



High Halstow Primary Academy

Pupil Premium Grant and Spending Plan
2019 – 2020

Pupil Premium Strategy Statement 2019-2020

1. Summary information			
School	High Halstow Primary Academy		
Academic Year	2019/2020	Total PP budget	£21,120
Total number of pupils	206	Number of pupils eligible for PP	16

KS2 Attainment	2018 – 2019 Attainment	
	Pupils eligible for PP (4)	All Academy Pupils
% achieving Expected or above in reading, writing and maths	50%	66%
% achieving Expected or above in reading	50%	76%
% achieving Expected or above in writing	50%	86%
% achieving Expected or above in maths	100%	86%

Main Barriers for PP Children	Actions	Cost	Intended Impact (Overcoming the barriers)	Led by
SEMH	Counselling/therapy to be offered to identified pupils	Play therapy £4000 Dog therapy £2500 Drawing and talking therapy £500 Lego Therapy £ 300	<ul style="list-style-type: none"> ● Pupils well-being and confidence will improve allowing academic progress to be made. ● Pupils will achieve ARE. 	SENCO
	SENCO/ Support staff to run bespoke self-esteem sessions/friendship groups as required.	Additional staffing cost	<ul style="list-style-type: none"> ● Pupils well-being and confidence will improve allowing academic progress to be made. ● Pupils will achieve ARE. 	
	TAs to run lunchtime nurture group – Smile Club	CPD for staff-approximately £300	<ul style="list-style-type: none"> ● Pupils well-being and confidence will improve allowing academic progress to be made. ● Pupils will achieve ARE. 	
	Payments made for school visits for PP children	Cost of paying for visits £500 approximately	<ul style="list-style-type: none"> ● Pupils well-being and confidence will improve allowing academic progress to be made. ● Pupils will achieve ARE. 	
	Invitations to Breakfast Club and support for school uniform	Cost of funding Breakfast Club £360 per child who attends Uniform £300 if needed	<ul style="list-style-type: none"> ● Pupils well-being and confidence will improve allowing academic progress to be made. ● Pupils will achieve ARE. ● There will be a seamless and settled start to the school day for PP children. 	
	Developments to Sensory Room	Cost of further enhancements to resources £1000	<ul style="list-style-type: none"> ● Pupils well-being and confidence will improve allowing academic progress to be made. ● Pupils will achieve ARE. ● Pupils have an alternative space to de-escalate behaviours 	

	Transitions to Secondary School to be well planned for all pupils		<ul style="list-style-type: none"> • Pupils' well-being and confidence will improve allowing academic progress to be made. • Pupils will achieve ARE. 	
	Principal/ SENCO to work with families to ensure all pupils entitled to funding are in receipt of it.		<ul style="list-style-type: none"> • Pupils' well-being and confidence will improve allowing academic progress to be made. • Pupils will achieve ARE. 	

Evaluation and Impact

Counselling/therapy was offered to identified pupils. Play therapy has been an extremely valuable resource and provided pupils with the opportunity to improve their well-being and confidence by exploring issues in a safe space. Dog therapy has supported pupils with making the right decisions, following instructions and respecting authority figures. Staff members being trained in drawing and talking therapy has been invaluable, especially given the situation with COVID, as we are able to give a wider range of pupils access to therapy. Lego Therapy has supported pupils to improve social behaviours and communication.

Invitations to Breakfast Club and support for school uniform has meant pupils have a seamless and settled start to the school day and are able to engage in learning. Payments made for school visits for PP children allowed pupils to take part in school trips and further develop their learning.

Developments to Sensory Room and training on sensory circuits has supported a seamless and settled start to the school day for PP children. Pupils have an alternative space to de-escalate behaviours which was used by multiple PP children last year.

Pupils well-being and confidence has improved, allowing academic progress to be made. Whilst there was no concrete data from last year due to the COVID-19 Pandemic, pupils were moving towards achieving ARE.

Attendance	First Day Calling/medical evidence required if attendance threshold is met		<ul style="list-style-type: none"> • Parents will understand the severity of missed days and the impact this has on their child's education. • Medical evidence requests will ensure that pupils are only absent for serious cases of illness resulting in a reduction of missed days of absence. • Attendance of PP children will show a rise across the school and will be in line with Non-PP children. 	
	SENCO/Principal to work closely with families with children with poor attendance – implementing Early Help support if required.		<ul style="list-style-type: none"> • Parents will understand the severity of missed days and the impact this has on their child's education. • Medical evidence requests will ensure that pupils are only absent for serious cases of illness resulting in a reduction of missed days of absence. • Attendance of PP children will show a rise across the school and will be in line with Non-PP children. 	
	Information sent to parents to inform them of their child's attendance three times a year		<ul style="list-style-type: none"> • Parents will understand the severity of missed days and the impact this has on their child's education. • Where attendance has improved parents and pupils will feel motivated to continue to improve attendance. • Parents will be better informed of pupil's attendance allowing quick action before severe gaps appear. • Attendance of PP children will show a rise across the school and will be in line with Non-PP children. 	

