Office</p>	<p>Weekly</p>
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<p>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p>	<p>Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governor) and to ensure that our information is up-to-date and informs best practice. The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school. Our strategy and resulting action plan are implemented effectively.</p>	<p>It is important to have access to the most recent information and guidance, and to listen to experts on the use of the Pupil Premium grant in order to inform our decision-making and funding allocation. Research conducted by the Wallace Foundation concludes that leadership influences student learning and proves that effective leadership is key in improving standards.</p>	<p>Termly reviews with Pupil Premium governor who is knowledgeable and provides robust challenge for our Pupil Premium strategy. Regular reviews on progress with HT / DHT. Feedback to governor committee meeting termly. Pupil Premium report in the termly Headteacher's Report to the Governors.</p>	<p>RP CC TW CH</p>	<p>Regular reviews on progress with HT / DHT. Feedback to governor committee meeting termly. Pupil Premium report in the termly Headteacher's Report to the Governors. Termly meetings with Pupil Premium governor. Termly reports to the Governing Body.</p>
<p>Specialist services</p>	<p>To ensure that children can access services that are beyond the expertise that the school has.</p>	<p>Children sometimes need to access support that the school cannot offer in house. To support the child holistically and to ensure they progress.</p>	<p>Children will have access to play therapy and educational psychologists and other services as needed.</p>	<p>SPKG CH JL</p>	

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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DP pupils achieve in line with peers in phonic screening	Review of phonics teaching in year1. Termly phonic assessments Better Reading partner interventions	Targeted interventions by Booster teachers has led to higher levels of well being and involvement. Class teachers report higher levels of attainment and engagement in whole class.	Due to Covid-19 the Phonics screening will now occur in Term1 and 2 of the Autumn term. We will then conduct a review and adjust use of targeted interventions accordingly.	£49,284
High quality interventions to diminish the difference	Additional teachers to deliver targeted interventions All classes to have the support of a Full time equivalent teaching assistant. AHT to be Pupil Premium Champion.	Interventions we showing children targeted to be making progress. All classes to have a full time equivalent Teaching support assistant.	Continue this approach and use PIXL to ensure interventions are forensic on filling the gaps in learning as this was showing to be effective pre Covid. Continue to have Pupil Premium Champion to oversee targeted interventions.	£56,301 £10,116
Improved oral language skills in DP in Reception.	HLTA delivering Speech link assessments and interventions.	Children received Speech link targeted interventions but due to Covid-19 we will rescreen the targeted children in the Autumn term.	Children highlighted pre covid will be rescreened and interventions planned according to need.	£2,950

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For children with emotional and behavioural difficulties to receive support to reduce behavioural incidents and make progress in their learning.	Nurture groups Beach school Gardening school DHT leading Pastoral support	Vulnerable children accessing all areas of the curriculum which led to less behavioural incidents and a decrease in the need to enforces sanctions such as internal exclusions.	Vulnerable children are being well supported, in light of the Flo retiring it has been decided that the DHT will continue to oversee the support of our most vulnerable families.	£20,911
Improved attendance	Attendance awards Individual and class treats for 100% attendance Funded breakfast club	Attendance awards were given to classes on a weekly basis. Flo to support vulnerable families	Due to Covid it has been impossible to measure attendance this year.	£10,470
Specialist services	Project Salus, Beanstalk, Counselling	Continue to access		£8,827 £9,772