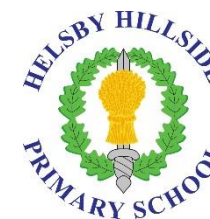


Helsby Hillside Pupil premium strategy 21-22

Summary information of pupil premium (PP)



Name of school:	Helsby Hillside Primary School		
Academic year:	2021-22	Total PP budget for year:	£ 22,520 as at Sep 21
Total number of pupils:	205	Number of pupils eligible for PP:	16 (15 PPG children , 1 previous LAC child and one current LAC child with x 2 leavers and 3 still on now in Y8) Of those currently at Hillside this is 5.3% of school population
Amount per pupil:	£1,345 £2,345 for adopted pupil	Date of next PP strategy review:	Summer Term 2022

Mission statement

Barriers to future attainment for pupils eligible for PP

Helsby Hillside Primary School believes that all of the pupil premium funding should be used to support the academic and personal development of disadvantaged pupils. School invest highly in staffing levels with experienced and capable teaching staff, including a large number of UPS teachers. In addition, every class has a Teaching Assistant also to support the teaching of our more vulnerable pupils. We ensure that all disadvantaged pupils receive specific, targeted, support to raise their attainment. The appointment of a Learning Mentor and the qualification and appointment of a second ELSA TA ensures that all of our disadvantaged pupils get the emotional and well-being support they need to enable them to be in a position to achieve their very best in our school. We believe that parental involvement and support is vital for the success of the child.

In-school barriers:

A1,2. Baseline assessment shows that the majority of pupils join Hillside with skills, knowledge and understanding either at or above national averages in the key areas of English and Maths. However, a significant minority start well below this standard and require extra support. We strive to support these vulnerable pupils' needs in order to access the curriculum and make progress.

B.	
C.	When pupils are presenting as having vulnerabilities in learning (e.g. SEND, social or emotional difficulties) or present with emotional difficulties, experience of trauma or personal stress, they need targeted teaching time, nurturing and often the support of an appropriate adult
External barriers:	
D.	Most pupils are well supported at home with parents wanting the best for their children. Relationships between home and school are usually strong however a small number of pupils are from families that benefit from multi-agency support and require encouragement to engage with school and also to promote the importance of learning and prioritising attainment for their children.
E.	
F.	

Aims and outcomes

Desired outcome:		Success criteria: (how will we evaluate)
A1.	For disadvantaged pupils to attain at least the age expected standards in Reading, Writing and Maths so they have the vital basic skills to access the full curriculum and are well prepared for high school.	Analysis of data particularly at the end of each key stage, shows that the majority of disadvantaged pupils achieve EXS.
A2.	For more able disadvantaged pupils (identified by high prior attainment) to achieve a greater depth of understanding	Analysis of data particularly at the end of each key stage, shows that the majority of these pupils achieve GDS
C	Vulnerable pupils to receive the appropriate support in school for either support with learning and reaching IEP targets or support for specific emotional and /or mental health difficulties	IEP targets worked on with TAs to help boost progress and ELSAs working to support vulnerable pupils with positive outcomes
D.	Learning mentor and ELSAs involved in supporting vulnerable families and children. Parents actively involved in supporting the learning and attainment of their children	Healthy children who are in the best place to take on board teaching and learning supported when required by ELSAs, learning mentor or FSW. Additional progress meetings with parents arranged by teaching staff and attended by parents

Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
A1,2	Each pupil in receipt of the PPG (disadvantaged pupils) will receive targeted support	Previous experience has demonstrated positive impact of this programme.	Senior leaders, particularly the Head Teacher, SENCo and PPG lead, will monitor the effectiveness of the sessions closely and ensure that teaching is impacting on learning.	Head teacher PPG Lead: Sarita Jagota	£19775.00 towards TA salary/time	July 2022 (when 2021-2022 assessment data is available)
A1,2	The progress of all disadvantaged pupils will be tracked termly as part of the assessment process with those PPG pupils at risk of not making progress identified and targeted.	Previous experience has demonstrated positive impact of this focussed scrutiny.	All PPG pupils identified on class tracking grids and will be discussed at termly pupil progress meetings. Intervention programmes created if appropriate.	Head teacher PPG Lead: Sarita Jagota	_____	Jul 22
C	Learning Mentor Involvement. When pupils are presenting as having vulnerabilities in learning (e.g. SEND, social or emotional difficulties, safeguarding concerns), school leaders and learning mentor will consider how to best support the pupil and family through various strategies, interventions or liaison with partner	Previous experience has demonstrated positive impact of this programme and recommendations from fellow professionals/research	Class teachers to identify any concerns to PPG Lead/Headteacher. Leaders to ensure effective provision is put in place. If SEND, the IEP implemented and carefully monitored by PPG Lead. PPG Lead to liaise with learning mentor with a view as to how to best support needs of a family unit. Ongoing ELSA support	PPG Lead Sarita Jagota Learning Mentor Lynda Thomas X2 ELSA ongoing group support	£4000 £1000	Jul 22

	agencies and support.		cost			
D	School to Arrange additional meetings in school between parents of PPG pupils and class teacher to discuss learning and attainment of pupil. These meetings are to be in addition to the regular parents evenings	Those children whose parents are actively involved in their child's learning attain higher (additional standard year on year analysis of data and associated parental involvement)	PPG coordinator and head teacher to facilitate termly meetings between parents and class teacher	PPG lead Sarita Jagota Head Teacher	-----	July 22