

Pupil premium strategy statement

School overview

Metric	Data
School name	Huyton with Roby CE Primary School
Pupils in school	414
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£193,680
2020 – 2021 Catch-up fund allocation	£31,760
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	November 2021
Statement authorised by	J Stratford
Pupil premium lead	K Whitehouse
Governor lead	D Bradbury

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	1.27
Writing	-1.65
Maths	1.61

Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2 (RWM Combined)	48%
Achieving high standard at KS2 (RWM Combined)	0%

Strategy aims for disadvantaged pupils

Measure	Activity	Target date
Phonics	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average	June 21

Meeting expected standard at KS1 (RWM Combined)	Proportion of disadvantaged pupils achieving RWM combined to improve on 2019 results	June 21
Achieving high standard at KS1 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving the high standard in RWM combined is at least maintained from 2019 results	June 21
Meeting expected standard at KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving RWM combined at the expected standard improves to be closer to the national average.	June 21
Achieving high standard at KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving the high standard at KS2 to improve on 2019 results (RWM combined)	June 21
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	May 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	June 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score in maths (0)	May 21
Other	Improve attendance of disadvantaged pupils to the national average	July 21

Teaching priorities for current academic year

Measure	Activity
To improve outcomes in reading	<p>Buy and embed use of reading scheme across all year groups to increase reading for pleasure and develop comprehension skills.</p> <p>To buy into the school's library service to provide high quality class reading books, fiction and non-fiction to support foundation subjects.</p> <p>In KS2 to Review comprehension and have a whole class reading learning sequence to support a consistent approach to teaching reading across the Key Stage.</p>

	To prioritise vulnerable pupils using Wave and purchase quality age appropriate reading books to send home at the start of the year.
To develop the oral language skills and vocabulary of pupils across school.	Whole staff training on oral language and vocabulary development. Reintroduce P4C with all staff and integrate this across all subjects, Supply costs associated with releasing subject leaders from class to build and develop a progression in vocabulary across all subjects and monitor impact.
Develop independent Learners	To use the methods gained from the “Learning without Limits” support and train staff identify GM to lead.
Barriers to learning these priorities address	Encouraging wider reading Development of vocabulary and oral language Development of self-efficacy and independence
Projected spending	£10,273

Targeted academic support for current academic year

Measure	Activity
Accelerate the progress of disadvantaged pupils in writing.	Fund small group writing interventions for disadvantaged pupils falling behind age-related expectations
Accelerate the progress of disadvantaged pupils in Maths	Fund small group maths interventions for disadvantaged pupils falling behind age-related expectations
Accelerate the progress of disadvantaged pupils in reading	Using 1:1 and small group tuition in interventions to disadvantaged pupils based on question level analysis and teacher assessment.
Engaging PPG pupils in school and removing barriers to learning	Partially fund a mentor from the National Mentoring to enable us to support PPG children, accelerate progress and address gaps in learning.
Barriers to learning these priorities address	Providing catch-up in reading and writing - typically areas of weakness
Projected spending	£130,436

Wider strategies for current academic year

Measure	Activity
Supporting families to overcome individual barriers to learning.	Learning Mentor to support families with attendance and acute need.
To enable families to have access to home learning.	To purchase devices to support families to enable them to access online/remote learning by lending Dongles.
Engage PPG children with school and feeling supported in school.	To continue with "Maths with Parents" for KS1 and EYFS in order to engage parents in their child's learning. To reintroduce mentoring for individual pupils based on the RAG Wave for PPG on RAPs Put this in the wider strategies section
Barriers to learning these priorities address	Improving readiness to learn for the most disadvantaged pupils. Identifying and targeting PPG children who need support with well-being in 1:1 sessions. In addressing their concerns and enabling children to learn. Improving parental support
Projected spending	£104,373

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and regular additional cover being provided by senior leaders
	Ensuring enough time is given to the use books in project loans from the library. That staff feel confident in using the whole class reading comprehension sequence. Ensuring the successful implementation of a consistent approach to the teaching of reading across the school.	Regular monitoring of teaching and learning in Reading by English lead.
	Ensuring that all staff have planned for online/remote	Staff have planned for remote learning to ensure that learning is

	learning in order to engage disadvantaged children.	disrupted as little as possible. Pupils are familiar with online learning as this has been used in the classroom. Engagement with home learning to be monitored by SLT
Targeted support	<p>Ensuring enough time for monitoring impact of interventions/tutoring to support small groups</p> <p>Ensure that the tuition received is high quality and has an impact on learning. That class teachers drive the intervention provided by the tutors.</p> <p>That the curriculum is not narrowed for children receiving additional support.</p>	<p>Using pupil progress meetings to closely monitor effectiveness of interventions and tutoring.</p> <p>English and Maths TLRs to monitor effectiveness and quality assure provision provided by the tutors.</p> <p>Pupil Premium lead to monitor curriculum coverage for pupils in receipt of 1:1 and small group intervention</p>
Wider strategies	<p>Engaging the families facing most challenges</p> <p>That disadvantaged pupils have access to online/remote learning. That there is engagement with the class teacher online.</p>	<p>Working closely with the LA and other local schools on cross-school outreach programme.</p> <p>Staff have identified disadvantaged pupils who may need to borrow school devices and/or have internet access provided by the school. Staff connecting daily with pupils teaching and supporting pupils when needed.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress in all areas	Steady improvement in Pupil progress and was on track towards aim. PPG progress in reading and Maths was above one. Writing is still an area that needs to improve and targeted for PPG children
Attendance and reduced PA and improved punctuality	This has not improved and will need to be an increased priority for this year.
Increased parental engagement in children's learning in KS1 and EYFS	This improved with the partnership in maths homework and we managed to achieve the target of 70% but we will

	need to build on this for next year. Aiming for 80% next year.
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