



## Plans for Pupil Premium Allocation 2020 – 2021

### Hertford St Andrew C of E Primary School: Our Vision

**Love Learning:** To be life- long learners who embrace all opportunities to grow in mind, body and spirit.

**Aim High** – To be your best, keep trying, never give up and be true to our values.

**Trust God** – To be safe in knowing that God is a trusted, non-judgemental friend who is always there for us.

To this end, we utilise our pupil premium funding to ensure all of our children have access to the same learning and development opportunities as other children, giving them the best possible education in our school.

Pupil Premium (PP) is additional funding for those children who are currently in receipt of free school meals or have been in the last six years. There is also funding for children who are in care and some children who have been in care, as well as children who have a parent in the armed forces.

#### 1. Summary Information

<b>School</b>	Hertford St Andrew Primary School			<b>Academic Year</b>	2020/2021
<b>Total Pupil Premium budget</b>	<b>£79,975</b>	<b>Percentage of pupils eligible for Pupil Premium (PP)</b>	46%	<b>Date of most recent Pupil Premium review</b>	July 2020
<b>Additional funding from school</b>					
<b>Number of pupils eligible for Pupil Premium</b>	53	<b>Number of pupils currently receiving Free School Meals</b>	53	<b>Date for next internal review of this strategy</b>	April 2021

#### 2. Current achievement - NO July 2020 date due to COVID-19 school closure and the cancellation of SATs

		<i>Pupils eligible for PP (in school)</i> <i>National expectation for progress = 0</i>	<i>Pupils not eligible for PP (national average)</i>
<b>End of KS2</b>	<b>% achieving expected standard in reading, writing and maths</b>		
	<b>progress score in reading (test)</b>		
	<b>Progress score in writing (teacher assessment)</b>		
	<b>progress score in maths (test)</b>		

*Love Learning. Aim High. Trust God.*

Barriers to Attainment	Examples of Support from the school
<b>A: Entering the school without the basic life skills appropriate to their age, which impacts on their communication, speech and language.</b>	WelComm screening and subsequent intervention Writing Training for Early Years Foundation Stage (EYFS) leader to ensure pupils reach expected outcomes or beyond at the end of early years. Improving the outside provision to engage learning. Support from Early Years Advisor
<b>B: Children have a lack of resilience to face everyday situations and challenges to their learning leading to low self-esteem and a reluctance to try anything new.</b>	Family Support Worker works 1:1 with pupils Developing a Growth Mind-set culture Developing an engaging curriculum to meet the needs of pupils Support from the Church to understand the importance of faith
<b>C: Financial barriers leading to less opportunities for wider life experiences.</b>	Wrap around Care -Breakfast club and after school club Residential and school trips Sports provision After school Clubs
<b>D: Social, emotional and mental health (SEMH) needs that impact pupils' ability to engage in learning</b>	Family Support Service School Family Support Worker Safe Space Counselling
<b>E: Children having not secured basic English and maths skills</b>	Staff training to support high quality teaching Herts for Learning (HfL) support for staff (gap analysis) Buy in of HfL plans and resources to support consistency of approach
<b>F: Poorer Attendance of disadvantaged pupils</b>	Walking Bus Meetings with Attendance Improvement Officer to identify support families most at risk Family Support Worker supports targeted families

**Review of PPG Spend 2019/2020**

<b>Planned Expenditure</b>	<b>Cost</b>	<b>Estimated Impact</b>	<b>Lessons learned</b>
<b>Achievement for All PPG Review</b>	£424	The review supported to school in reorganising where spend is best being used-	Will consider using again on a 2-3 year cycle
<b>Staff Training and Herts for Learning support</b>	£7200	<p>All staff had targeted training to target areas of professional development through the appraisal process. This lead to good progress from pupils starting points.</p> <p>Support from Herts for Learning has helped to reshape our approach to maths assessment and review of phonics resources.</p>	<p>This will continue as this is important for staff to have the time to develop skills and practises in order to have impact on pupils attainment and progress.</p> <p>We will continue to use HfL TLA to support our core subject leaders.</p>
<b>Learning Mentor</b> <b>Family Support Service</b> <b>School counsellor (Safe space)</b>	£24,000	<p>Following advice from the Pupil Premium review and need our Learning Mentor was re graded as a Family Support Worker.</p> <p>Extensive work has been completed by the SENCO and Family Support Worker in supporting the needs of our children with social, emotional needs and mental health needs. Target work has focussed on resilience, attendance, following instructions, and dealing with feelings of anger. Interventions have focussed on social skills and emotional literacy, building self-esteem, arts and crafts sessions, and play therapy. Work has also included liaising with Rivers BST, Family support workers and Families First.</p>	This will continue as it is highly effective and is vital for the pupils of our school.

