

Hundred of Hoo Primary Academy

Pupil premium strategy statement 2021 - 2022

School overview

Metric	Data
School name	Hundred of Hoo Primary Academy
Pupils in school	211
Proportion of disadvantaged pupils	19% (40/210)
Pupil premium allocation this academic year	£48,115
Academic year or years covered by statement	2021/22
Publish date	10/09/21
Review date	September 2022
Statement authorised by	Mike Etheridge
Pupil premium lead	Mike Etheridge
Governor lead	David Craggs / Keith Morrison

Disadvantaged pupil performance overview for last academic year

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

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve positive progress scores in KS2 Reading	July 2022
Progress in Writing	Achieve positive progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve positive progress score in KS2 Mathematics	July 2022
Phonics	Achieve parity with non-disadvantaged pupils with an aim of 90% pass rate	June 2022
Other	A good proportion of children to meet the expected standard in the Year 4 Multiplication check	June 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure that staff have a working knowledge of the impact of oracy and phonetic pedagogical underpinnings to reduce gaps in reading and writing and across the further curriculum.
Priority 2	Ensure that all staff have a sound understanding of cognitive load theory and are employing key strategies that are conducive to effective instruction.
Barriers to learning these priorities address	Ensuring that all staff have a clear, evidence-based strategy and understanding of class-based intervention as part of normal classroom practice.
Projected spending	£3,882

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide tutoring for Key stage 2 pupils in both maths and reading to ensure that the gap between disadvantaged and non-disadvantaged pupils is diminished.
Priority 2	Organise and implement interventions for phonics (through NELI and additional catch-up sessions) and Mathematics as well as encouraging parents to attend regular workshops to support learning at home.
Barriers to learning these priorities address	Parental engagement and home-learning for disadvantaged pupils has been historically poorer than that of non-disadvantaged pupils. Access to home-learning resources and devices.
Projected spending	£11,400

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that disadvantaged children have access to ELSA support, yoga therapy (as part of our tiered therapeutic approach), counselling services, breakfast club and access to after-school clubs, trips and visits in order to increase readiness for learning and develop cultural capital allowing them to access the breadth of the curriculum.

Priority 2	Enroll pupils in the 'Children's University' scheme to raise aspirations.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils and raising aspirations of and for disadvantaged pupils.
Projected spending	£32,833

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that teachers, LSAs and HLTAs have sufficient time to attend relevant CPD sessions, reflect on their own practice and implement new knowledge in order to improve quality of education.	Use of directed time revised to ensure that briefings are used as CPD sessions, continued use of IRIS as a CPD tool for all staff and access to National College and Chartered College as CPD resources.
Targeted support	Quality of interventions delivered by LSAs has historically not been effective or impactful.	Simultaneously develop the subject knowledge and pedagogical knowledge of LSAs whilst employing high-quality tutors to deliver tutoring.
Wider strategies	Parental engagement and intrinsic motivation of pupils has not been as strong as it could be. The impact of Covid-19 on the mental health of young people and the domestic situations many of our most disadvantaged pupils.	Providing a tiered therapeutic approach to intervention as well as providing opportunities for pupils to access experiences. These allow them to be ready to reach the widest arcs of the zone of proximal development academically and raise aspirations for themselves.

Review: last year's aims and outcomes

Aim	Outcome