



## Pupil premium strategy statement: Stephen Hawking Primary School

1. Summary information					
<b>School</b>	Stephen Hawking Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£54,455	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	105 (85)	<b>Number of pupils eligible for PP</b>	64 (39)	<b>Date for next internal review of this strategy</b>	July 2021

2. Attainment Data for 2019-20		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
CASPAs data was collected at the point of school closure in March 2020. However, progress to this point has not been calculated on account of the short time period. Because of COVID-19 pandemic all national data collection was suspended.		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>As with any group of children, the challenges and barriers facing disadvantaged pupils are varied and individual to the particular pupils within the group.</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Staff awareness of pupil premium pupils
<b>B.</b>	Opportunities for promoting independence and challenge
<b>C.</b>	Access to support physical disability
<b>D.</b>	Access to support for Multi Sensory Impairment
<b>E.</b>	Access to enrichment opportunities
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance

<b>G.</b>	Parental engagement and knowledge- Time spent with an adult at home able to apply strategies to support them. Parent workshops online or on site
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#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved outcomes for all PPG pupils, as a result of all staff having identified and targeted pupil premium children in their class	Class teams will have identified PPG pupils in their class Pupil progress meetings termly will specifically have examined the progress of these pupils leading to improved outcomes and planned intervention Development of tracking using the 'Engagement Model' for pupils with PMLD and the use of branch maps will support more accurate assessment and planning for all pupils
<b>B.</b>	Increased independence and levels of challenge.	Lesson planning will show opportunities for promoting greater independence and challenge for pupils Specific phonics interventions will have developed communication skills Federation project on 'exploration' will have focussed on learning through play, developing greater independence in learning PE leader will have developed greater challenge in PE across the school
<b>C.</b>	Pupils with specific MSI needs will have improved provision and make increased levels of progress	MSI leader will have targeted 4 pupil premium pupils. (see action plan) These pupils will have improved outcomes evidenced in their end of year reports
<b>D.</b>	Increased access to enrichment activities	PPG pupils will have had access to residential trips, horse riding, Bike It, dance projects and Federation projects PPG pupils will have been targeted to attend after school clubs PPG pupils will have access to Music therapists
<b>E.</b>	Improved <b>attendance</b> for disadvantaged pupils, particularly hard to reach families.	End of year attendance report will reflect an increase % of disadvantaged pupils attending/improvement in the attendance and punctuality of disadvantaged target families.
<b>F.</b>	Increased parental engagement in their children's learning	Increased attendance at parental events of PPG families Regular attendance of PPG families at meetings with teachers, including Annual Reviews

#### 5. Planned expenditure

<b>Academic year</b>	<b>2020-2021</b>
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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	Staff lead	When will you review implementation?

			<b>implemented well?</b>		
Improved outcomes for all PPG pupils	Class teams will have identified PPG pupils in their class Pupil progress meetings termly will specifically have examined the progress of these pupils leading to improved outcomes and planned intervention Development of tracking using the 'Engagement Model' for pupils with PMLD and the use of branch maps will support more accurate assessment and planning for all pupils	Raising levels of awareness and targeting pupils supports improved outcomes. This model of intervention was designed based on the research that feedback studies tend to show very high effects on learning.	Staff meetings  Pupil progress meetings Moderation meetings	Liz Baxter Kirsty Tucker Laura Tomkins	End of year evaluation/Annul Review data/CASPA/Branchmap tracking
Increased independence and levels of challenge.	Lesson planning will show opportunities for promoting greater independence and challenge for pupils Specific phonics interventions will have developed communication skills Federation project on 'exploration' will have focussed on learning through play, developing greater independence in learning PE leader will have developed greater challenge in PE across the school	Raising the level of expectation and challenge will result in improved outcomes for pupils Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. (EEF/Sutton Trust Toolkit).	Regular monitoring of planning  Termly action plan reviews will look at impact  Pupil progress meetings	Liz Baxter Kirsty Tucker Rachel Baxter Jacqui Newman Mark Conlon	Termly action plan review meetings
<b>Total budgeted cost</b>					<b>£6,000</b> (TA led phonics)

## 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?
Pupils with specific MSI needs will have improved provision	MSI leader to be released 0.4 per week to work with 4 targeted pupil premium pupils. (see action plan) These pupils will have improved	MSI provision is part of the EHCP for these pupils. Meeting these needs will improve outcomes for these pupils.	Termly action plan reviews will look at impact	Genevieve Peuze	Termly action plan review meetings

and make increased levels of progress	outcomes evidenced in their end of year reports		Pupil progress meetings		
For families to be supported in helping their children at home	Home school liaison officer will target & support PPG families to attend events, clinics and workshops	Disadvantaged families may encounter a range of barriers to supporting their children at home (lack of previous educational/school experience, lack of English language skills, etc.). Targeting specific families for attendance at meetings and workshops will enable them to support their children, leading to increased involvement in school and developing skills in supporting their child.	Termly attendance at events analysed	Jasmin Islam	Termly report to Govs
Improved <b>attendance</b> for disadvantaged pupils, particularly hard to reach families.	Home school liaison officer will target & support PPG families to attend, liaising with a range of external professionals (e.g. social care, transport etc)	There is a clear link between poor attendance at school and lower achievement. A significant % of pupils on the PA list/pupils with poor punctuality are disadvantaged. Schools that effectively target attendance closely monitor patterns of attendance and address them as soon as they become concerned. (Improving attendance at school, Taylor)	Termly attendance analysis	Jasmin Islam	Termly report to Govs
<b>Total budgeted cost</b>					<b>£45,000</b>

### iii. Other approaches-Enrichment opportunities

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?
Increased access to enrichment activities	<p>PPG pupils will have had access to residential trips, horse riding, Bike It, dance projects and Federation projects</p> <p>PPG pupils will have been targeted to attend after school clubs</p> <p>PPG pupils will have access to music therapy</p>	Ofsted set out guidelines that schools should ensure "all pupils, particularly disadvantaged pupils ... the knowledge and cultural capital they need to succeed in life." The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. ("Creating Cultural Capital"). Disadvantaged families may encounter a range of barriers to supporting their children access a range of enrichment opportunities.	<p>Monitoring of access to enrichment opps</p> <p>Attendance data for after school club</p> <p>Music therapist caseload</p>	Liz Baxter Sasha Sullivan Kirsty Tucker	Termly action plan review meetings
<b>Total budgeted cost</b>					<b>£20,500</b>
<b>Total PPG spend</b>					<b>£71,500</b>