

## Pupil premium strategy / self-evaluation

### School overview Hope Community School, Sidcup

Detail	Data
Academic year	2021 - 2021
Number of pupils in school September 2020	149
Number of pupils eligible for PP	44
Proportion (%) of pupil premium eligible pupils	26.17%
Review date	September 2021
Date of internal review	December 2021

### Attainment 2019 – 2020

EYFS – Early years foundation stage attainment (Reception class ) Judged at March 2020

	Good level of development
All pupils ( 19 pupils)	63.6%
PP ( 2 pupils)	0%
Cohort of PP pupils ( 17 pupils)	76.5%

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Due to Covid Pandemic Key Stage 1, Key Stage 2 and Phonics assessments were not held in the summer term of 2020. Internal mid year grading, March 2020

	KS1 teacher assessments as no National tests in Summer 2020	2020 18 pupils	Cohort of PP ( 5 pupils)	Cohort of non PP pupils (13)
Reading	Expected	72.20%	60%	40%
	Greater depth	27.80%	0%	38.50%
Writing	Expected	72.20%	60%	40%
	Greater depth	27.80%	0%	33.30%
Maths	Expected	72.20%	60%	33.30%
	Greater depth	33.30%	0%	40%
RWM	Expected	72.20%	60%	73.30%
	Greater depth	27.80%	0%	0%

	KS2 teacher assessments as no National tests in Summer 2020	all ( 26)	PP cohort( 6 pupils)	non PP ( 20 pupils)
Reading	Expected	84.60%	50%	57.90%
	Greater depth	42.30%	0%	0%
Writing	Expected	81%	50%	57.90%
	Greater depth	28%	0%	0%
Maths	Expected	76.9	50%	85%
	Greater depth	26.90%	0%	13%
RWM	Expected	77%	0%	80%
	Greater depth	23%	0%	30%

## Pupil Premium Strategy Statement- 2020-2021

<b>In-school barriers</b>		
A.	Pupils who are eligible for PP are making less progress and achievement is not as high as other pupils across Key Stage 1 in reading, writing and maths.	
B.	Poor oral language skills hinders reading and writing attainment	
C.	Social and emotional factors.	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates: 12.6% of the school population are below 90%. 27% of PP children’s attendance is below 90%.	
E.	Children lack confidence as learners due to disrupted home life.	
F.	Lack of support from home to support children being strong learners, and a lack of access to Home learning.	
<b>1. Desired outcomes 2020-2021</b>		<b>Success criteria</b>
A.	Attendance last year was: 95%	Whole school attendance to be at least 97%
B.	To achieve expected standards	EYFS 72 % of all to obtain EYFS Year 1 80% to all pupils attain phonics Year 2 75% of all year 2 to attain reading, 69% to attain writing, 76% to attain maths Year 3 70% Year 4 70%, Year 5 70% Year 6 75% of all year 6 to attain reading, 77% to attain writing, 75% to attain maths
C.	Children supported with a range of strategies to improve their emotional resilience to make academic progress	Improvement in pupil attendance and progress & attainment
D.	For PP children to make good progress in relation to their starting points.	Ongoing assessments and pupil progress meetings through the year to check PP children are making good progress.

Review of expenditure <b>2020-2021 £59180</b>		Budget for 44 pupils		
Previous academic year		2020 -2021		
<b>Quality of teaching for all</b>				
Action	Intended outcome	Estimated impact	Lessons learned	Cost
Ongoing support and monitoring of staff to improve: -standards teaching phonics and reading. --progression planning according to need  Phonics training course	Teachers are supported to improve standards of in the teaching of phonics	In EYFS (2020-2021) 83% of chn gained EYFS 2020 and reading. (Inspirers) Year 1 Summer 2020 65% (Entrepreneurs) Year 2 phonics check, December 2020, 80% (Trailblazers)	Streamed phonics group will continue alongside regular monitoring and training. Engagement during Lockdown had an impact on progress. Decodable books supported individual's ability to make progress with their reading. Monitoring	Staff cost
Ongoing support of teachers to improve: -standards of teaching in Maths and English, using the PiXL initiatives	Teachers are supported to improve progress and attainment in English and Maths	Focused interventions made an impact on Y6 class and immediate intervention for pupils make a demonstrable impact on progress. 81% in writing and 84% reading		£3240
Preparations of moderation and SATs was halted as National Tests were cancelled.	Staff understand assessment procedures and implement learning strategies to support these	Staff prepared Year 6 for an online reading assessment and completed a writing portfolio.	Wider number of staff experienced in using PiXL interventions focused on gap analysis.	Staff cost
Continue targeted interventions to close gaps in reading, writing and Maths. Employ high quality TAs in order to deliver this	Interventions planned half termly to support pupils identified in pupil progress meetings.	Interventions modified as a recovery curriculum was adopted.		TA cost
Children develop a wide range of social, emotional skills and greater resilience through a range of strategies including focused gardening, wellbeing work, interventions, sensory circuit, lego therapy, Range of social supports	Pupils more able to engage with their formal learning and have greater social skills to work or play with others.	Greater number of children able to engage in their work, and return to class routines post lockdown.	SENDCO and class teachers have identified a number of chn who need to engage in such developmental activities.	TA cost FLO cost

