

Pupil Premium strategy statement

School overview

Metric	Data
School name	William Hulme's Grammar School (Primary Phase)
Pupils in school	469
Proportion of disadvantaged pupils	24%
Pupil Premium allocation this academic year	£153,900
Academic year or years covered by statement	2020/21 -2022/23
Publish date	September 2020
Review date	July 2023
Statement authorised by	Kate Heaton
Pupil Premium lead	Steve Worrall
Governor lead	Jenny Andrews

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.0 (2018/19)
Writing	-0.8 (2018/19)
Maths	1.1 (2018/19)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	63% (2018/19)
Achieving high standard at KS2	0% (2018/19)
Measure	Activity
Priority 1	Improved oral language skills in Reception through SALT support in house, SALT TA to continue work with identified children throughout the week (1:1 or small group work), Colourful Semantics intervention and Social Group intervention.
Barriers to learning these priorities address	Oral language skills in Reception are low on entry.
Projected spending	£29,480

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading for Pupil Premium non-SEND children	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Maths for Pupil Premium non-SEND children	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths for Pupil Premium non-SEND children	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to be within 0.5% of other pupils.	Sept 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
Priority 1	Employ Early Reading Champion to analyse current structure of phonics and to develop strategies to improve the opportunities for all children, including disadvantaged pupils, to reach the expected standard in the phonics check at the end of Year 1.
Priority 2	Improve reading and writing skills for Pupil Premium children expected to achieve age related or the higher standard through quality first teaching, CPD package continuing through Laura Lodge (One Education consultant), Talk 4 Writing senior leadership team, staff meetings regularly revisiting new teaching and learning method – Talk 4 Writing, shared reading, Early Reading and Early Reading Champion appointed (detailed on the School Improvement Plan).
Priority 3	Improved outcomes for Pupil Premium children through targeted interventions strategies (including Every Child Counts interventions) through weekly small group sessions in Maths and English for selected Pupil Premium children to close the gap, delivered by trained Teaching Assistants, overseen by Maths and English link teachers.
Barriers to learning these priorities address	Low writing skills are impacting on RWM combined outcomes for children who should be performing at age related or the higher standard. Maintaining English and Maths achievement to be within 10% of national averages for Pupil Premium children across the school.
Projected spending	£61,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Close attendance gap between Pupil Premium and other pupils to less than 1% through rapid response from the Attendance Officer in case of absence</p> <p>Home visits and links with outside agencies to reduce persistent absences.</p> <p>Close communication and adoption of common strategies within Pastoral Team.</p>
Priority 2	<p>Pupil Premium children access enrichment and extra-curricular activities through subsidised extra-curricular resources, so that there is no longer a cost to participate in after school clubs and participation in the Forest Schools curriculum.</p>
Barriers to learning these priorities address	<p>Closing the attendance for Pupil Premium children and enabling access to enrichment, improving the opportunities to develop the whole child.</p>
Projected spending	£64,118

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring regular reviews are undertaken through pupil progress meetings to check progress across all year groups and action taken where necessary.</p>	<p>Time allocated in meeting to look at Pupil Premium progress specifically.</p>
Targeted support	<p>Ensuring enough time for English lead to support staff individually and collectively.</p>	<p>English lead to be provided with cover to support teaching and learning in different year groups.</p>
Wider strategies	<p>Engaging with hard to reach parents.</p>	<p>Learning and attendance mentors to identify those families and build relationships with those families.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Improved oral language skills in Reception</p>	<p>There were 5 Pupil Premium children in the cohort, none of which, after screening, required SALT intervention.</p> <p>All Pupil Premium children achieved ARE.</p>
<p>Improve writing skills for Pupil Premium children expected to achieve age related or the higher standard</p>	<p>The general trend was that Talk 4 Writing enabled an increase in the percentage of Pupil Premium children achieving ARE. There was a dip in Year 1 due to the increase in the number of children eligible for Pupil Premium and due to the complexity of our SEND children who are also Pupil Premium.</p> <p>Year 4 decreased for Pupil Premium non-SEN due to persistent absence of children.</p>
<p>Improved outcomes for Pupil Premium children through targeted interventions strategies</p>	<p>Interventions had a significant impact on the progress of children, particularly those children</p>

	<p>who were Pupil Premium. Each intervention saw a more substantial increase in Pupil Premium children compared to non-Pupil Premium.</p>
<p>Close attendance gap between Pupil Premium and other pupils to less than 1%</p>	<p>Through rapid response and support systems being put into place, Pupil Premium school attendance has improved this year, which is the reason why the gap between Pupil Premium and not Pupil Premium attendance has also decreased. Children, including those which are Pupil Premium children, who are classed as persistently absent, have specific, personalised support systems in place. This has resulted in a 3-year trend of decreasing numbers of Pupil Premium children, who are persistently absent.</p>
<p>Pupil Premium children access enrichment and extra-curricular activities.</p>	<p>Subsidising clubs saw a slight increase in children achieving star student status because they were not restricted from attending clubs due to financial barriers.</p>