



## Tudor Grange Primary Academy Haselor

### Pupil Premium Strategy Statement

At Tudor Grange Primary Academy Haselor we strive to ensure that every child can access any support and intervention that we can offer in order for them to achieve their potential. Each year we receive a pupil premium allocation as part of our academy budget. This is currently based on the number of pupils in our school who fall into one of the following categories:

- Eligible for free school meals (including at any time in the last 6 years)
- Children, who are in the care of the Local Authority, have previously been in the care of the Local Authority or who have been adopted.
- Children who have one or more parents serving in the armed forces.

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement.

Our key barriers to achievement for Pupil Premium children are;

- Specific gaps in learning and slow progress in reading, writing and mathematics.
- Social and emotional support so that pupil premium pupils are 'ready' to learn and have some similar experiences to non-pupil premium eligible peers.
- Participation in extra-curricular activities is lower than non-pupil premium eligible peers.
- Attendance. Attendance for pupil premium pupils is lower than the school average.

### School overview

Metric	Data
School name	Tudor Grange Primary Academy Haselor
Pupils in school	63
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£13,725
Academic year or years covered by statement	2020-2021
Publish date	July 2020
Review date	July 2021
Statement authorised by	Colette Hatton
Pupil premium lead	Gail Duxbury
Governor lead	Jamie Turner

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No Statutory Data available 2019-20
Writing	No Statutory Data available 2019-20
Maths	No Statutory Data available 2019-20

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No Statutory Data available 2019-20
Achieving high standard at KS2	No Statutory Data available 2019-20

## Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1</p> <p>Ensure all PP pupils make at least good progress in reading and writing and pupil outcomes are at least EXP so pupils are secondary ready at the end of KS 2.</p>	<p>Accelerate progress for disadvantaged learners (catch up since COVID-19).</p> <p>Introduction of new reading diaries to increase daily reading at home and school and new reading scheme books purchased to enable regular books changing of home readers.</p> <p>Whole Trust approach to English literacy writing to increase writing progress across Key Stage 1 and 2.</p> <p>To accelerate progress using Mastery Teaching approaches through Quality First Teaching.</p>
<p>Priority 2</p> <p>Ensure all PP pupils make at least good progress in numeracy and pupil outcomes are at EXP so pupils are secondary ready at the end of KS 2.</p>	<p>Accelerate progress for disadvantaged learners (catch up since COVID-19).</p> <p>To accelerate progress using Mastery Teaching approaches through Quality First Teaching.</p>
<p>Priority 3</p> <p>Disadvantaged pupils to achieve expected standard in PSC in line with others, in order to ensure pupils have sufficient reading capability to access the whole curriculum.</p>	<p>Action plan created by English Lead and submitted to English hub to obtain match funding – used to purchase additional books to support implementation of Letters and Sounds programme.</p> <p>Ensure all relevant (including new staff) have received paid-for training to deliver the phonics scheme effectively.</p> <p>Teacher planning to focus on pace and progression through phonics phases in line with L&amp;S document.</p>
<p>Barriers to learning these priorities address</p>	<p>82% PP pupils entering school at lower starting points. Lower starting points may prevent pupils from reaching the expected standard for the chronological age at the end of KS2.</p> <p>Many PP pupils enter school with limited experience of early reading and mathematics, comprehension and writing skills, and are therefore at a lower starting point.</p> <p>Understanding of toxic stresses experienced by pupils.</p>
<p>Projected spending</p>	<p>£9250</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Disadvantaged pupils achieve National Average progress scores 0 by end of KS2.	July 2021
Progress in Writing	Disadvantaged pupils achieve National Average progress scores 0 by end of KS2.	July 2021
Progress in Mathematics	Disadvantaged pupils achieve National Average progress scores 0 by end of KS2.	July 2021
Phonics	Disadvantaged pupils achieve the national pass rate / expected standard in the Year 1 Phonics Screening Check.	PSC Autumn 2020 and July 2021
Other	To improve the attendance of disadvantaged pupils (currently 95.5%) to be in-line with non-pupil premium pupils.	July 2021

