



**Pupil Premium Strategy Statement
DRB Multi Academy Trust
Hob Green Primary School**



School Overview

Number of pupils in school	273/232
Number of pupils eligible for pupil premium funding in school	109
Proportion of disadvantaged pupils in school	47%
Pupil premium allocation this academic year	PP: £133,000 EYFS: £1670 LAC: £7500
Academic year or years covered by statement	2020 -2023
Publish date	17 October 2020
Review date	15 July 2021
Statement authorised by	M Bostock
Pupil premium lead	I Parker
Trustees lead	K McCabe

Disadvantaged pupil progress scores for last academic year (2019)

Subject	Pupil Progress (school)	Pupil Progress (National Non Pupil Premium)	Pupil Progress (National Pupil Premium)
Reading	-4.8	0.3	-0.6
Writing	-2.1	0.3	-0.5
Mathematics	-2.5	0.4	-0.7

Disadvantaged pupil performance overview for last academic year

Subject(s)	Performance (school)	Performance (National Non-PP)	Performance (National PP)
Reading Expected Standard at KS2	35%	78%	62%
Reading Higher Standard at KS2	6%	31%	17%
Writing Expected Standard at KS2	53%	83%	68%
Writing Higher Standard at KS2	6%	24%	11%
Mathematics Expected Standard at KS2	47%	84%	67%
Mathematics Higher Standard at KS2	0%	31%	16%
RWM Combined Expected Standard at KS2	29%	71%	51%
RWM Combined Higher Standard at KS2	0%	5%	13%
Phonics Year 1	67%	83%	68%
EYFS	50%	73%	55%

Strategy aims for disadvantaged pupils

Priority 1

All pupils achieve the highest standard of educational outcomes regardless of circumstance or background.

Priority 2

A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed.

Priority 3

Research from, for example, The Education Endowment Fund and the Sutton Trust will be used alongside drb schools Trust wide evaluation of the impact of the Pupil Premium fund to inform and develop our provision for disadvantaged pupils.

Barriers to learning these priorities address

- Impact of COVID 19 school closure on academic achievement and pupils' mental health.
- Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading.
- Complex family needs contributing to reduced behaviour for learning for many disadvantaged learners.
- There is a higher rate of persistent absence and late arrivals amongst disadvantaged children.
- Some parents find it hard to provide support for their child's learning at home, particularly around reading.
- Poor arithmetic skills.
- Some children have limited enrichment experiences and understanding of the wider world required to facilitate making links in learning – cultural capital deficit.

	<ul style="list-style-type: none"> • Some families have a lack of access to technology to fully engage in remote learning during the COVID-19 pandemic. • Some parents do not wish to engage with the school. • Some parents do not wish to engage with external agencies.
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Targeted outcomes

Aim	Target	Target Date
Attainment and Progress in Reading	Attainment at least in line with national outcomes. Progress in line national average outcomes in KS2	July 2021
Attainment and Progress in Writing	Attainment at least in line with national outcomes. Progress in line national average outcomes in KS2	July 2021
Attainment and Progress in Mathematics	Attainment at least in line with national outcomes. Progress in line national average outcomes in KS2	July 2021
Phonics	Attainment at least in line with national outcomes.	July 2021
Other	In EYFS, disadvantaged pupils achieve in line with all pupils nationally.	July 2021

Teaching

Measure	Actions
<p data-bbox="203 320 371 352">Priority 1</p> <p data-bbox="203 395 629 467">Improving Quality First Teaching</p>	<ul data-bbox="730 320 2029 1326" style="list-style-type: none"><li data-bbox="730 320 2029 587">• Leaders to focus on improving teaching and learning through support, coaching, team teaching and robust monitoring procedures to ensure that all teachers have a clear understanding of the expectations of high-quality teaching and learning needed to improve outcomes for all. Leaders to support staff or provide training to develop teaching and learning across school. A structured monitoring cycle will ensure that areas for development are identified and support or training are put in place.<li data-bbox="730 592 2029 699">• To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged.<li data-bbox="730 703 2029 778">• Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum.<li data-bbox="730 783 2029 815">• Pupil progress meetings are held to monitor progress and attainment.<li data-bbox="730 820 2029 927">• Ensure staff have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged.<li data-bbox="730 932 2029 963">• Ensure that secure effective pedagogy meets individual pupil needs.<li data-bbox="730 968 2029 1043">• Ensure all staff involved in teaching phonics have received high-quality CPD to deliver the phonics scheme effectively.<li data-bbox="730 1048 2029 1246">• Whole class phonics lessons and interventions are taught by a highly trained qualified teacher. <i>EEF: Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</i><li data-bbox="730 1251 2029 1326">• Early Reading Leader ensures QFT of phonics for all pupils in need throughout the school. <i>EEF: Phonics approaches have been consistently</i>

