

ACRE HALL PRIMARY SCHOOL

Pupil Premium Strategy Statement

School overview

Metric	Data
Pupils in school	288
Proportion of disadvantaged pupils	25% - 71 pupils
Pupil premium allocation this academic year	£ 95 495
Academic year or years covered by statement	2020 - 21
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Ashlea White – Head of School
Pupil premium leaders	Hannah Jones and Heather Kan
Governor lead	Teaching and Learning Sub Committee

Disadvantaged pupil progress scores for last academic year (N/A due to school closures following national Covid outbreak)

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Disadvantaged pupil performance overview for last academic year (N/A due to school closures following national Covid outbreak)

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 To boost the attainment and personal progress of disadvantaged pupils in reading, writing and maths	Educater used to identify gaps in learning for current Y1 to Y6. Tiny tracker used for EYFS. B Squared used for Small specialist classes. Reflective planning, targeted interventions and supporting strategies (from experienced staff) in place to ensure we raise attainment and progress for

	Pupil Premium children towards achieving/exceeding the ARE. Some identified children may not achieve ARE but will make good personal progress from their assessed starting points.
Priority 2 Continued approach to develop phonics and reading comprehension throughout school	All KS2 pupils use accelerated reader and linked reading books to support comprehension skills. Half-termly assessment show progress and areas for individual development. Focus upon reading with a school adult for pupils who need more attention or are not reading at home. EYFS/KS1- more reading books will be purchased to correctly reflect the development of phonics skills from Rec to Y2 Additional staff training sought and received from English Hub and new phonics resources purchased for EYFS and KS1
Barriers to learning which these priorities address	Improved pupil attention, concentration and resilience after lost learning time March to September. Staff make accurate assessments and can identify the focused support needed for Pupil Premium pupils. Improved mental health and wellbeing needs of pupils, families and staff. A wider selection of EYFS KS1 reading books allows every child to have a book containing the phonic skills they are currently learning in class.
Projected spending	Educater and Tiny Tracker program - £2 300 B squared program - £1500 EYFS and KS 1 books/phonics resources - £5 000 Accelerated reader program - £2 100 Additional KS2 books £1 200

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score	Sept 21

Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to be in line with national average	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
<p>Priority 1</p> <p>Targeted phonics support due to lost learning for current EYFS and KS1 pupils.</p>	<p>Ensure EYFS and KS1 staff have the relevant training to deliver the phonics scheme effectively.</p> <p>Ensure interventions are in place daily for smaller groups where staffing makes this possible.</p> <p>Appropriate learning spaces for small group interventions.</p> <p>Sharing linked home learning tasks and strategies with parents via See-saw the online platform.</p> <p>Short information Vlogs to show samples of phonics approaches around school</p>
<p>Priority 2</p> <p>Identify a reading scheme that will support the teaching of phonics within EYFS and KS1</p>	<p>Advice sought training from English Hub</p> <p>Recommendations made about how well chosen reading books and reading schemes can augment good phonics teaching.</p>
<p>Barriers to learning which these priorities address</p>	<p>The lost learning time due to Covid restrictions and the relatively low starting points of children on entry.</p> <p>Parent anxiety or extra work hours leading to not supporting homework or reading at home.</p> <p>Lack of knowledge for newer parents about how phonics is taught to develop reading and writing.</p>
<p>Projected spending</p>	<p>See previous</p>

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Universal free school meals at KS1 make it challenging to ascertain the correct entitlement for pupil premium funding.</p>	<p>We will adopt the new LA method for checking FSM eligibility in school.</p> <p>Remind parents regularly via newsletters and office communications that they can check their entitlement.</p> <p>Inform new starters to school about the entitlement.</p>
<p>Priority 2</p> <p>Quality first teaching for all pupils- Inclusive classrooms</p>	<p>Inservice time to revisit what Quality First Teaching looks like daily.</p> <p>QFT audit tool to help identify specific and individual areas that Pupil Premium Pupils will need classroom support for eg attention, social and emotional.</p> <p>Staff meeting times and inservice opportunities to develop the use of the tool in school.</p>
<p>Barriers to learning which these priorities address</p>	<p>The lost learning time due to Covid restrictions and the relatively low starting points of children on entry.</p> <p>All pupils make expected progress from their starting points.</p> <p>Reduced funding due to complications identifying entitlement</p>
<p>Projected spending</p>	<p>Contribution's towards TA's - £45,143 and extra teachers - £9,200</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Increased opportunities for Art and creative experiences to promote wellbeing and reduce anxiety at return to school after lost learning</p>	<p>Afternoon based creative focus across schools</p> <p>Increased outdoor learning focus with creative provisions.</p> <p>Whole school projects eg 'Lost words', Remembrance</p> <p>Continued music specialist lessons</p> <p>Participation in music gatherings/productions</p>
<p>Priority 2</p> <p>Provide high quality arts provision and opportunities for wider learning experiences</p>	<p>When safety allows- visits to museums, music festivals, residential trips and welcoming visiting artists, musicians, performers into school</p> <p>As many pupil as possible gain 'Discover' Arts Award</p>
<p>Priority 3</p>	<p>Provision of free of charge breakfast club places to ensure good start to the day</p>

Improve mental health and well-being of disadvantaged pupils	Bespoke additional support from Play therapist as needed Funding of residential visit places to develop independence and social skills
Barriers to learning which these priorities address	Curriculum balance achieved due to the necessary morning focus upon reading, writing maths. Pupil and staff Wellbeing through opportunities for more relaxed social interaction due to necessary restrictions when out of school. Rebuilding confidence and relationships in the classroom.
Projected spending	Music teacher - £16 100 Play therapist - £4 000 Breakfast Club places £2 850 Residential visit/funding of trips £5 102 Discover arts award £1 000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that identified areas are given necessary time at staff meetings and through inservice time-tables. Professional development is difficult to access except online.	Professional development opportunities for all staff through inservice, staff meetings and key stage meetings. Specific areas to be accessed through recommended or Trafford service based online training opportunities.
Targeted support	Identified support staff and staff time needed to support the different identified groups or individuals. Provision areas for safe and effective delivery of interventions	Wellbeing mentor support for families and identified pupils Wellbeing mentor accessing regular focused training to support families and pupils. Increased Learning Mentor support time table in place
Wider strategies	Ensuring that children have access to the wider curriculum throughout the year to allow creative strengths to develop further and practical Arts experiences to balance the school curriculum. Ensuring pupil voices are heard	Specialist teacher employed to develop an exciting musical curriculum and promote access to wider musical experiences eg Young voices, festivals and musical instrument tuition. Arts subject leaders co-ordinating whole school and

	during the 'different' school experience.	target group projects with pupil leaders.
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Review: last year's aims and outcomes – No figures available as no statutory testing undertaken due to school closures following national Covid outbreak

Aim	Outcome
Progress in Reading and Writing	n/a
Progress in Mathematics	n/a
Phonics	n/a
Other	n/a