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>1:1 and small group provision of focused interventions and precision teaching led by HLTA to focus on spelling support, reading comprehension and handwriting.</p> <p>Targeted groups – catch-up post COVID-19.</p> <p>Focused ability guided reading group and whole class teaching of reading sessions to develop key skills and accelerate progress and close gaps since COVID-19.</p> <p>Phonic based reading books for home readers provide consolidation of phonics learnt at school to deepen understanding.</p> <p>Reading books are matched to phonics level.</p> <p>Card prompts with questions to ask while reading to be sent home for parents with reading books.</p>
Priority 2	<p>1:1 and small group provision of focused interventions and precision teaching led by HLTA to focus on maths support of basic methods of calculation, while encouraging children to use concrete apparatus to build and develop greater understanding of mathematical concepts.</p> <p>Targeted groups – catch-up post COVID-19.</p> <p>Concentration on standard written methods to ensure a strong foundation of calculation methods to support reasoning and using Mastery Teaching Approaches linked to Quality First Teaching.</p> <p>Support and practise of multiplication tables using games, TTRockstars, movement activities (e.g.Active maths ).</p> <p>Use of Mathletics online teaching for home-learning to close gaps in understanding.</p>
Priority 3	Staff CPD to use resources to accelerate progress for all pupils.

	<p>4 ability groups of children within Key Stage 1 and EYFS to occur daily to maximise possible learning for all stages.</p> <p>Teaching focus on application of skills learnt in Phonics across whole curriculum learning to enable catch up post COVID-19.</p> <p>Targeted groups – catch-up post COVID-19.</p> <p>High expectations of phonics progress on a daily basis.</p> <p>Targeted 1:1 phonics support as required by HLTA interventions.</p> <p>Close tracking by Phonics screening of students in Year 1/2 PP in line with non PP.</p>
Barriers to learning these priorities address	Catch-up required as Literacy and Numeracy skills are typically lower for pupils eligible for PP than for other pupils which prevents them from reaching expected standard for their chronological age by the end of Key Stage 2.
Projected spending	£9250

## Wider strategies for current academic year

Measure	Activity
Priority 1	<p><b>PP pupils to have targeted sessions to ensure behaviour and emotional support is in place to support their individual needs to improve readiness for learning.</b></p> <p>HLTA to undertake The Thrive Approach training to support SEMH across the whole school.</p> <p>Parents introduced to the Thrive Approach upon launch in school to develop home school partnership in supporting pupils positive behaviour choices in school.</p> <p>Parents involved in Pupil Passport target setting to increase consistency of approach for positive learning behaviour in pupils.</p> <p>Personal invites to events, including phone calls home. Resource packs provided to those unable to attend in person.</p> <p>Use of Jigsaw PSHE Programme to support children as they deal with impact of COVID-19.</p> <p>Use of emotion indicators by children where needed to encourage positive talk about feelings rather than emotional outbursts.</p> <p>Helping hand support model to encourage children to make use of a safe designated space as part of 'cool down' time when needed.</p> <p>Mood boards created for classes to ensure targeted children do not feel singled out .</p>
Priority 2	<p><b>Focus on attendance rates for pupils eligible for PP.</b></p> <p>Close daily monitoring by SLT, school administrator and with the Trust lead for attendance supporting.</p> <p>Monitor pupil's daily attendance and follow up quickly on absence - first day response call.</p> <p>Persistent absence supported through breakfast club places to encourage attendance daily and improved monitoring.</p>
Priority 3	<p><b>PP pupils to participate in fully in all aspects of school life.</b></p> <p>Children to be actively encouraged and invited to undertake extra-curricular activities out of school hours.</p>

	<p>Inclusion in group sporting events ensured for PP children where possible.</p> <p>Monitored involvement of school council involvement, sports leader activity; children proactively guided to take up membership and supported.</p> <p>Support of students with mental health and learning needs students will be able to build their self-esteem and worth.</p> <p>Subsidise extra-curricular activities, trips and residential.</p> <p>Purchase of uniform and PE Kits for individual children as the need arises to support families with financial concerns .</p>
Barriers to learning these priorities address	<p>Learning time lost to poor attendance.</p> <p>Low levels of aspiration, resilience and study skills which lead to low confidence.</p> <p>Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities, these are provided by the school.</p>
Projected spending	£4295

