



Pupil Premium Strategy Statement 2020-21, including a review of expenditure in 2020-21

1. Summary Information					
School	Hilton Lane Primary School				
Academic Year	2020-21	Total PP budget	£150,950	Date of most recent PP Review	September 2020
Total number of pupils	220	Number of pupils eligible for PP	126	Date for next Strategy Review	September 2021

2. Barriers to future attainment	
Internal barriers (issues which require action by the school: poor language skills, resources, inexperienced staff)	
A	On entry to school starting points are well below typical with a subsequent effect in all succeeding years
B	Staffing- We have reinstated some TA posts and Learning Mentor in 20-21 to cope with the aftermath of lockdown but these posts are temporary and it means we are settling in new staff.
C	Small but increasing proportion of EAL children
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
D	Attendance below national average
E	Safeguarding and emotional barriers
F	Low aspiration/lack of priority for learning/low engagement
H	

3. Desired Outcomes		Success criteria
In-school barriers		
A.	On entry to school starting points are well below typical with a subsequent effect in all succeeding years	% achieving GLD: all : from starting points in Nursery or Reception children make good progress As cohorts track through school there is steady progress at the end of each year so that by Year 6 this is reflected in progress scores.
B.	Staffing- We have reinstated some TA posts and Learning Mentor in 20-21 to cope with the aftermath of lockdown so that every class has the capacity for catching-up	Teachers have the flexibility to plan catch ups and interventions knowing that there is another adult on hand to aid delivery.
C.	Small but increasing proportion of EAL children	Targeted support is in place to develop the acquisition of English so that children can begin to access the curriculum
External barriers		
D.	Attendance below national average	Attendance of all is tracked and monitored where COVID absences are taken out of the equation. Our response is consistent and reliable and families understand the need for their children to be in school.
E.	Safeguarding and emotional barriers	Emotional and practical support for children and their families ensures children

		attend school, are ready for learning and make good progress as defined by school.
F.	Low aspiration/ lack of priority for learning/low engagement	

4. Plan including actions, expenditure and review dates 2020-21					
Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
Action 1 A, C Additional staff and higher qualified staff to allow for teaching 1:1 and in small groups in addition to whole class quality first teaching.	Success in previous years	Evidence of progress in books, pupil progress meetings, monitoring of planning for pre-teaching and other interventions.	Senior Leadership team and subject leaders for Literacy and Maths	Approx £33,000	December 2020 March 2021 July 2021
Action 2 A, C, F Additional staff to secure the basics	Success in previous years	Termly tracking of pupils	Head Teacher	Approx £22,350	December 2020 March 2021 July 2021
Action 3 A,B Funding for an NQT to work alongside the Deputy to develop teaching and to work with children in small groups, especially in KS2 and especially to make additional provision for children targeted to achieve GDS.	Good progress is secured by high quality teaching and learning. Through developing the quality of teaching expected at Hilton Lane and meeting statutory obligations for the support of NQTs and RQTs this can be achieved. Identified children will receive additional support to meet their needs.	Pupil progress meetings, evidence from books, results of lesson observations for staff.	Head Teacher	Approx £19,300	December 2020 March 2021 July 2021
Action 4	Success in previous years	Reducing number of lates, increased attendance,	Head Teacher	Approx £45,400	December 2020 March 2021

C, D, E, F Family Support/Learning Mentor team to overcome barriers to learning		evaluation of self-esteem groups, support for families in need.			July 2021
Action 5 D, E, F Subsidised Breakfast Club to improve attendance and punctuality and to help some children prepare for learning	Success in previous years	Reducing number of lates, increased attendance, opportunities to learn and practise co-operative play	Family Liaison Officer	Approx £9,900	December 2020 March 2021 July 2021
Action 6 D "Gold " Level buy in to EWO service (0.5 day per week)	Below average attendance especially among the group "eligible pupils"	Reducing number of lates, increased attendance	Family Liaison Officer	Approx £4000	December 2020 March 2021 July 2021
Action 7 A Additional buy in from Educational Psychologist	Success in previous years	Children with a high level of need are assessed in a timely manner.	SENCO	Approx £7000	December 2020 March 2021 July 2021
Action 8 A Additional buy in from SALT (Speech and Language Therapist)	Success in previous years	Children throughout school receive SALT according to need. This allows them better access to the curriculum. SALT assessments.	SENCO	Approx £10,000	December 2020 March 2021 July 2021

