

Pupil Premium Strategy Statement 2020-2021 - REVIEW



1. Summary information					
School	Parklee Community Primary School				
Academic Year	2020/2021	Total PP budget	£ 96940	Date of most recent PP Review	September 2020
Total number of pupils	314	Number of pupils eligible for PP	EYFS & Y1 – Y6 70	Date for next internal review of this strategy	End of Review Period SEPTEMBER 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Behaviour i.e. pupils with specific social and emotional needs which impact on learning
B.	SEND cognition and learning difficulties
C.	Delayed speech and language
D.	Fixed mind sets
E.	Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Experiential deprivation
G.	Limited access to educational enhancement experiences such as visits out, participation in physical activities, residential holiday opportunities
H.	Attendance and punctuality

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3. Outcomes		Success criteria
In-school Barriers		
A.	Behaviour i.e. pupils with specific social and emotional needs which impact on learning	Fewer behavioural issues logged. Children are resilient and emotionally strong. Identified children making expected rates of progress.
B.	SEND cognition and learning difficulties	Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2. Improved parental engagement in areas of learning. Consolidation of learning and improved memory skills.
C.	Delayed speech and language	Improved pupil outcomes in speaking and listening skills. Improved confidence. Identified PP children make accelerated progress and are in line with their Non-Disadvantaged peers.
D.	Fixed mind sets	Improved pupil progress in reading, writing and maths. Increase in self esteem and aspirations in children.
E.	Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'.	Improved pupil progress in reading, writing and maths. Children retain key knowledge and facts in order to catch up and keep up.
External Barriers		
F.	Experiential deprivation	Pupil questionnaires and interviews show that children enjoy their lessons and progress is being made in foundation subjects across KS1-2. Standards of conduct and behaviour for learning to be high.
G.	Limited access to educational enhancement experiences such as visits out, participation in physical activities, residential holiday opportunities	Increased aspiration within children. Enjoyment and involvement in
H.	Attendance and punctuality	Reduction in the number of persistent absentees who are eligible for PP. Overall PP attendance to be in line with the whole school target of 96%

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Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Review
Employment of Learning Mentor to work with identified pupils with emotional, social, behavioural and attendance barriers to learning. To provide social, emotional and behavioural intervention and support for both pupil and their family unit through engagement with outside agencies and Early Help meetings.	<p>Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development.</p> <p>Improve self-esteem, social skills and the behaviour of identified pupils</p> <p>Raise attendance data with key focus on reducing persistent absence of vulnerable groups</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Reports to parents termly</p>	<p>Headteacher</p> <p>Learning Mentor</p> <p>SENDCO</p>	<p>£19,668.54</p>	<p>Continue to profile cognitive development and behaviour via Boxall.</p> <p>Ensure reviews are carried out routinely to measure progress.</p> <p>Continue to monitor behaviour incidents and implement trauma informed/ behavioural strategies.</p> <p>Continue to update and monitor internal CPOMS tracking system.</p>
Subsidy of the Y6 residential visit through the Brathay Trust to enable fair access for disadvantaged pupils.	<p>Develop pupils' social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential</p> <p>Enable pupils to participate fully in school and residential visits</p> <p>Ensure learning is supported by visits that are carefully planned to enhance the school's curriculum</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Pupil surveys termly</p> <p>Visitor book</p>	<p>Headteacher</p> <p>Ks2 Lead</p>	<p>£3000.00</p>	<p>Residential trips help to create a sense of teamwork within school.</p> <p>School residential visits will continue.</p> <p>COVID 19 IMPACT</p>
Funding for school visits and visitors into school, to enable all pupils to access enrichment activities.	<p>Pupils enjoy social activities with their peers</p>	<p>Half termly attendance data checks – target 96% and above</p>	<p>Headteacher</p> <p>EYFS / Ks1/ Ks2</p>	<p>£2500.00</p>	<p>Author Visit – KS1 (Summer Term)</p>

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	Promote good attendance and punctuality	Pupil surveys termly			<p>Poet Visit – KS2 (Summer Term)</p> <p>Socially visitors were popular in the summer term and impacted on children's mental health and well being as well as promoting English / Reading in school.</p> <p>Residential cancelled due to COVID19 restrictions. In place to continue in 21/22.</p> <p>COVID 19 IMPACT</p>
Funding for 'Breakfast Club' Places to ensure that pupil premium pupils are not disadvantaged by lateness.	Pupils have access to a healthy snack and are ready to learn resulting in increased concentration in lesson time	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p>	<p>Headteacher</p> <p>Bright Sparks Staff</p>	£6002.55	Funding for 'Breakfast Clubs' will continue for all children (YN-Y6).
Milk and toast subsidy to encourage pupil premium to adopt healthy lifestyles	<p>Consolidation of learning</p> <p>Pre-teaching to prepare pupils for future learning in order to give confidence</p> <p>Improved pupil outcomes and confidence in reading, writing, EGPS and maths</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>External evaluation SIP - Termly</p>	Headteacher	£1500.00	<p>Positive impact across school.</p> <p>Subsidy to continue.</p>
Dedicated senior leader to work with identified Year 1 and 2 pupils x 2 sessions per week to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in reading.	<p>Specific learning tasks to close gaps in understanding</p> <p>Consolidation of learning Pre-teaching to prepare pupils for future learning in order to give confidence</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p>	<p>Headteacher</p> <p>Deputy Head</p> <p>KS1 Class Teachers</p>	£8936.00	<p>Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.</p> <p>January 2021 lockdown and continuing COVID19 restrictions had impact on success.</p> <p>Ks1 Reading PP 55%</p> <p>Ks1 Reading Non PP 80%</p>

