

Pupil Premium funding for the Academic Year 2020-21

In 2020/21 the Pupil Premium allocation for Hodge Clough Primary is £ 150,225

Number of pupils and pupil premium funding (PPF) received	
Total number of pupils on roll	451
Total number of pupils eligible for PPF	97+3(LAC) + 6(PLAC) (total)
Percentage of pupils eligible for PPF	23.5%

Context

At Hodge Clough Primary we believe that all children are entitled to high quality education and enrichment opportunities. As such we currently deploy our Pupil Premium funding carefully, and regularly monitor its impact and are constantly looking for new ways to achieve maximum impact.

The Pupil Premium strategy at Hodge Clough Primary has been focused on the priority area of attendance and ensuring opportunities to narrow the attainment gaps through a range of interventions (academic, emotional well-being and enrichment).

Following on from analysis of our data in the Summer term, we have highlighted further areas for development.

Identified Barriers

- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour - pupils with specific social and emotional needs which affect their learning
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance

- Access to a rich vocabulary

Continuing Professional Development

All staff are set targets linked to improving outcomes of all students and HLTAs target identified children to support with reading, writing and maths in all classes. Joint curriculum planning between teachers as well as cross phase staff training ensures consistency in approaches. All EYFS and KS1 staff have had Read, Write Inc training for phonics this academic year. The approach to phonics teaching has been adopted to ensure better outcomes for children.

Ongoing continuous professional development in mathematics has focused on non-negotiables, challenge and mental and oral starters. INSET days this academic year have focused on the writing process and the teaching of vocabulary across school. Progress remains a key priority and much work has been done to ensure that data is used to better inform the use of interventions across all year groups. Extra staffing in Maths and English helps focus support where it is most needed. Within each year group individual children have been identified and receive additional specific support. As well as this, peer to peer mentoring opportunities will ensure staff are supported in developing and reflecting on their own practice as well as sharing practices for the teaching of vocabulary.

Building Cultural Capital

Inset days and on-going staff training have been allocated to explore and enhance our provision of vocabulary and inference skills across all areas of the curriculum. Through learning walks, good practice is identified and shared to ensure consistency in approaches. Research highlights the importance of language acquisition to improve educational outcomes and life chances, and as such, this is a key priority. Educational experiences are subsidised and after school enrichment activities are open to all. Lead

practitioners in school has allowed specialist staff to lead a range of initiatives focusing on improving experiences and outcomes for children.

Attendance

The school parental liaison officer works closely with the local authority to develop strategies to improve attendance. Weekly attendance monitoring of persistent absenteeism and home visits, as well as review meetings with parents, take place to improve outcomes. Specific individuals and classes have been identified. More rigorous fixed penalty notices are being issued for punctuality and attendance. Praise for good attendance is formalised in weekly assemblies and in school initiatives reward the classes with the best attendance. Office staff have a list of all pupils who are not to have further authorised absence without medical evidence. At the start of each term teachers are given a list of persistent absentees in their class with the understanding that whenever possible they take the opportunity to discuss the importance of attendance with the children.

Social & Emotional Aspects of Learning

This year, we have embedded our use of Jigsaw, which is a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips school to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Alongside the Jigsaw lessons, specific children are targeted for nurture groups, friendship groups and Lego Therapy and Barrier games to further advance their relationships and emotional awareness.

How will the school measure the impact of the Pupil Premium?

At Hodge Clough, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupil progress meetings will take place each term and will include a member of Senior Management and class teachers. This will then be shared with the Pupil Premium Lead.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.