Review of expenditure- last year

6 Review of Expenditure for 2020-21				
Chosen action/approach	Success Criteria	Cost	Impact	Lessons Learned
Action 1 A, C Additional staff and higher qualified staff to	Evidence of progress in books, pupil progress meetings, monitoring of	Approx £33,000	Impact is difficult to judge as we closed on 4 th January because of the national lockdown. In addition many	Even greater capacity will be required in 2021-22 because

allow for teaching 1:1 and in small groups in addition to whole class quality first teaching.	planning for pre-teaching and other interventions.		<p>children have experienced individual isolation periods that have disrupted the flow of learning.</p> <p>This means that gains made in pupil progress in the Autumn term were reversed in the Spring term.</p> <p>For example- Year 5 reading Sept 20 -46% off track for expected.</p> <p>December 2020 -15% off track, March 2021 -46% off track.</p> <p>This pattern is replicated across school in reading, maths and writing.</p> <p>However, in the summer term the additional staffing means we are able to provide small group teaching and support again. By the end of the year although gains had been made since March in every class children were not back on track from starting points.</p>	of the impact of the national lockdown on learning.
Action 2 A, C, F Additional staff to secure the basics	Termly tracking of pupils	Approx £22,350	Because of DfE guidance to schools and our own RA we have tried to keep staff crossing bubbles to a minimum. This means that until Summer 2 we have not been able to hear readers across the school as we usually do. The money has therefore provided additional classroom support in Reception and Year 1 this year. However impact is difficult to judge because of the effect of lockdown. Although the additional support allowed for extended	Even greater capacity will be required in 2021-22 because of the impact of the national lockdown on learning.

			provision outcomes in these year groups remain low.	
Action 3 A,B Funding for an NQT to work alongside the Deputy to develop teaching and to work with children in small groups, especially in KS2 and especially to make additional provision for children targeted to achieve GDS.	Pupil progress meetings, evidence from books, results of lesson observations for staff.	Approx £19,300	<p>Impact is difficult to judge as we closed on 4th January because of the national lockdown. In addition many children have experienced individual isolation periods that have disrupted the flow of learning because of poor home engagement. This means that gains made in pupil progress in the Autumn term were reversed in the Spring term. During the Autumn term children in Year 6 benefitted from having 2 teachers to help them prepare for high school and during the January lockdown Y6 were our best engagers with remote learning as there was a teacher available all day and another teaching those in class.</p> <p>However, in the summer term the Deputy has been able to continue working with target children for writing at GDS in Y6 as well as small groups in Years 4 and 5 to help with catch up.</p> <p>In addition, an NQT who had an interrupted PGCE year has been well supported in her development and is on track to successfully complete her NQT year in a way that would not have been possible otherwise. She is well placed for managing and running her own class in 21-22.</p>	Use DHT out of class pt in 21-22 to work on recovery for small groups and individuals.

Action 4 C, D, E, F Family Support/Learning Mentor team to overcome barriers to learning	Reducing number of lates, increased attendance, evaluation of self-esteem groups, support for families in need.	Approx £45,400	These roles have been invaluable throughout all lockdowns. Family Support officer has been able to engage with some of the hardest to reach families over remote learning, been a point of contact for families who needed advice and help at these times, has engaged with families to remove barriers to return including distanced visits to children at home in the run up to 8 th March, and accessed the emotion based school avoidance support service. Learning Mentor has a full timetable working with children experiencing mental health issues around Covid and the return to school.	Continue
Action 5 D, E, F Subsidised Breakfast Club to improve attendance and punctuality and to help some children prepare for learning	Reducing number of lates, increased attendance, opportunities to learn and practise co-operative play	Approx £9,900	Breakfast club has not run for much of this year but the staff hours have been used in the classroom to work directly with individuals and small groups to help children catch up in Reception. One of these staff members who is CEV was shielding for the Spring term.	Breakfast club will resume in September.
Action 6 D “Gold “ Level buy in to EWO service (0.5 day per week)	Reducing number of lates, increased attendance	Approx £4000	Attendance in the Autumn term has been impacted due to Covid-19 & children being absent with minor symptoms similar to Covid-19. However, school have maintained figures & improved attendance compared to this time last year.	Continue

			There was a reduced role during the spring term as school was closed. From 8 th March the EWO has helped us to reengage children finding the return tricky as well as picking up attendance in the usual way. Of course, children who are unwell in any way are expected not to attend in case they have COVID.	
Action 7 A Additional buy in from Educational Psychologist	Children with a high level of need are assessed in a timely manner.	Approx £7000	We have managed to progress a good number of children with EP involvement in this academic year despite lockdown. Parents have been able to meet with the EP virtually. Two of these cases have been children new to our school which means we still have a long list of children waiting to see the EP. Need continues to be high.	Continue
Action 8 A Additional buy in from SALT (Speech and Language Therapist)	Children throughout school receive SALT according to need. This allows them better access to the curriculum. SALT assessments.	Approx £10,000	In the Autumn term in addition to working with individual children we rescreened the children in Y1 (TALC) whose Reception year was cut short to gain a clear understanding of speech and language levels and how progress might have been stalled by the disruption. This informed the Y1 teacher's planning. We continued with SALT throughout the Spring lockdown, the practitioner coming in and working with those who were in school. This means COVID did not stop some children accessing the help they need. In the Summer term	Continue

			those who spent the spring term at home are being picked up again.	
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