

Pupil premium strategy statement (Primary) 2021 - 2022

School overview

Metric	Data
School name	Thomas Hickman School
Pupils in school	Reception – Year 6: 397
Proportion of disadvantaged pupils	Reception – Year 6: 113 (28.5%)
Pupil premium allocation this academic year	£184,316.00
Academic year or years covered by statement	2021 - 2022
Publish date	September 2021
Review date	September 2022
Statement authorised by	Pippa Brand-Benee
Pupil premium lead	Claire Osborne
Governor lead	Pat Gurton

Disadvantaged pupil progress scores for last academic year

Due to Covid '19, this data is not available for 2020 – 21.

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

Disadvantaged pupil performance overview for last academic year (2020-21)

Year 6: 31 children were allocated Pupil Premium Funding. This was 42% of the cohort. The information below also includes those who achieved GDS as PP and Not PP.

Measure	Score
Meeting expected standard at KS2	Year 6
	RWMC
	RW
	W
EXS PP	48%
EXS NOT PP	64%
Achieving high standard at KS2	Year 6
	RWMC
	RW
	W
GDS PP	13%
GDS NOT PP	19%

Strategy aims for disadvantaged pupils.

At Thomas Hickman we will use the funding received for Pupil Premium to target three main priorities. These priorities are listed below:

	Activity
Priority 1 (Academic)	To ensure that all PP children are receiving Quality First Teaching and provide opportunities to close the gap in Reading, Writing and Maths. **See Ofsted guidance below
Priority 2 (Pastoral & Well-being)	To provide pastoral care to children and their families.
Priority 3 (Attendance)	To close the attendance gap from PP and 'All other' children
Barriers to learning these priorities address	<ul style="list-style-type: none">• Ensuring that all staff use THS 'Principles of Instruction' to accelerate the children's understanding.• Building up positive relationships with families. Children understanding the need to self-regulate in order to learn.• HoH –Trauma Informed Provision• We can't improve the attainment of our pupil premium children if they aren't attending school.
Projected spending from total amount received:	£ 184,316.00

**344. In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:

- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction
- the school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2
- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception
- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately
- the school has developed sufficient expertise in the teaching of phonics and reading

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	Close the gap between PP and XPP.	Sept 22
Attainment in Writing	Close the gap between PP and XPP.	Sept 22
Attainment in Mathematics	Close the gap between PP and XPP.	Sept 22
Phonics	Achieve national average in Year 1 and Year 2.	Sept 22
Other	Improve attendance of those in receipt of Pupil Premium Funding to those who are not.	Sept 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1 / Yr 2 through the use of Read, Write Inc.

Targeted academic support for current academic year

Measure	Activity
Priority 1 (Academic)	<ol style="list-style-type: none"> 1. To develop the use of 'Fresh Start' in Year 5 and 6. This will support closing the gap between PP and XPP in Reading and Writing (£45, 380) 2. Chrome Books - To ensure all children in receipt of Pupil Premium funding have access to an online device to support their learning (£18673.28)
Priority 2 (Pastoral / Well-being)	<ol style="list-style-type: none"> 1. WELTA will be available to provide pastoral care to families. This will also support closing the gap with attendance. (£25,753) 2. On-site Therapist and DSL team to support both children and their families (£61,560) 3. Triple P – Building positive relationships between all stakeholders. This is a course that will be run by our on-site therapist. (£2,500)
Priority 3 (Attendance)	<ol style="list-style-type: none"> 1. Staff to monitor attendance and make daily phone calls to those who are not in school. Attendance officer to monitor school % and address accordingly (£1065) 2. Breakfast Club - provide pastoral care to children and their families, by ensuring that they are fed and ready to start the day positively. (£9886)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Improving attendance and readiness to learn. • Improving confidence and self-esteem. • Improving a sense of belonging for all stakeholders.

	<ul style="list-style-type: none"> Children will be able to concentrate more in class as their needs will be met.
Projected breakdown of spending	£ 153,866.28

Wider strategies for current academic year

Measure	Activity
Priority 1 (Academic)	1. School trips, residential visits, swimming and coach journeys are paid for. (£20,449.72) 2. Extra Curricular Learning - PP children are looked at individually to see if they would benefit from any outside agency e.g. Stagecoach (£1,500)
Priority 2 (Pastoral / Well-being)	1. Uniform – Support those who may face financial difficulty, especially due to Covid '19, and ensure that all children have the appropriate uniform needed for school. (£8,500)
Priority 3 (Attendance)	
Barriers to learning these priorities address	1. Sense of belonging 2. Raising aspirations 3. Increase motivation and engagement 4. Giving a purpose / meaning to learning 5. Teaching life skills
Projected breakdown of spending	£30,449.72

Review 2021 -2022:

Aim	Outcome
Progress in Reading and Writing	
Progress in Mathematics	
Phonics	
Priority 1 (Academic)	
Priority 2 (Pastoral / Well-being)	
Priority 3 (Attendance)	