	<p><i>found to be effective in supporting younger readers to master the basics of reading (+4 months).</i></p> <ul style="list-style-type: none"> • Reading to be central to the implementation of the wider curriculum and underpins all learning. • All stakeholders to engage in the Reading for Pleasure project. • All pupils benefit from high quality and meaningful written and oral feedback <i>EEF: Feedback studies tend to show very high effects on learning (+8 months).</i> • The Accelerated Reader reading scheme is monitored and additional books purchased in order to ensure a varied selection of books is available to readers at all levels. <i>EEF: Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (+6 months).</i> • Metacognitive and self-regulation strategies to be integral to all aspects of QFT. All staff to receive CPD to inform daily metacognitive processes (e.g. success criteria, self-assessment) and further develop and embed the existing learning review process for target setting. <i>EEF: Metacognition and self-regulation approaches have consistently high levels of impact. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils (+7 months)</i>
<p>Priority 2</p> <p>Rapidly address low attainment in communication on entry to school in EYFS.</p>	<ul style="list-style-type: none"> • WellComm screening used to identify needs, set targets and measure impact. • An EYFS curriculum with a securely embedded intent and implementation is further developed through coaching and mentoring by senior leaders and EYFS Lead. Staff to attend specific EYFS training through the Trust Early Years Network to ensure current and up-to-date practices and strategies for teaching are embedded.

	<ul style="list-style-type: none"> • Additional phonics books purchased to ensure pupils read books that are matched to the current phase being taught in class. <i>(EEF: +4 months)</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensuring quality first teaching across the curriculum to improve outcomes for all pupils through addressing the identified areas for development in school and the leaders provide support for their phases and subjects. • Encouraging wider reading across the curriculum and at home as part of the Reading for Pleasure project so that pupil's reading outcomes improve • Robust curriculum offer in English and mathematics.
Projected Spending	£43,010

Targeted academic support for current academic year

Measure	Actions
<p>Priority 1</p> <p>High quality interventions informed by research evidence.</p>	<ul style="list-style-type: none"> • Use structured interventions from additional staff to provide additional support to all pupils to ensure they make at least expected progress from their different starting points. Monitoring and evaluating assessment information, holding pupil progress meetings and regularly evaluating interventions will ensure that those children, including HA pupil premium children, meet their expected targets. • Extra staffing for small group focused teaching provisions in identified cohorts to improve outcomes in attainment and progress to be more in line with national averages. • Additional 1:1 reading intervention for all pupils in receipt of PPG. • Additional teacher to support morning lessons in Y6 meaning pupils can be taught in smaller class groups <i>EEF: As the size of a class or teaching group</i>

	<p><i>gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. (Reduced class size: +3 months.)</i></p> <ul style="list-style-type: none"> • Termly pupil/teacher conferencing to take place for pupils in receipt of PPG. Pupils will benefit from personalised learning conversations to evaluate their learning and set targets. <i>(EEF: Feedback+8 months)</i> • Extra staffing for SEMH focused interventions that combine PSHE curriculum themes with rich language development, contextualised through core texts. <i>(EEF: Social and Emotional Learning +4 months.) School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning (Oral language interventions +5 months.)</i> • Participate in the Nuffield Early Language Intervention – identified staff to receive training and resources provided to deliver the intervention <i>EEF: studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading. Oral language interventions consistently show positive impact on learning with slightly larger effects for pupils from disadvantaged backgrounds. (Oral Language Interventions +5months)</i> • Interventions led by support staff to be closely linked to whole-class metacognitive processes (e.g. pupils to assess their progress towards targets during interventions). <i>(EEF: Metacognition & Self-Regulation +7months)</i> • In class interventions led by support staff to lean heavily on collaborative approaches which are sometimes based around mixed-ability team-working exercises in which roles are clearly assigned. <i>(EEF: Collaborative learning +5 months.)</i> • Support staff have dedicated CPD time to meet specific identified needs
<p>Rapidly address Speech and Language and</p>	<ul style="list-style-type: none"> • Speech & language therapists to support staff in delivering the WELLCOMM programme to all Nursery and Reception children, an intervention for improving communication, speech and language that will impact on the

<p>communication on entry to school in EYFS.</p>	<p>outcomes for all children by the end of EYFS, particularly those eligible for pupil premium.</p> <ul style="list-style-type: none"> • Additional TA time in Nursery and Reception to target PP pupils through S&L and reading interventions <i>EEF: the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families (Early Years Interventions +5 months).</i>
<p>Meet the safeguarding needs of identified families to improve outcomes for children in need of pastoral support.</p>	<ul style="list-style-type: none"> • Continue to deliver a comprehensive programme of pastoral support to children and their families. • All school staff to undertake ACEs training in order to understand how adverse childhood experiences can build barriers to learning. • Targeted interventions to meet the social and emotional needs of pupils and address the barriers to learning derived from pastoral needs. • All staff receive regular safeguarding CPD. • Section 175 audit is used to further improve safeguarding practices <p><i>EEF: Social & Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school (+4 months)</i></p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Ensuring interventions are targeted to focus on closing the attainment gap between disadvantaged and non-disadvantaged pupils and all pupils make at least expected progress from their starting points. • Encouraging wider reading across the curriculum and at home as part of the Reading for Pleasure project so that pupil's reading outcomes improve. • Robust curriculum offer in English and mathematics. • Reducing low oral language skills on entry to school

