Pupil premium strategy statement

School overview

Metric	Data
School name	Hurst Green Primary School
Pupils in school	423
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£69960
Academic year or years covered by statement	18-19
Publish date	December 2020
Review date	September 2021
Statement authorised by	V Kelly
Pupil premium lead	A South
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data due to COVID-19 school closure to all but key worker / vulnerable children.
Writing	No data due to COVID-19 school closure to all but key worker / vulnerable children.
Maths	No data due to COVID-19 school closure to all but key worker / vulnerable children.

Disadvantaged pupil performance overview for last academic year (2019-2020)

Measure	Score
Meeting expected standard at KS2	No data due to COVID-19 school closure to all but key worker / vulnerable children.
Achieving high standard at KS2	No data due to COVID-19 school closure to all but key worker / vulnerable children.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve average KS2 Mathematics progress score in KS maths(0)	July 2021
Phonics	Achieve national average expected standard	July 2021

Strategy aims for disadvantaged pupils (2020-2021)

Measure	Objective
Priority 1-Quality first teaching enabling children to meet or exceed expectations.	Baseline assessments and tests conducted to identify any gaps in learning. Quality first teaching - ensuring staff use evidence based whole-class teaching interventions /AfL.
Priority 2 To ensure the number of disadvantaged children reaching age expected standard in writing improves.	To provide timely targeted intervention. Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.
Barriers to learning these priorities address	Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged with home learning or returned to school in June when eligible. Staff CPD. Staff to train children on the use of Teams for online learning in the event of more home learning.
Projected spending	£52,000

Wider strategies for current academic year

Measure	Activity
Strategy 1 individualised program to identify needs	Due to our low number of disadvantaged children and diverse needs, we will continue to adopt, our individual program. All disadvantaged children will be tracked by Pupil Premium lead to ensure support for all. To offer financial support to children and parents. This will include, use of SEND staff, involvement 4 from external agencies, social groups, counselling, subsidising trips, drinks and uniform as well as

	paying for extracurricular opportunities (when possible due to COVID-19 restrictions)
Strategy 2 Increasing attendance	Increasing the attendance of pupils eligible for Pupil Premium by closely monitoring the attendance of these children regularly by both the school office and PP lead. Attendance and punctuality concerns to be shared with parents promptly. Contact and home visits will be used to ensure improvement in attendance. Use of CPOMS to track pastoral concerns / attendance of disadvantaged children. Disadvantaged children not accessing work will be invited into school during any other school closures.
Priority 3: Provision for PP children who must self-isolate.	Questionnaire undertaken to gage whether Pupil Premium children have access to technology at home. School are to provide device and prioritise PP children. Regular contact with teachers through Microsoft Teams, if they are not accessing/are unable to access, phone calls will be made home and support offered. Some packs of appropriately matched work may also be delivered if necessary.
Barriers to learning these priorities address	Improving attendance, punctuality and readiness to learn for the most disadvantaged pupils. These all may have been adversely affected by parental anxieties about returning to school following the COVID-19 period.
Projected spending	**£18,000**

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching is targeted and considers starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.	Use of assessments completed across school for Maths, Writing and Reading. Amending Topic teaching to allow for application of skills, in particular reading across the curriculum.
Targeted support	Termly grids will be completed for disadvantage children. This will include current levels and progress. This will indicate the specific support for all disadvantaged pupils.	Staff are to fill in grids on a termly basis. Pupil Premium lead to analyse grids and to ensure all disadvantaged children are receiving additional support through tutoring.
Wider strategies	Engaging with families	Working closely with LA and other parties around school to ensure disadvantaged children's needs are met both academically and socially.

Review: last year's aims and outcomes

Aim	Outcome
Due to COVID, this has been delayed until the next set of data	