



Platts Heath Primary school

Executive Headteacher - Emma Hickling

Pupil premium strategy statement

School overview

Metric	Data
School name	Platts Heath Primary School
Pupils in school	54
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£20,071
Academic year or years covered by statement	2020-21
Publish date	April 2021
Review date	April 2022
Statement authorised by	Governors - May 21
Pupil premium lead	Emma Hickling
Governor lead	Annie Allum

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	2020- NA 2019 - 4.4
Writing	2020- NA 2019 - 1.2
Maths	2020- NA 2019 - 0.1

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	2021 - N/A 2022 - 60%
Achieving high standard at KS2	2021- N/A 2022- 20%

Measure	Activity
Priority 1	Close gaps in progress and learning for disadvantaged pupils who have been adversely affected by pandemic - ensure they make at least expected progress for time attending school
Priority 2	To ensure disadvantaged pupils make at least the same progress as all pupils in writing - close the gap from 2019
Barriers to learning these priorities address	Another lock down, isolation, time away from school due to covid issues absence of staff
Projected spending	additional half day of teaching staff - £100 a week - £5,000 additional TA hours - to allow interventions in the afternoons - £13,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	+4.5	July 2022 as no SATs 2021
Progress in Writing	0.0	July 2022 as no SATs 2021
Progress in Mathematics	+1.0	July 2022 as no SATs 2021
Phonics	100% achieved for PP and all	June 2022 - no phonics measure 2021
Achieving expected standard in RWM at year 2	Reading - 50% Writing - 50% Maths - 50% 2019 - 33% as a comparison	June 2022 No SATs 2021

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 - To ensure all disadvantaged pupils reach the expected standard in phonics	additional phonics interventions used with additional TA time - see above, using RWI materials. children chosen based on termly assessments
Priority 2 - To ensure all disadvantaged pupils in year R make at least expected progress before	additional teacher directed time, or supported play in the afternoon using additional TA hours also use TA to support phonics development in year R .
Barriers to learning these priorities address	absence of pupils - particularly year R GRT pupils
Projected spending	see above - additional TA hours

Wider strategies for current academic year

Measure	Activity
To enrich cultural capital of disadvantaged pupils	ensure all pupils can take part in enrichment activities offered provide when able to trips and visits as well as extra curricular experiences to support curriculum
To ensure the families of disadvantaged pupils are supported throughout the pandemic	provide food hampers over holidays and every 2/3 weeks during term time loan of iCT hardware where needed additional places given in school for vulnerable pupils
Barriers to learning these priorities address	Finances

Projected spending	£500 subsidising trips including residentials £100 hampers as also received donation from local churches
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Pupils not making expected progress identified via Termly deep dives by subject leaders 3 x yearly data drops moderation termly of pupil books	additional intervention used where pupil absent or not progressing
Targeted support	pupils absence rates mean they miss phonics teaching or are not progressing .	phonics interventions using additional TA hours
Wider strategies	parents not giving permission for off site learning families not identifying they need help	individual meetings - parents to accompany discussion of families causing concern at vulnerable pupil 2x termly meetings