	<ul style="list-style-type: none"> • Safeguarding and pastoral needs of pupils and their families are met and this has a positive impact on pupils' behaviour for learning.
Projected Spending	£55,150

Wider strategies for current academic year

Measure	Actions
Priority 2 – Continue to improve attendance to ensure that children are regularly accessing the educational offer in school.	<ul style="list-style-type: none"> • Attendance Lead to monitor attendance daily, make first day absence calls, liaise with external agencies to identify additional support required, work with Lead DSL to share concerns and provide additional pastoral support. • Persistently absent children reported and monitored in weekly safeguarding meetings. • Early engagement with parents when attendance is below 95%. <i>(EEF: Parental Engagement +3 months.)</i> • Free breakfast club provided for targeted children who have low attendance or poor punctuality. This will ensure that all children have an opportunity to eat a healthy breakfast to improve concentration, develop social skills through a range of activities and encourage children to attend regularly and on time.
Improve parental engagement in all areas of school life.	<ul style="list-style-type: none"> • Encourage parental engagement by running workshops and providing resource packs. • Reading at home is scaffolded to ensure parents can support their children. Parents are provided with comprehensive reading guides with instruction on how to support reading at home. • Purchase an online communication platform.

	<ul style="list-style-type: none"> • Parent voice is represented through our Parent & Community Forum. • School website is regularly updated with information about the school including curriculum. <p><i>(EEF: Parental Engagement +3 months.)</i></p>
<p>Pupils are exposed to a rich and varied range of social, cultural and sporting experiences.</p>	<ul style="list-style-type: none"> • A broad range of enrichment opportunities are offered, in addition to meeting national curriculum requirements, including: Forest Schools. Allotment work. • <i>EEF: studies of adventure learning interventions consistently show positive benefits on academic learning (Outdoor and Adventure Learning +4months)</i> Cooking. Peripatetic Music opportunities, including instrument tuition and vocal coaching. <i>(EEF: Arts Participation +2 months.)</i> Fully funded enrichment days linked to learning in the curriculum. Residential visits and other school visits are partially funded. Sporting events. • Extra-curricular clubs funded to ensure all disadvantaged pupils engage fully in school opportunities. <i>(EEF: Sports Participation +2 months)</i> • Key national cultural events and celebrations are mapped out throughout the year. • Disadvantaged pupils to be included in opportunities for leadership roles throughout the school (e.g. School Council, Junior Safeguarding Ambassadors, Eco Team)
<p>Pupils have adequate access to Technology to be able to engage in home learning.</p>	<ul style="list-style-type: none"> • Provide access to a laptop and internet at home for those most in need. <p><i>(EEF: Digital Technology +4 months)</i></p>

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor language and comprehension skills, particularly in relation to vocabulary when speaking and listening and reading. • There is a higher rate of persistent absence and late arrivals amongst disadvantaged children. • Low levels of parental engagement in learning and school life.
Projected Spending	£34,840

Monitoring and implementation

Area	Challenge	Mitigating Action
Teaching	<ul style="list-style-type: none"> • Ensuring that teachers receive their coaching entitlement and coaches have the time to carry out coaching alongside their other responsibilities. • Disruption caused by COVID related absence 	<ul style="list-style-type: none"> • Rigorous monitoring and evaluation timetable to ensure that subject leaders and SLT support teaching and learning across school to ensure it is at least good. • Leadership capacity in school and the Trust School Improvement Team will support coaching (including lesson study) and PPA support to provide appropriate training to meet the targets set out in the SDP and individual professional development opportunities. • Efficient planning for INSET days and dedicated CPD time during staff meetings to deliver an impactful programme of CPD.
Targeted support	<ul style="list-style-type: none"> • Timetabling, so that interventions happen consistently, but do not have a detrimental impact on wider learning. • Staff absence due to COVID-19 	<ul style="list-style-type: none"> • Monitor timetables rigorously to ensure that planned interventions are taking place. • Precise use of catch-up funding to deploy academic mentors to lead interventions.

		<ul style="list-style-type: none"> • Ensure that all staff involved in interventions have access to high-quality CPD.
Wider strategies	<ul style="list-style-type: none"> • Engaging and supporting parents to be involved in their children's education and address wider issues that impact on their learning. 	<ul style="list-style-type: none"> • Attendance Lead to support parents with improving pupil attendance and punctuality. • Directly target families experiencing the most difficulties by establishing effective relationships via the pastoral team. • Directly target the most disadvantaged families to engage in activities in EYFS to support with communication skills and early reading.

Review: last year's aims and outcomes

Last year's aims and outcomes were disrupted as a result of Covid-19 and school closure for the majority of pupils from 20th March 2020. On-site school education began for the children of key workers and those identified by school as vulnerable. Alongside this, remote learning was provided for all other pupils so their education could continue at home. During this period Pupil Premium funding was redirected as deemed necessary by the Senior Leadership Team, in order to support our disadvantaged pupils during these unprecedented times.

As a result of this closure we are not able to evaluate the impact of the 2019/2020 Pupil Premium spend.

We will monitor and evaluate the impact Covid-19 has had on disadvantaged pupils and our reopening strategy will identify support to ensure they catch up with their peers as quickly as possible.