



Hoole St Michael CE Primary School Pupil Premium Review 2019-20

COVID-19 Update Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG. During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- Step - Continued support via telephone calls and virtual meetings.
- Step 2- Pupils in receipt of Free School Meals have weekly vouchers provided
- Step 3- Support with home learning

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wpcontent/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

1. Summary Information

Academic Year	2019/20	Total PP budget	£3960	Date of most recent PP Review	June 2019
Total number of pupils	96	Number of pupils eligible for PP	3	Date for next internal review of this strategy	June 2020

2. Barriers to future attainment (for pupils eligible for PP)

A.	Key skills in Reading, Writing & Maths for KS2 children eligible for PP hold back accelerated progress needed to close the attainment gap.	
B.	Phonics skills are less developed for KS1 children (mostly eligible for PP) and this impacts on Reading and Writing outcomes.	
C.	Staff report a high proportion of pupils eligible for PP need to develop resilience in learning to combat issues such as concentration skills, low confidence or organisational skills.	
D.	A proportion of pupils eligible for PP show emotional and behavioural difficulties.	
3. Desired Outcomes		Success Criteria
A.	A higher proportion of targeted KS2 pupils achieve age related expectations in R, W & M and the attainment gap is narrowed.	<ul style="list-style-type: none"> Data reflects a narrowing of the gap between PP and Non PP groups in R & W. Work scrutiny reflects key GPS skills being applied in a range of writing.
B.	Targeted pupils in KS1 have improved phonics skills and are able to apply them to their Reading and Writing.	<ul style="list-style-type: none"> Tracking shows an increase in outcomes of the phonics screening. Targeted pupils make expected progress in Reading & Writing.
C.	Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths.	<ul style="list-style-type: none"> Work scrutiny and observation shows that pupils are developing skills that show increased resilience in learning. Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.
D.	Any issues that are barriers to learning have been reduced. Disruptive home-life.	<ul style="list-style-type: none"> Parent consultations reflect targeted pupils improved attitudes to learning/life. Behaviour Logs show a reduction in incidents at home/school.

Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
A. Attainment gap narrowed in RWM.	Marking & Feedback	EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.	Work Scrutiny. Pupil Attitudinal Questionnaires (PAQ). Observation/Learning Walks.	J Price S Cookson A Mesghali	Policy update (March 2020)
B. Improved phonic skills of targeted KS1 pupils	Small Group & 1:1 Targeted Intervention	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies for example Review & Do sessions.	Support provision mapped during Pupil Progress Meetings. Learning Walk focus by subject leaders to monitor and feed back to SLT. Data analysis. Subject leaders to identify needs in their subject throughout the year by	J. price L. Topping (English) S. Cookson (Maths)	Phonics Training (Feb 2020) Bounce Back Phonics TA Intervention £874

			data analysis/scrutiny		
A.Attainment gap narrowed in RWM.	KS2 Reading Scheme Daily Readers	In school data reflects attainment in Reading at KS2 needs to improve, therefore we want to ensure that resources support those eligible for PP, are progressive and engage pupils.	Monitoring shows targeted pupils are reading regularly and if not actions are taken in school to ensure that this is the case. Data analysis.	J. Price L. Topping	Reading Curriculum Training (March 2020) Nessy Spelling Program £437
A.Attainment gap narrowed in RWM.	Reading Comprehension Strategies	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Training implemented for staff and is monitored through observation/ learning walks Impact monitored by data analysis.	J.Price L. Topping	John Murray Training (Nov 2019) TA Intervention £150 £874
C.Increased resilience in learning D.Barriers to learning have been reduce.	Nurture Program	The school recognises that it has increasing need for on-site pastoral support due to the needs of our current pupils and their families. EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	Pupil/parent attitudinal questionnaire Nurture Groups Update meetings with HT.	J Price	Bereavement Training (Nov 2019) Lego Therapy Nurture Training Friendship/Social Skills support £150 £69 £69 £874
C.Increased resilience in learning D.Barriers to learning have been reduce. Disruptive home-life.	Development of Mindfulness Approach	The school recognised that the implementation of Growth Mindset and SUMO had a greater impact on the emotional well-being of pupils therefore want to provide pupils with the skills to be resilient learners. EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	PAQ results reflect impact. Staff feedback. Learning walks/observation. Growth Mindset Lessons SUMO Worships	J. Price S. Cookson	Breakfast Club/ASC Provision Breakfast provided School Uniform TA Check In £20 £22.20 £50 £437
Total					£4026.20