Pupil premium strategy St Paul's Hoddlesden

1. Summary information					
School	Hoddlesden St Paul's Church of England Primary School				
Academic Year	2020-21	**Total PP budget**	£12, 105	**Date of most recent PP Review**	September 2020
Total number of pupils	211	**Number of pupils eligible for PP**	12 (Yr1-6) 22%	**Date for next internal review of this strategy**	Feb 2020 June 2020

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths at the end of KS2	N/A - COVID	N/A - COVID

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	An increase in the number of pupils who are eligible for the PPG have low self-esteem and wellbeing concerns- COVID (75%)
B.	Targeted and purposeful interventions that stretch and challenge all- Maths to continue due to COVID.
C.	Seeing all curriculum subject areas of equal importance and the impact in later life that opportunities and learning creates.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	An increase in PP pupils have a Special Guardianship Orders- 42%

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	All pupils eligible for the Pupil Premium Grant are provided with targeted support from specialist interventions that develop their emotional and social needs and impacts on their overall academic progress. Intervention boosters that are targeted and delivered by a teacher. Employ a specialist counsellor that impacts on the emotional well-being of our pupils. Enhance a learning rich culture that develops a growth mind-set for all pupils Introduce and embed restorative approaches to managing and reflecting on	All pupils eligible for the Pupil Premium Grant are provided with targeted support from specialist interventions that develop their emotional and social needs and impacts on their overall academic progress. Intervention boosters that are targeted and delivered by a teacher. Employ a specialist counsellor that impacts on the emotional well-being of our pupils. Enhance a learning rich culture that develops a growth mind-set for all pupils Introduce and embed restorative approaches to managing and reflecting on wellbeing and behaviour with all stake holders. Identified PPG pupils are provided with enriching

	wellbeing and behaviour with all stake holders. Identified PPG pupils are provided with enriching opportunities and activities to enable them to develop their social skills, emotional character and ultimately impact on their attainment.	opportunities and activities to enable them to develop their social skills, emotional character and ultimately impact on their attainment.
B.	Pupils are supported to close gaps that have formed in their learning. All pupils will receive bespoke timetabling to support gaps in learning to be closed. Pre and post boosters/interventions will ensure learning gains are made (Maths especially). Enhance a growth mind-set of positive language and actions of all stakeholders.	Pupils are supported to close gaps that have formed in their learning. All pupils will receive bespoke timetabling to support gaps in learning to be closed. Pre and post boosters/interventions will ensure learning gains are made. Enhance a growth mind-set of positive language and actions of all stakeholders. Identified pupils are supported in their learning which allows for 'fluency' learning to be translated to problem solving and reasoning scenarios. Pupils mental arithmetic and multiplication facts are age appropriate and can be applied to their learning.
C.	The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas.	All pupils have a secure knowledge and understanding of the breadth and depth of the curriculum and are achieving the expected standard. Develop a new curriculum that meets the needs of all pupils. Links with local businesses. Curriculum has a purpose that inspires and motivates.

5. Planned expenditure					
Academic year	**2020-21**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
All pupils eligible for the Pupil Premium Grant are provided with targeted support from specialist interventions that develop their emotional and social needs and impacts on	Restorative approaches are embedded through staff meetings, positive behaviour management policy changes and giving children responsibility. Enhance a learning rich culture that develops a growth mind-set for all pupils and is underpinned	It was identified last year that pupils need to take responsibility for their choices and actions. Sanctions for unwanted emotional and behavioural outburst have little impact compared to the reflective approach demonstrated by the SLT. This method can also support parents at home. Learners need to develop their characteristics of	All stakeholders understand the restorative approaches to allow children to reflect and take responsibility for their actions. Pupils use strategies to resolve situations thorough talking and reflecting. Learners take responsibility for their attainment and achievement. Pro-active learners with a questing mind.	DHT	February 2020 June 2020

their overall academic progress.	in the vision for schools teaching and learning pedagogy. Identify pupil interest and needs. SLT and SL meet to review identified children. The SLT and subject leaders will create a bespoke curriculum that is underpinned by 6 core principles. Ensure that all curriculum learning has an inspiring and motivational purpose and enhancements that are contributed by the wider community.	learning and approach to difficulties by questioning and having a resilient mind set. External contributors and social media adds significant pressures and expectations to pupils. Building work around positive cultures and soft skills to promote early career dialogues with pupils and parents/carers.			
The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas.	Whole school learning themes are consistent across KS1 and KS2. Age appropriate content, concepts and skills are taught. Rigorous oversight to ensure teaching is not duplicating or teaching skills from year groups further up school. Enhancements and thematic planning ensures pupils have access to a curriculum that supports learning across a variety of subjects. Ultimately	During two curriculum pilots it was very clear that shared stimuli across school allowed for pupils to be immersed in one theme. This promoted dialogue and cross curricular learning at all ages. Targeted pupils are in receipt of small group project work that extends opportunities to our most vulnerable groups of pupils.	Shared curriculum planning each half term provides all teachers and leaders with the opportunities to discuss targeted groups. Presentations of projected outcomes are shared with all teachers to ensure a collaborative dialogue and identified children are targeted to ensure rapid gains are achieved.	CT/SLT	February 2020 June 2020