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	Improved pupil outcomes in reading, writing and phonics Improved confidence for pupils in specified areas	External evaluation-SIP			COVID 19 IMPACT
SEND Teaching Assistant to work with identified pupils throughout school to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in phonics, writing and EGPS	Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2. Improved parental engagement in storytelling and early reading. Consolidation of learning. Improved memory skills.	Progress points check Aut 3, Spr 2 and Sum2 (min exp) Book monitoring – standards and progress Pupil Interviews External evaluation SIP - Termly	SENDCO EYFS / KS1 EYFS / KS1 HLTA Assessment Lead	£24,589.18	Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps. New assessment tracking system to help support identified groups and measure progress. Ks1 PP Reading 55% Writing 53% GPS 47% Ks1 NON PP Reading 80% Writing 75% GPS 66% Ks2 PP Reading 60% Writing 50% GPS 55% Ks2 NON PP Reading 85% Writing 82% GPS 81% COVID 19 IMPACT
Dedicated HLTA to work with identified pupils and an outside agent on the development of pupils self-regulation their behaviour and developing healthy minds and bodies in order to remove barriers to learning.	Improved pupil outcomes in reading, writing and maths 1:1 and/or small group intervention planned to cater for individual needs. Pre-teaching to prepare pupils for future learning in order to give confidence	Progress points check Aut 3, Spr 2 and Sum2 (min exp) Book monitoring – standards and progress Pupil Interviews External evaluation SIP - Termly	Headteacher Learning Mentor	£12,355.68	Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps. New assessment tracking system in place to help support identified groups and measure progress. COVID 19 IMPACT

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<p>Funding for School Counsellor from WFWS to assist in promoting healthy minds, growth mind sets and emotional wellbeing.</p>	<p>Improved mental health and well being for pupils.</p> <p>Improve self-esteem, social skills and the behaviour of identified pupils</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Reports to parents termly</p>	<p>Headteacher SENCO</p>	<p>£3000.00</p>	<p>Continue to profile cognitive development and behaviour via Boxall. Ensure reviews are carried out routinely to measure progress. Continue to monitor behaviour incidents and implement trauma informed/ behavioural strategies.</p> <p>Counselling to continue</p>
<p>Improve early reading outcomes for disadvantaged pupils in KS1 through the delivery of small group and 1:1 phonics intervention and resources.</p>	<p>Improved pupil outcomes in reading, writing and phonics.</p> <p>Improved confidence for pupils in early phonics and reading.</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation-SIP</p>	<p>Headteacher KS1</p>	<p>£11846.20</p>	<p>1:1 reading and small group interventions had positive impact</p> <p>Roll out of Phonics Tracker Assessment System – positive impact</p> <p>New reading scheme for EY/Ks1 closely matched to phonics teaching – positive impact</p> <p>Reading & Phonics remain a high priority in school.</p> <p>Reading PP: 55% Reading Non PP: 80%</p> <p>COVID 19 IMPACT</p>
<p>Accelerate pupils’ progress in communication and language in the early years through nursery narrative.</p>	<p>Improved oracy skills within EYFS</p> <p>Improved confidence for pupils in early phonics, writing and reading skills.</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p>	<p>Headteacher EYFS</p>	<p>£2000</p>	<p>Positive impact from nursery narrative in the EY.</p> <p>Continue to implement and monitor progression within communication and language skills.</p> <p>COVID 19 IMPACT</p>
<p>Improve attendance and punctuality for children eligible for PPG funding through involvement of the attendance service (Wigan LA).</p>	<p>Raise attendance data with key focus on reducing persistent absence of vulnerable groups.</p>	<p>Half termly attendance data checks – target 96% and above</p>	<p>Headteacher EWO by back support</p>	<p>£1800</p>	<p>COVID 19 IMPACT</p>

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			Attendance Officer		
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Review Date (September 2021)

Pupil Premium number of pupils at **secure** or above at Summer Term Assessments

Ks1
 Reading – 55%
 Writing – 53%
 Maths – 47%

Ks2
 Reading – 60%
 Writing – 50%
 Maths – 45%

Current attainment (Y6 July 2021)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	66%	COVID19
% making progress in reading	60%	COVID19
% making progress in writing	50%	COVID19
% making progress in maths	45%	COVID19