

# Hob Moor Community Primary Academy Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Hob Moor Community Primary Academy
Pupils in school	315
Proportion of disadvantaged pupils	82 (33%) Y1-6
Pupil premium allocation this academic year	2019-20 £129,460
Academic year or years covered by statement	2019 - 20 and 2020-21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Debbie Cousins
Pupil premium lead	Scott Donkin

## How did Hob Moor Community Primary Academy support disadvantaged pupils during the COVID-19 pandemic (2019/2020)

- Since March 2020 we have made approximately 1200 home visits and delivered food parcels, provided by 'Magic Breakfast', as well as other local businesses.
- Children and families were assigned key workers who contacted them regularly via 'Google classroom', pavement visits or phone calls.
- Specialist equipment and resources were provided to support the children and families at home, as requested, such as Chromebooks, other home learning resources and visual support aids.
- Local businesses supported our work by donating food items, books and toys, which staff then delivered to the children at home.
- Pupils of key workers, who were attending school, created 'Bags of Hope' for their classmates at home, which were then delivered by school staff. These included playdoh, Easter nests, sunflower seeds, a school magazine and a range of uplifting poems
- Easter Egg prizes for the winners of our annual Easter competition, a collection of balloons, and potatoes that had been grown in York's community gardens, were delivered to pupils and their families

- ‘Summer Reading Challenge bags’ from our local library were set up and delivered to encourage our children to continue enjoying their reading through the holidays.
- Where it was noted that additional support was needed for families, some were directed to Early Help, or referrals to CAMHS.

## Current Performance

### Disadvantaged pupil progress scores for last academic year 2019-2020

No data available

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

### Disadvantaged pupil performance overview for last academic year 2019-2020

No data available

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

### Pupil premium strategy aims for disadvantaged pupils (2020 - 2021)

Measure	Activity
Priority 1	To ensure that any gaps in learning created by school closures are closed through careful assessment, targeted teaching and intervention.
Priority 2	To ensure that robust plans for remote learning are in place so that in the event of a ‘bubble’ closure, disadvantaged pupils are not disproportionately affected.
Priority 3	To ensure that the emotional wellbeing of pupils is protected and our curriculum has a real focus on promoting well-being.
Barriers to learning these priorities address	Availability and accessibility of ICT resources that are available to support remote pupil learning.

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Sustain national average progress scores in KS1 and KS2 Reading (75% for KS1, 73% for KS2).	July 2021
Progress in Writing	Sustain national average progress scores in KS1 and KS2 Writing (69% for KS1, 78% for KS2).	July 2021
Progress in Mathematics	Sustain average Mathematics scores in KS1 and KS2 (76% for KS1, 79% for KS2).	July 2021
Phonics	Achieve national average expected standard in PSC of 82%.	July 2021
Other	Continue to Improve attendance of disadvantaged pupils and reduce the % of persistent absentees.	July 2021

### How will disadvantaged pupils reach the expected standard in phonics check at end of Y1 in 2021 and in December 2020 for Y2?

Measure	Activity
Priority 1	Ensure all staff new to KS1, and in LKS2, have received the relevant training to ensure that high quality phonics teaching is sustained, and any gaps are filled quickly using catch-up funding.
Priority 2	Through precision teaching, wave 1 teaching that is at least 'good' and high quality intervention that target specific gaps in learning, we will aim to achieve 75% of children supported by the pupil premium to reach the expected standard in the 2021 phonics screening check. Children's progress will be tracked through the use of past screening papers throughout the year and additional support will be put in place for children who are not on track. An additional teacher will be employed to support this through use of the 'catch up' funding.
Barriers to learning these priorities address	Ensuring that teaching time is high quality and that intervention is strategic and targeted to maximise the use of the additional teacher in KS1.

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Chromebooks across all year groups to enhance teaching of core skills and as a contingency in the event of a class 'bubble' having to isolate at home.
Priority 2	Additional 'catch up' funding is used strategically to fund additional teacher / teaching assistant hours to support key focus areas in school.
Barriers to learning these priorities address	Disrupted learning time due to staff and children having to self-isolate.
Projected spending	60 additional Chromebooks at the cost of £____

## Wider strategies for current academic year

Measure	Activity
Priority 1	To provide an effective wellbeing team service to ensure all children have the best pastoral support and their well being needs are supported at all times
Priority 2	To upskill members of the WEB team by providing training that can be used to directly improve pupil wellbeing, such as the 'Draw and Talk' scheme.
Barriers to learning these priorities address	Improving readiness to learn for the most disadvantaged pupils.

## Monitoring and Implementation

Area	Challenge	Action
Targeted support in teaching	Ensuring all children are accessing lessons and quality first teaching.	All lessons are pitched and taught to include every child in the class. Staggered start and end times of the school day mean that pre and post teaching sessions can be carried out outside of the lesson.
Wider strategies	Improve the health and wellbeing of all pupils and staff	Time allocated daily for 'health and wellbeing' in each class, including mindfulness, restorative and proactive circles and fitness challenges.