			Total budgeted cost		£4,900
ii. Targeted support					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
All pupils eligible for the Pupil Premium Grant are provided with targeted support from specialist interventions that develop their emotional and social needs and impacts on their overall academic progress. All pupils eligible for the PPG can access targeted Maths interventions using Rapid Maths intervention programme that was purchased last year.	Intervention boosters that are targeted and delivered by a teacher. Employ a specialist counsellor that impacts on the emotional wellbeing of our pupils. Identified pupils progress from 1:1 play therapy(above) to the school Wellbeing Warriors.	Further CPD and modelling is required to deliver targeted intentions that have been modelled by the class teachers. Impact from a class teacher's interventions have increased attainment and progress of pupils. Social and emotional external support required for targeted PPG pupil in school	Counselling and targeted teacher led interventions are in place and are having an impact on progress for academic and the emotional wellbeing of our PPG pupils.	SLT/DHT	February 2020 June 2020

Total budgeted cost	£7,120

6. Review of expenditure				
Previous Academic Year		**2019-20**		
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:**	**Lessons learned**	**Cost**
All pupils eligible for the Pupil Premium Grant are provided with targeted support from specialist interventions that develop their emotional and social needs and impacts on their overall academic progress.	Restorative approaches are embedded through staff meetings, positive behaviour management policy changes and giving children responsibility. Enhance a learning rich culture that develops a growth mind-set for all pupils and is underpinned in the vision for schools teaching and learning pedagogy. Identify pupil interest and needs. SLT and SL meet to review identified children. The SLT and subject leaders will create a bespoke curriculum that is underpinned by 6 core principles. Ensure that all curriculum learning has an inspiring and motivational purpose and enhancements that are contributed by the wider community.	All stakeholders understand the restorative approaches to allow children to reflect and take responsibility for their actions. Pupils use strategies to resolve situations thorough talking and reflecting. Learners take responsibility for their attainment and achievement. Pro-active learners with a questing mind.	In-house CUBE Curriculum planning has been a great success in engaging pupils Eligible for the PPG. (See stakeholder voice evidence) This now needs to continue and flourish in 2020-21 as the curriculum purpose and enhancements could not fully be delivered and embedded due to COVID. MIND UP training delivered in January 2020 lesson 1-3. Due to COVID this has been restricted in the delivery and impact of the initiative During Lockdown the DHT provided MIND UP Videos. The DHT/MIND UP lead will receive additional online training to deliver the initiative to the staff team and implement this within the curriculum following the needs of the pupils.	£1500 Mind Up training package- to continue for the next academic year as this was not completed due to COVID. 7 x £200 x 6 £1400 cover costs

The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas.	Whole school learning themes are consistent across KS1 and KS2. Age appropriate content, concepts and skills are taught. Rigorous oversight to ensure teaching is not duplicating or teaching skills from year groups further up school. Enhancements and thematic planning ensures pupils have access to a curriculum that supports learning across a variety of subjects. Ultimately strengthening outcomes.	Shared curriculum planning each half term provides all teachers and leaders with the opportunities to discuss targeted groups. Presentations of projected outcomes are shared with all teachers to ensure a collaborative dialogue and identified children are targeted to ensure rapid gains are achieved.	In-house CUBE Curriculum planning has been a great success in engaging pupils Eligible for the PPG. (See stakeholder voice evidence) This now needs to continue and flourish in 2020-21 as the curriculum purpose and enhancements could not fully be delivered and embedded due to COVID.	
ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:**	**Lessons learned**	**Cost**
All pupils eligible for the Pupil Premium Grant are provided with targeted support from specialist interventions that develop their emotional and social needs and impacts on their overall academic progress.	Intervention boosters that are targeted and delivered by a teacher. Employed a specialist counsellor that impacts on the emotional wellbeing of our pupils. Identified pupils progress from 1:1 play therapy (above) to the school Wellbeing Warriors.	Counselling and targeted teacher led interventions are in place and are having an impact on progress for academic and the emotional wellbeing of our PPG pupils.	Due to COVID the need for a specialist counsellor has been greater than expected. Support has continued remotely over the Lockdown period and through into the Summer break. This has included online support videos, 1:1 calls and online support. Moving forwards the need for this outcome to continue is essential.	£35 per hour x2 x39 weeks Wellbeing Warriors - £1400 x 2

Pupils are confident mathematicians and are applying learning concepts to reasoning and problem solving.	Introduction of the White Rose curriculum for mathematics for Years 1-6. Teachers to follow the White Rose structure, which consists of blocked units of learning. Small steps unpicked, alongside QLA to support identified pupil's areas of development. Pupils who have been identified as having gaps in their understanding or understanding to receive focused intervention sessions following the unit based on the small steps given on the White Rose.	Gaps in children's understanding of mathematical concepts and relationships within the subject area have shown progress. These have been identified using the progression grids to ensure age appropriate delivery. The delivery has been rapid and rigorous of the repetition of mathematical language, skill and concept to ensure identified pupils do not disengage and are engaging in the intervention. Impact was restricted due to COVID.	Interventions have been targeted and delivered to pupils who are eligible for the PPG. The progress has been evident from the comparison of the baseline assessment and the end of unit assessment however, communication with CT about moving on and focusing on next steps needs to be more regular. Due to COVID this intervention will need to continue next academic year.	RAPID- £1600 TA- £12.00 PH x 2 hours x 5 days x 39 weeks £4,680 Total Cost: 20,867.83