*Love Learning. Aim High. Trust God.*

<b>Swimming Contribution</b>	£4000	Children with narrow life experiences are exposed to a broader range of activities, developing their social skills and cultural capital. Ensure every child is able to attend the trips.	We will continue to offer pupils access to extra-curricular activities to develop their confidence and self-esteem.
<b>Residential Trip and school</b>	£2000		
<b>School Trips</b>	£1000		
<b>Contribution for wrap around care</b>	£6000	Children are able to access wrap around care to support families. Every child in the school has access to a breakfast each morning. Children have a structured and safe start to the day so are ready to learn.	We will continue to offer free breakfast for all pupils in the school.
<b>Walking Bus</b>	£500	Improved attendance of targeted disadvantaged pupils in line with national expectations	The walking bus had a huge impact, taking one targeted family from 68% attendance in 2018-2019 to over 94% in the time attended in 2019-2020. The bus also helps identify early warning signs of children's emotional needs for the school day.
<b>Additional Midday Supervisory Assistant</b>	£2000	To support the behaviour at lunchtimes so that incidents are reduced and free up teachers and SLT to run clubs and activities for all pupils.	Lunchtime incidents were reduced as the additional adult allowed SLT to target children who needed support. We would like to increase the levels of staffing where possible.
<b>Staffing costs</b>	£14, 319	Impact of Teaching Assistants (TAs) on progress and attainment, both academic and social. Impact of TAs on behaviour management and support. Y1 phonics and reading support. Specifically focused on children at risk of not reaching the required standard in the phonics screening test. Y2 phonics and reading support. Specifically focused on children at who didn't reach the phonics standard and/or who have fallen behind their chronological	Our pupils need lots of overlearning to secure knowledge. Some children have had 3 months (or more) away from school because of Covid - 19. Although progress has been made, this has not been as rapid as we would like. Further interventions will be put in place in Autumn 20.

*Love Learning. Aim High. Trust God.*

		age in reading. SEN Support Support for interventions from Senior Leadership Team (SLT)	
	<u>Total:</u> £61,443		

#### Planned PPG Spend 2020/2021

Planned Expenditure	Cost	Objectives	Intended Outcomes
<b>Voice 21 Oracy Project</b>	£1500	Barriers A, B, D and E	<b>Oracy Mission Statement:</b> <i>Pupils will be confident public speakers when both discussing and presenting. They will have a broad vocabulary and understand how to shift between levels of formality depending on the task. Students will be able to express themselves maturely and calmly regardless of emotional state and, as a result, will be able to resolve conflicts without escalation. Children will be able to listen carefully and attentively to others when speaking and be able to either respectfully disagree or support and praise the points their peers are making. Class discussions will be measures, thoughtful and highly valued by all staff and peers.</i>
<b>Staff Training</b>	£5000	Barriers A, B, D and E	Staff are highly skilled and motivated practitioners. High quality WAVE 1 teaching ensures that every child is well taught and standards rise for all. Improve written skills across the school, in particular application of knowledge and understanding of the writing process. Improve mathematical fluency skills.
<b>Herts for Learning support</b>	£1306		
<b>Early Years Advisor</b>			
<b>School Family Support Worker</b>	£24,000	Barriers B, D and F	Children develop emotional resilience and have a safe space in which to discuss their issues.  Some families with entitlement to Pupil Premium have wider issues with which they need support. Children will have a calmer, more structured time outside school, and some of the barriers unknown to school can be addressed.
<b>Family Support Service</b>	£3461		
<b>School counsellor (Safe space)</b>	£5130		

*Love Learning. Aim High. Trust God.*

<b>Swimming Contribution</b>	<b>£3000</b>	Barriers B, C and D	Children with narrow life experiences are exposed to a broader range of activities, developing their social skills and cultural capital. Ensure every child is able to attend the trips.
<b>Residential Trip and school</b>	<b>£2000</b>		
<b>School Trips</b>	<b>£1000</b>		
<b>Contribution for wrap around care (Staffing and Magic Breakfast)</b>	<b>£6000</b>	Barriers B, D and E	Children are able to access wrap around care to support families. Every child in the school has access to a breakfast each morning. Children have a structured and safe start to the day so are ready to learn.
<b>Walking Bus</b>	<b>£500</b>	Barrier F	Improved attendance of targeted disadvantaged pupils in line with national expectations
<b>Additional Midday Supervisory Assistants (x3)</b>	<b>£5000</b>	Barriers B, C and D	To support the behaviour at lunchtimes so that incidents are reduced and free up teachers and SLT to run clubs and activities for all pupils.
<b>Staffing costs</b>	<b>£22,078</b>	Barriers A, B, D and E	Impact of Teaching Assistants (TAs) on progress and attainment, both academic and social. TAs to support the teacher to facilitate more intensive support for PPG group. Impact of TAs on behaviour management and support. Y1 phonics and reading support. Specifically focused on children at risk of not reaching the required standard in the phonics screening test. Y2 phonics and reading support. Specifically focused on children at who didn't reach the phonics standard and/or who have fallen behind their chronological age in reading. Support for interventions from Senior Leadership Team (SLT)
	<b><u>Total: £79,975</u></b>		