Attendance clinics to be run by HT/ AAP	Attendance Advisory Service support - £2000 approximately	<ul style="list-style-type: none"> ● Parents will understand the severity of missed days and the impact this has on their child's education. ● Attendance of PP children will show a rise across the school and will be in line with Non-PP children. 	
AAP to attend twice termly meetings with the school.		<ul style="list-style-type: none"> ● Parents will understand the severity of missed days and the impact this has on their child's education. ● Procedures for poor attendance will be immediately followed resulting in a reduction of missed days. ● Medical evidence requests will ensure that pupils are only absent for serious cases of illness resulting in a reduction of missed days of absence. ● Attendance of PP children will show a rise across the school and will be in line with Non-PP children. 	
Motivational rewards to be given to children for good attendance.		<ul style="list-style-type: none"> ● Pupils will be motivated to achieve rewards and recognition for good attendance resulting in a reduction of missed days and an increase progress. ● Attendance of PP children will show a rise across the school and will be in line with Non-PP children. ● Weekly class trophy for class achieving the highest attendance. ● 100% attendance certificates at the end of each old term to celebrate achievement. 	
Class teachers to implement precision teaching with pupils upon return to the school to immediately close the gap on learning due to absence.		<ul style="list-style-type: none"> ● Missed days will have a lessened impact on slowing pupil progress. ● PP children will continue to achieve in line with Non- PP children. ● Gaps in learning will be reduced. 	

	Attendance data to be used at parents evening.		<ul style="list-style-type: none"> Parents will understand the severity of missed days and the impact this has on their child's education. Pupil data will show an acceleration in progress closing the gap to achieving ARE. 	
	Attendance newsletters to be sent out to families regularly.		<ul style="list-style-type: none"> Parents will understand the severity of missed days and the impact this has on their child's education. Attendance of PP children will show a rise across the school and will be in line with Non-PP children. 	
<u>Evaluation and Impact</u>				
<p>Early Help support has been used if/when required which has allowed parents to access services offered by Medway's Local Offer. Children are excited to see which class wins the Attendance Trophy each week, which encourages pupils to be in school every day.</p> <p>Precision teaching has been used by staff to close gaps after periods of absence.</p> <p>Some meeting were held with parents to improve attendance prior to lockdown. PP attendance was till slightly lower than whole school attendance (91.2% compared to 93.1%)</p>				
Attainment	Provision map to be written and implemented by CT clearly identifying additional support needed for PP children *Refer to provision Map for specific interventions implemented		<ul style="list-style-type: none"> Pupils will be given additional support in the classroom based on individual need increasing progress of individuals. Teaching and learning will be well-focused with time used effectively to increase pupil progress. Monitoring will show effective delivery of interventions CPD will be given to upskill TA/Teaching staff as required 	SENCo
	High quality wave 1 teaching to be in place in all classes to ensure individual needs are being met and that rapid progress occurs.		<ul style="list-style-type: none"> Teaching across the school will be effective or highly effective Termly data will show PP children will have made above expected progress (minimum of 6/7 steps across the year) 	

	Pupil progress meetings to take place termly with a high focus on the progress of PP children and the specific area of focus in each year group.		<ul style="list-style-type: none"> • Pupils progress will be tracked termly demonstrating rapid gains in progress • Only effective interventions and strategies will be applied • Alternative strategies will be introduced if rapid gains are not evident. 	Principal
	All PP pupils to be individually tracked for their progress throughout the year and information to form part of Pupil Progress discussions.		<ul style="list-style-type: none"> • Pupils progress will be tracked termly demonstrating rapid gains in progress • Only effective interventions and strategies will be applied • Alternative strategies will be introduced if rapid gains are not evident. • All pupils will make the desired amount of progress to allow them to catch up with their peers. 	
	Additional adult support to be placed with vulnerable PP children to ensure they make the progress needed to catch up with their peers.		<ul style="list-style-type: none"> • PP children receiving additional adult intervention and support in class will show rapid gains in their progress (minimum of 4 steps over the year) 	
	Pupils to receive PiXL intervention from term 1 where necessary.	Additional cost of PiXL subscription : approximately £4000 Additional cost of adult to lead intervention	<ul style="list-style-type: none"> • Learning gaps will be specifically address allowing pupils opportunities to close the gap on ARE. • Pupils will achieve in line with Non-PP children 	

Evaluation and Impact

Provision maps were written and implemented by the SENCO, clearly identifying additional support needed for PP children and supporting class teachers with understanding which provisions would be successful.

High quality wave 1 teaching is in place in all classes to ensure individual needs are being met and that rapid progress occurs. Quality first teaching is favoured over interventions so that pupils who are vulnerable are getting support from their teacher, as well as additional interventions from TAs where appropriate.

Pupil progress meetings take place termly with a high focus on the progress of PP children and the specific area of focus in each year group. The senior leadership team question staff on their understanding of their PP children and plan intervention and support accordingly.

During school closure , regular calls were made to vulnerable pupils and support was put in place to access home learning.