**Hampstead Parochial School**

**Pupil Premium Strategy**:

**April 2020 - March 2021**

|  |
| --- |
| **School Vision** : Educating for life in all its fullness  |
| **School Values:** Friendship, Compassion, Forgiveness, Respect, Responsibility, Koinonia |

The Pupil Premium Grant is allocated to schools based on the number of children on the current roll who have been entitled to Free School Meals (FSM) at any point during the past six years, or have been in the care of a Local Authority (‘Looked After’) continuously for more than six months.

Schools are charged with using Pupil Premium funding to ‘close the gap’ between the attainment of those children from disadvantaged backgrounds and those living in families with incomes above the low-income threshold. Some of the funding is used to offer support to those pupils who are at a disadvantage compared to their peers even if they are not eligible for a FSM. Schools are free to spend the Pupil Premium Grant as they see fit but must ensure that it benefits this group of children.

At Hampstead Parochial School our aim is that all children in receipt of Pupil Premium will:

• make at least expected progress in relation to targets and their peers

• reach an acceptable level of attendance (above 96.5%)

• be able to cope with the social, emotional and behavioural expectations at school

• benefit from financial support for educational visits, school journeys and workshops

• have access to a range of opportunities at school including after school clubs and in school workshops

How are we spending the Pupil Premium? - Summary 2020-2021

|  |  |  |
| --- | --- | --- |
| **Number of Pupil Premium Children**  | **Total amount of funds for 2020-20201** | **Date for next internal review of this strategy** |
|  18 | £29,590 | March 2021 |

|  |  |
| --- | --- |
| **Pupil Premium Grant funding used for:** | **Amount allocated to the action** |
| DHT & Teacher additional support | £25,000 |
| Provision of after school music lessons for identified pupils | £2,540 |
| Provision of after school sports clubs for identified pupils | £730 |
| Provision of after school arts clubs for identified pupils | £410 |
| Provision for identified children to attend School journey in Y6 | £485 |
| Books purchased for SATS revision books | £425 |

How have we decided on our priorities for spending the Pupil Premium? 2020 - 2021

The range of data we collect about pupils’ achievement and participation shows us that the small number of pupils who are eligible for pupil premium funding face different barriers to education achievement. We support each eligible pupil in a different way and track their progress, attainment and wider participation individually.

However, to generalise, we can identify from the data that *access to support at home with learning and with reading in particular* and *ability to access our wider extra-curricular opportunities* are two potential barriers to achievement for some of this group. We have therefore identified the two areas set out below to target in our provision.

\*In 20/21 we are also supporting individual and groups of children to make accelerated progress to ‘catch up’ any learning and progress affected by the period of school closures and home learning, having identified potential gaps with detailed baseline assessments. Pupil premium funding allocated in our plan to teacher and TA time for supporting attainment and progress will contribute to this ‘catch up’ support, along with any other dedicated ‘catch up funding’.

**Focus area 1: Supporting attainment and progress**

We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium.

Our analysis of both school-based data for all individuals and classes and of DfE data (e.g. ASP) has enabled us to identify the following priorities for pupil premium spending:

* To increase progress and attainment of some individual pupils eligible for pupil premium (in reading, writing and/or maths) so that they are making at least expected progress through KS2 or so that they are at least meeting national expectations at the end of key stages
* To maintain the increase in progress in reading (particularly at higher levels) and to continue to develop long-lasting positive reading behaviours in pupils eligible for pupil premium

**Focus area 2: Supporting personal development**

We want to ensure that there is full participation in all our school activities for all pupils and we have identified that cost is sometimes a barrier to full participation in extra-curricular activities. We are therefore using some of our pupil premium funding to contribute towards the cost of after school clubs, workshops and trips to ensure all pupils are able to participate fully.

Pupil Premium Action Plan 2020/21

|  |  |  |  |
| --- | --- | --- | --- |
| **Intended outcome for pupils eligible for Pupil Premium** | **Actions to implement** | **Desired impact**  | **Planned evaluation and monitoring**  |
| Progress and attainment in maths to be in line with, or better than peer group. | Small group intervention for KS1 and KS2 led by Techer, TA and DHT. Extra support / booster groups led by teacher or TATeam teaching in classes Y2-Y6 for maths.TA support for in-class differentiation Y2 and Y6 PP children received revision books for Maths at discounted priceEaster school provided for Year 6 | Internal data tracking shows that each child progresses to meet end of year targets in maths.Sustained progress in maths demonstrated at the end of Key Stage 2 from their end Key Stage 1 statutory assessments More PP children reaching GD at KS1 and KS2 in maths.All children able to use revision books at home to support learning and prepare for SATs. Parents can see the expected standard in books at home. | Feedback from pupilsTermly Pupil Progress Reviews with SLT.Ongoing observations and monitoring of teaching and learning.Reports to Governors Teaching, Learning and Standards committee  |
| Progress and attainment in phonics, reading and writing to be in line with, or better than, peer group | Small group intervention for KS1 and KS2 led by Techer, TA and DHT. Extra support / booster groups led by teacher or TATeam teaching in classes Y2-Y6 for English and Guided Reading activities.TA support for in-class differentiation Y2 and Y6 PP children received revision books for Reading and SPaG at discounted priceEaster school provided for Year 61:1 reading volunteer | Internal data tracking shows that each child progresses to meet end of year targets in phonics, reading and writing.Sustained progress in reading and writing demonstrated at the end of Key Stage 2 from their end Key Stage 1 statutory assessments More PP children reaching GD at KS1 and KS2 in phonics, reading and writing.All children able to use revision books at home to support learning and prepare for SATs. Parents can see the expected standard in books at home. | Feedback from pupilsTermly Pupil Progress Reviews with SLT.Ongoing observations and monitoring of teaching and learning.Reports to Governors Teaching, Learning and Standards committee  |
| Equal opportunity to develop musical, sporting and artistic talents. | 1:1 lessons with peripatetic music teachers.A range of sporting activities led by sports coaches.Interschool sports activities organised for pupils across the school.A range of arts activities led by art teachers/TAs. | Art, music and sports clubs are well attended by identified childrenChildren develop a lifelong enthusiasm for the subject.Children show progress in subject specific skills andincreased confidence and self-esteem. Children take part in a variety of performances and events – Camden Music Festival, Royal Albert Hall, Sports events. | Reviewed termly when applications for lessons are made.Termly performances.Portfolio of artwork sent home. |
| Equal opportunity to develop team building, leadership and communication skills. | Wide range of trips and visitors arranged to further enrich and deepen understanding of the curriculum.Contribution towards residential school journey cost Contribution towards other school trips and workshops  | Children report on increased and overall enjoyment of school and learning.Children develop Life skills- teamwork and communication.Bonding and socialisation with classmates and year group teachers. | Parent/ pupil/teacher feedback throughout the year.School Journey reviewed annually by Y6 CT and SLT. |

How do we know it is making a difference?

**Including an evaluation of the impact of expenditure for last academic year (19/20)**

No National Assessments took place due to Covid

Children took part in whole school performances and events in the borough – Carol Service and Camden Music Festival at the Royal Albert Hall.

Performances and parental feedback provided evidence that the children made good progress

School sports teams were successful in several competitions in Camden

Extra-curricular clubs were well attended

We will evaluate and monitor the impact of our 2020/21 pupil premium provision through the activities listed above, including involving and reporting to governors.