

HAILSHAM COMMUNITY COLLEGE
ACADEMY TRUST

'Be the very best you can be'

Pupil Premium Statement 2020-21
Primary



October 2020

Pupil premium strategy statement

School overview

| Metric | Data |
|---|---|
| School name | Hailsham Community College Primary Academy |
| Pupils in school | 94 (27 based on Jan 2020 data. To be reviewed March 2021) |
| Proportion of disadvantaged pupils | 12% (7.4%) |
| Pupil premium allocation this academic year | £2,690 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | October 2020 |
| Review date | October 2021 |
| Statement authorised by | Mrs Carol Maxwell |
| Pupil premium lead | Mr Tom Redman |
| Governor lead | Mrs Ruth Hillman |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |

Strategy aims for disadvantaged pupils

| Measure | Score |
|--|---|
| Meeting expected standard at KS2 | N/A |
| Achieving high standard at KS2 | N/A |
| Measure | Activity |
| For teaching and learning to be of the highest possible quality to improve pupil outcomes. | <ul style="list-style-type: none"> CPD for staff will be tailored to the needs of the children at the school and particularly those who are disadvantaged. These will be identified after data drops and from staff observations of children. Speech and Language training will be a focus, as this has been identified as a need for disadvantaged children in the school. This training will include Makaton, Speech link and |

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| | <p>Language link as well as other CPD opportunities which arise.</p> <ul style="list-style-type: none"> Teachers will be trained in the use of assessment for learning techniques. Every lesson will focus on closing gaps and next steps based on previous assessments. Teaching and learning will be monitored through lesson obs, learning walks, pupil voice, work scrutiny and children's progress data. This monitoring will then direct CPD and support for individual teachers to improve their practice. Those children entitled to pupil premium will be tracked as a group. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> Staffing capacity due to COVID restrictions Limited CPD time due to need for CPD on remote learning techniques. |
| Projected spending | £1190 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|----------------------------------|--|-------------|
| Year 1 Attainment in Reading | 75% reaching ARE | Jul 21 |
| Year 1 Attainment in Writing | 75% reaching ARE | July 21 |
| Year 1 Attainment in Mathematics | 80% reaching ARE | July 21 |
| Phonics | 88% passing phonics screening | July 21 |
| Other | 78% of children achieving GLD in the EYFS profiles | 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 |
|--|---|
| Interventions will be used to accelerate the progress made by targeted PP children to close gaps on the ARE and their peers. | <ul style="list-style-type: none"> Time will be taken during term 1 to complete base line assessments of children. This data will show teachers where individual and cohort gaps are. Teachers will pitch lessons to where the children developmentally are and will use high expectations to accelerate progress and close cohort gaps in learning compared to where children could be expected to be at this point of |

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| | <p>their education. Early research has shown that disadvantaged children were most negatively affected by lock down.</p> <ul style="list-style-type: none"> • After and before school interventions put in place to target individual children's and group gaps. These interventions will be taught by TAs and will prioritise places for disadvantaged children. • Interventions and classrooms will need to be resourced and to ensure that staff are able to teach children at their developmental stage. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • National Lockdowns or restrictions prevent children being able to access school site. • Parent take up of interventions. • Inadequate staffing capacity. |
| Projected spending | £500 (Additional cost to come from COVID-19 Premium) |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| For disadvantaged children to have the same opportunities as their non-disadvantaged peers. | <ul style="list-style-type: none"> • Disadvantaged children will have one extra-curricular club funded for them each week. • Disadvantaged children will have music lessons subsidised by 50% to allow them to learn a musical instrument. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • National Lockdowns or restrictions prevent outside providers being able to access school site. • Parent take up of opportunities. |
| Projected spending | £1000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|--|
| Teaching | Ensuring enough time is given over to allow for CPD | Use of weekly staff CPD sessions and INSET |
| Targeted support | Ensure TAs are trained to deliver the interventions | Provide teachers with the time needed to train TAs and give TAs time to complete intervention training |
| Wider strategies | To encourage families to take up places. For PP families to pay the extra 50% for instrument lessons. | Ensure a good range of clubs and instruments to appeal to all. |

Review: last year's aims and outcomes

| Aim | Outcome |
|------------|----------------|
| N/A | N/A |