Henley Primary School- Pupil premium strategy statement 2021-2024

School overview

Metric	Data
School name	Henley Primary School
Pupils in school	103
Proportion of disadvantaged pupils	6 (PP, FSM, Ever6, PLAC) 6%
Pupil premium allocation this academic year	£11,437.92
Academic year or years covered by statement	2021-2024
Publish date	December 2021
Review date	November 2022
Statement authorised by	
Pupil premium lead	Stephanie Hawes
Governor lead	Dawn Carman-Jones

Disadvantaged pupil progress scores for last academic year

Measure	Score (excluding EYFS child/ren)
Reading (5 children)	0.66
Writing (5 children)	0.4
Maths (5 children)	-1
Measure	**Score**
Meeting expected standard at KS2 RWM (Year 6)	Combined NA Reading Writing Maths
Achieving high standard at KS2	
Whole school PP (Expected or above)	Reading 4/6 67% Writing 4/6 67% Maths 4/6 67%
	2 children achieving greater depth in reading and Maths Phonics check- 100% pass (not nationally reported)

Strategy Aims for Disadvantaged Pupils:

Measure	Activity
Priority 1: For all disadvantaged pupils in school to make or exceed nationally expected progress rates	• Work with English and Maths leads to ensure that all children's progress scores are positive by the end of KS2 in Reading, Writing and Maths • SLT to ensure that all disadvantaged pupils make expected progress in foundation subjects • Engagement in tutoring and mentoring programmes to support as needed • Monitoring teaching and learning • Accurate assessments and GAPs analysis with regular review of strategies, resources and interventions
Priority 2: Develop cultural capital and understanding of the wider world	Pupils to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them. Pupils to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital) • Ensure that children are aware of the opportunities available to them, presently and in the future, and provide them with avenues in which to access them. • To ensure that the curriculum is broad and balanced, and accessible to all • To provide opportunities to take part in visits which build on skills and deepens knowledge • To provide a wide and varied enrichment curriculum including access to music and sports opportunities
Barriers to learning these priorities address	• Ensuring that all staff use evidence based whole class teaching and appropriate interventions • Behaviour and emotional difficulties and poorer mental health and wellbeing following Covid disruptions • Changes in family personal circumstances • Attendance and punctuality
Projected spending	£2000 contribution towards educational visits, music lessons, therapy sessions etc.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Annually July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 2022
Phonics	Achieve national average expented standard in phonics screening	July 2022
Other	Ensure attendance of disadvantaged pupils is above 95%	July 2022

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 Reading, Writing and Maths	• Work with new Literacy Lead and the Maths lead to develop non negotiables and develop teacher expectations • Develop use of resources to support English across the school in order to raise standards of progress and attainment in Reading and Writing • Maths curriculum review • Pupil progress meetings and book looks throughout the year • Monitor phonics progress and review reading scheme across the school • Improve library environment to make it more welcoming • Promote and develop a passion for reading with whole school reading sessions • Analyse data and identify children who need catch up support, booster groups and/ or tutoring
Priority 3 To ensure that summative end of KS2 results are at, or exceed, national expectation for progress	• Embed use of NTS for assessments and develop programme of regular SEND assessments to support teacher judgements. • Use GAPS analysis effectively to support teaching and learning and identify pupils who

	may require more targeted support on a daily basis • Upskill support staff with appropriate approaches and pedagogy for teaching interventions
Barriers to learning these priorities address	• Staff working across the hub- ensure efficient use of time (support staff both real and virtually) • Lockdown/ online learning possibilities • Pupils basic social and emotional needs being met
Projected spending	TA support for class 3 (3 hours daily) £6441 TA support for class 1 (2 hour daily) £4294

Wider strategies for current academic year

Measure	Activity
Priority 1 Pupils to develop emotional resilience Continue to support families and pupils' social, emotional and health needs with support from outside agencies	• Use Learning Pi opportunities to engage children and families in completing activities to develop resilience • Children accept and learn from mistakes and failures and view them as opportunities to learn • Celebrate resilience and positive learning behaviours in school through behaviour passports and wow board • Meeting with families regularly to discuss needs and progress • Access support from outside agencies as needed • Family engagement activities and projects to enhance and develop sense of community and inclusion • Activities included in curriculum
Priority 2 Improve the attendance rate for all PP children to at least match the non PP attendance figures	• Office managers to monitor attendance figures and share regularly with AH and HOSWISA • Monitor daily attendance
Barriers to learning these priorities address	• Computer access for families using Learning Pi • Engagement and support from families at home • Emotional and mental wellbeing of families
Projected spending	£1000 Contribution to activities and external agency support

Monitoring and Implementation

Area	Challenge	Mitigating action

Teaching	Provide access to high quality CPD opportunities English and Maths leads release regularly to support colleagues	Use INSET and staff training effectively to support curriculum development Use staff PDR review to ensure CPD is administered effectively SLT and subject leads to meet regularly to discuss progress, attainment and support Effective use of tutoring programmes Offer wide range of enrichment and curriculum opportunities
Targeted support	Ensure all children have access to catch up opportunities Mentor opportunities to develop communication and relationships (not currently available under covid restrictions)	Provide focussed small group and 1:1 support as needed Effective home and school communication AD (TA) time to review, liaise with and interview appropriate mentors.
Wider strategies	Engaging families with Learning Pi and other learning opportunities Attendance and punctuality	Improve communication and build relationships between all staff and families Termly meetings with HOSWISA Office staff to produce termly attendance report Supplement cost of trips and educational experiences

Review: last year's aims and outcomes

Aim	Outcome
Increase vocabulary, reading and phonics achievement in EYFS & KS1. KS2 children to make at least expected progress	Book looks and conversations with children demonstrate an increased understanding of vocabulary. Classes have a word of the day and Literacy shed and T4W has been used in classes around the school. EYFS and KS1 have access to an increased range of books which have been carefully linked to the development of phonics.
PP pupils make rapid/ accelerated progress to catch up to their peers. More Able PP pupils 'on track' to exceed Expected Standard	4/6 PP children are working at least at expected. 2 children are working at greater depth level in reading and maths.
Pupils with challenging behaviours and social communication difficulties are supported	TA's support the behaviour management in class alongside the teachers. SEND reviews

effectively within the school, allowing them to fully access curriculum.	are conducted termly and risk assessments completed accordingly. Visual timetables and prompts for learning and behaviour support are accessed in the classrooms with some organisational keyrings supplied for some individuals. Children have responded well to the behaviour points passport system across the school.
Pupils to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them. Pupils to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital)	Due to the restrictions of Covid, children have had limited opportunities to explore community engagement and cultural experiences however, they have taken part in residential trips and some local visits. This will continue to be a focus in 2021 and beyond alongside a wide variety of enrichment activities in the curriculum and in the extended schools activity programme.
Pupils to develop emotional resilience Continue to support families and pupils' social, emotional and health needs with support from outside agencies	This remains a priority for 2021 onwards. Families were supported throughout lockdown with phone calls, socially distanced visits and delivery of food parcels.
Improve the attendance rate for all PP children to at least match the non PP attendance figures	Attendance rates for PP children have improved and most were in school when vulnerable families were invited in to school during lockdown. This will continue to be monitored.