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensure enough time is given over to allow for staff professional development. Identifying high quality appropriate CPD for staff and the subsequent impact upon learner progress.</p> <p>Ensuring prioritised teaching time for daily reading and phonics sessions across the Key Stages.</p>	<p>Use of INSET and staff development time to monitor and develop new teaching resources and programmes.</p> <p>Use of Staff Development to review and monitor group progress through impact reporting.</p> <p>SLT and Trust Literacy lead to support with Quality Assurance during Autumn term November 2020.</p> <p>Action Plan for Reading and phonics in place and regularly monitored by SLT and EP and Trust Lead for English.</p>
Targeted support	<p>Ensuring enough time for school leads to support teachers in planning and appropriate use of resources and small group interventions.</p> <p>Tracking impact of interventions to inform future planning of targeted support.</p>	<p>English &amp; Maths lead to use 1 hour a week to support teachers with targeted planning for interventions and small group activities.</p> <p>SLT and Trust Literacy lead to support with Quality Assurance through Subject Leader meetings.</p> <p>Action Plans regularly monitored by SLT, EP and Trust Leads</p> <p>Use of Staff Development to review and monitor progress of targeted support.</p>
Wider strategies	<p>Engaging families which face the most challenges with focus on the importance of regular attendance and being on time.</p>	<p>Work closely with the Trust attendance officer to monitor children's absences and encourage active participation in extra-curricular activities.</p> <p>Daily monitoring by SLT, school administrator with Trust lead attendance support.</p>

		<p>Persistent absence supported through breakfast club places to encourage attendance daily and improved monitoring.</p> <p>Personal invites to events, including phone calls home. Resource packs provided to those unable to attend in person.</p>
--	--	--

## Review: last year's aims and outcomes

Aim	Outcome
High levels of progress in literacy.	<p>Reading frequency at home is improving but needs embedding further. Whole school reading focus to continue through 2020-21 with individual reading diaries relaunch Sept 2020.</p> <p>Purchase of reading scheme texts to support the match of phonics levels undertaken. Improved understanding of reading material and increased frequency of home readers being changed.</p> <p>Children heard reading daily at school during COVID-19 to accelerate progress and new teacher reading records introduced to evidence key skills and document progress (continue across whole school Autumn 2020).</p> <p>Writing presentation greatly improved. The frequency of extended written tasks to be increased to a weekly basis with high expectations throughout Key Stage 1 and Key Stage 2</p>
High level of progress in numeracy.	<p>Quality Assurance identified strength in quality of maths teaching across the school</p> <p>Continue to develop use of manipulatives to support teaching and learning.</p>
Improving the quality of teaching across the school.	<p>Good teaching seen in all lessons across KS1 and KS2. Continue to focus on Quality First Teaching pedagogy and impact on learner outcomes.</p> <p>Develop further the regular use of formative and summative assessment to develop classroom practice so that more teaching is outstanding.</p>
Improve attendance rates for PP pupils.	<p>Attendance improving as frequent calls are made to families to support lateness and absences.</p> <p>Continue to work with the Trust Attendance Officer to encourage a higher percentage of overall attendance among PP pupils.</p> <p>Attendance improving up to COVID -19 Lockdown and needs to continue from September 2020 ( Autumn 2019= 95.5%, Spring 2020=96.6%)</p> <p>New aim of disadvantaged pupils meeting the national average for all pupils by July 2021 97.5%</p>

<p>Ensure PP pupils have high participation in all aspect of school life.</p>	<p>8 Pupil Premium pupils in Key Stage 2 attended specifically targeted event of the swimming gala which encouraged parents to start to take children swimming more regularly out of school hours.</p> <p>Actively encourage and financially support families to provide a wider range of opportunities for pupils to attend clubs and activities.</p>
---	--