

Pupil premium strategy statement

School overview

Metric	Data
School name	Halwin School
Pupils in school	75
Proportion of disadvantaged pupils	18.7% (small number of PP and PP+ pupils per cohort)
Pupil premium allocation this academic year	£20830
Academic year or years covered by statement	R-Y7
Publish date	7 th November 2020
Review date	July 2021
Statement authorised by	Rebecca Beazley
Pupil premium lead	Richard Lawrence
Governor lead	Rebecca Beazley

Disadvantaged pupil progress scores for last academic year (KS1 to KS2)

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure	Score
That Disadvantaged pupils make better than expected progress	The mean score of all disadvantaged pupils exceeds 6 points of progress on internal measures in R/W/M
Measure	Activity
To secure reading to the Expected standard	Phonics focus for younger pupils. Development of Oracy (Neli project)
Engender a lifelong love of reading	Promotion of reading for pleasure and learning. Sharing books as well as individual readers used.
Barriers to learning these priorities address	Social and emotional development issues. COVID lockdown learning missed
Projected spending	£10830

Teaching priorities for current academic year, across the whole school

Aim	Target against current tracked performance	Target date
Progress in Reading	Greater than 6 points internal progress	July 21
Progress in Writing	Greater than 6 points internal progress	July 21
Progress in Mathematics	Greater than 6 points internal progress	July 21
Phonics	That Disadvantaged year 1 get >20 mean score on Phonics test	July 21
Counselling services	That those pupils chosen engage well with counselling	July 21
Catch up programme	That the catch up programme highlights those pupils who are disadvantaged	July 21

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	£8000

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	£2000

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	

Context

Number of pupils in each category	
FSM	R:1; Y1:4; Y2:1; Y3:1; Y4:4; Y5:1; Y6:1
FSM6	0
Looked after children	0
Post Looked after Children	2
Service	

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	40% to meet EXS; 8% GDS No external testing took place
Progress in Writing	23% to meet EXS; 8% GDS No external testing took place
Progress in Mathematics	23% to meet EXS; No external testing took place
Phonics	0% No external testing took place
Counselling services	To provide high quality internal and external counselling to the emotionally challenged disadvantaged pupils Disadvantaged pupils were active in their engagement during counselling sessions with positive outcomes.