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help children to improve their learning. Delivered by Teaching assistants and the Family Liaison officer.				
Review marking and feedback policy. Focus work on children editing and reviewing their own work. Children respond to feedback.	Children need to be more aware of their role as a learner and how to Training staff on how to do this efficiently to support the children's needs	Chn have been trained to respond to marking and feedback from staff.	Clear feedback and marking needs to focus on next steps.	
Targeted support				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Focused interventions Modified curriculum plans for identified chn.	PP children to make accelerated progress in Reading, Writing and Maths.	high quality TAs supporting quality first teaching in the Y6 class and immediate intervention for pupils make a demonstrable impact on progress. Children able to make in writing and reading. Year 6 ready for transition to secondary schools.	Immediate interventions have the greatest impact.	
Other approaches				
To support reading and reading comprehension work at home.	Children across the school have access to Reading eggs, allowing them to read digital books, reading comprehension. Children across the school can access Mathletics to enable children to develop fluency and numeracy skills	During Lockdown children utilised these alongside resources staff shared via Google classroom.	During Lockdown children and staff utilised Google classroom and the Oak academy. Review the use of this Reading eggs and Mathletics.	£900
Range of interventions to support children to increase their self image and confidence as a learner.	That children have a better self-image and self-worth. This new found confidence can impact on their learning	A number of children in need of support were able to develop their confidence and work on their wellbeing. Children were very keen to participate resulting in a high level of engagement which then in turn supported others.	The creation of a physical and mental growing space has benefited not only the focus group but others too.	FLO costs

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<p>Due to the Covid pandemic in the main, children only participated in fieldwork and learning outside the classroom in the local area. Chn participated in a wide range of online workshops / museum visits</p>	<p>PP children to have full access to educational trips and learning outside of the classroom. To enrich children’s cultural capital. To provide opportunities both within and outside of the curriculum. Funding for school visits or extra-curriculum visits.</p> <p>Swimming lessons were cancelled due to Covid restrictions.</p>	<p>Many children at the school do not utilise local spaces. This exposure will gave them a greater sense of purpose in their learning. Encourage use of outdoor spaces for learning and local visits as part of the school culture. Regular celebration events held at school</p> <p>Online workshops/ museum visits broadened children’s horizons, allowed them to participate in debates with specialist staff. Children in the Reception and Year 1 class participated in Forest School activities to develop their resilience, team work skills and sense of adventure</p>	<p>Forest school sessions will be planned for children in the Reception and Year 1 classes. Covid restrictions permitting school trips to a wider range of locations will be integrated into the curriculum plans.</p>	<p>£332</p>
<p>Wellbeing support commissioned from an external provider</p>	<p>To support the overall wellbeing of the child as a learner.</p>	<p>12 pupils across Key stage 2</p>	<p>Wellbeing support to be</p>	<p>£500</p>
<p>Supply school uniform where families cannot afford it.</p>	<p>To support the overall wellbeing of the child as a learner to ensure that they are suitably dressed for school.</p>	<p>A number of children supported with school uniform.</p>		
<p>Regular attendance meetings with short term targets which are regularly reviewed and escalated when needed.</p>	<p>Children’s attendance to improve</p>	<p>Attendance: January 2021 (during the National Lockdown) 31% of pupils in school (25% of PP in school) May 2021 95%, July 2021 97.4% July 2021, 20% of pupils had 100% attendance.</p>	<p>Continue with monitoring. EWO has been able to add support and enforcement to persistent absence is an issue.</p>	<p>FLO costs</p>

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Costings

Area	£
Contribution to staff cost	42048
Contribution to FLO staff costs	9087
Pixl	£3240
subsidy for PP for the coach trip	£332
Mathletics / reading eggs	£910
Contribution to specialist external support services	3080
External wellbeing support service	500
Total	59425