

Pupil premium strategy statement

School overview

Metric	Data
School name	Halwin School
Pupils in school	75
Proportion of disadvantaged pupils	17.3% (small number of PP and PP+ pupils per cohort)
Pupil premium allocation this academic year	£10220
Academic year or years covered by statement	R-Y7
Publish date	11 th November 2019
Review date	January 2020
Statement authorised by	Rachel Bickerton
Pupil premium lead	Richard Lawrence
Governor lead	Rachel Bickerton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	2.02
Writing	1.19
Maths	-0.91

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	2020 100% reading; 50% writing and maths 2021 100% reading, writing and maths
Achieving high standard at KS2	2021 50% reading and writing
Measure	Activity
To secure reading to the Expected standard	Additional in class support and out of class intervention; both to secure test preparation and outcome
Engender a lifelong love of reading	In class development of reading enjoyment. Whole school approach to reading for pleasure.
Barriers to learning these priorities address	Limited time to work with the Year 6 pupils who have joined the school late in Key Stage 2
Projected spending	£1448

Teaching priorities for current academic year, across the whole school

Aim	Target against current tracked performance	Target date
Progress in Reading	40% to meet EXS; 8% GDS	July 2020
Progress in Writing	23% to meet EXS; 8% GDS	July 2020
Progress in Mathematics	23% to meet EXS;	July 2020
Phonics	0%	July 2020
Counselling services	To provide high quality internal and external counselling to the emotionally challenged disadvantaged pupils	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Same-day /pre-teach intervention	To ensure that pupils identified in lessons as not achieving the expected standard are then given an immediate opportunity to re-visit LO with 1:1-4 intervention or confidence boosted prior to lessons with pre-teach of LO. Immediate individual response
Group and individual intervention	To ensure that identified children who have not achieved in line with expectations are given 1:1 (max 1:3) highly focused intervention or need further push to achieve higher standard/level of progress.
In class support	Support pupils individual needs in spelling, phonics, writing and numeracy
Barriers to learning these priorities address	School will fund the shortfall in the staffing from the main budget as required
Projected spending	£8630

Wider strategies for current academic year

Measure	Activity
Specific counselling 1-1	To provide high quality internal and external counselling to the emotionally challenged disadvantaged pupils
School to develop the wider entitlement curriculum	Develop the curriculum intent to support the deficit for disadvantaged pupils in accessing wider experiences of learning. Part support pupils' costs for wider curriculum activities.

Resourcing	School to purchase additional aids to learning for the individuals to meet needs
Barriers to learning these priorities address	Development of the curriculum in line with parent/pupil feedback
Projected spending	£2645

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Normal monitoring actions of: Lesson observation; planning scrutiny; work scrutiny; learning environment; pupil progress meetings; data analysis	Pupil outcomes are limited by additional special educational needs the pupils have and in some cases significant social and emotional challenges
Targeted support	Whole school development plans linked to the disadvantaged. Governor monitoring of the school's actions	
Wider strategies	Through executive leader visits from the Trust; governor monitoring	

Review: last year's aims and outcomes

Aim	Outcome
KS2: 100% EXS reading, writing and maths	Achieved
KS2: 50% GDS for reading, writing and maths	Achieved
KS2: Positive progress measures	Achieved in reading and writing but not in maths (although the maths was broadly in line with the national)