

Pupil Premium Strategy Statement 2021-2022 - REVIEW



1. Summary information					
School	Parklee Community Primary School				
Academic Year	2021/2022	Total PP budget	£110,180	Date of most recent PP Review	September 2021
Total number of pupils	302	Number of pupils eligible for PP	EYFS & Y1 – Y6 71	Date for next internal review of this strategy	End of Review Period SEPTEMBER 2022

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>	
1	Behaviour i.e. pupils with specific social and emotional needs which impact on learning
2	SEND cognition and learning difficulties
3	Delayed speech and language
4	Fixed mind sets
5	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>	
6	Experiential deprivation
7	Attendance and punctuality

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3. Outcomes		Success criteria
In-school Barriers		
1	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.
2	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.
3	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.
4	Fixed mind sets	Improved pupil progress in reading, writing and maths. Increase in self-esteem and aspirations in children.
5	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		
6	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.
7	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 / Impact
<p>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>	<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>Support the ethos of the Trauma Informed School Approach</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>£31,000</p>	<p>Continued to profile cognitive development and behaviour via Boxall. Ensure reviews are carried out routinely to measure progress.</p> <p>Monitored behaviour incidents and implemented trauma informed/ behavioural strategies.</p> <p>Liaised with families to support interventions and the Early Help process. Attended CIN and CP meetings.</p> <p>Daily update and monitoring of internal CPOMS tracking system.</p> <p>Provided attendance support for 'Persistently Absent' Pupils and families in collaboration with the LA.</p>
<p>Milk and toast subsidy to encourage pupil premium to adopt healthy lifestyles and be prepared for learning.</p>	<p>Improved wellbeing - children will be nourished and full to approach learning. Consolidation of learning. Pre-teaching to prepare pupils for future learning in order to give confidence</p>	<p>Progress points check Aut 2, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>External evaluation SIP -Termly</p>	<p>Headteacher</p>	<p>£6,150</p>	<p>Impact across the school was mixed as some waste issues have been identified. A period of consultation with staff, pupils and parents will take place for the future to explore best value.</p>

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	Improved pupil outcomes and confidence in reading, writing, EGPS and maths				
Dedicated senior leaders and teaching staff to work with identified PP pupils (Upper KS2) weekly sessions to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in reading, writing and maths.	<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>Improved pupil outcomes in reading, writing and phonics</p> <p>Improved confidence for pupils in specified areas</p>	<p>Progress points check Aut 2, 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</p> <p>Deputy Head</p> <p>KS1 Class Teachers</p>	£2000	<p>Teachers identified gaps in learning, planning corresponding lessons in order to address missed learning.</p> <p>COVID19 restrictions / attendance had a continued impact on success due to the level of 'catch-up' required.</p> <p>End of KS2 EXP+ disadvantaged pupils: R: 56% W: 56% M: 56% EGPS: 67%</p>
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	<p>Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2.</p> <p>Improved parental engagement in storytelling and early reading.</p> <p>Consolidation of learning.</p> <p>Improved memory 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>External evaluation SIP -Termly</p>	<p>SENDCO</p> <p>EYFS / KS1</p> <p>EYFS / KS1 HLTA</p> <p>Assessment Lead</p>	£24,589.18	<p>Teachers identified gaps in learning, planning corresponding lessons in order to address missed learning.</p> <p>COVID19 restrictions / attendance had a continued impact on success due to the level of 'catch-up' required.</p> <p>Assessment tracking system to help support identified groups and measure progress.</p>

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<p>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.</p>	<p>Improved pupil outcomes in reading, writing and maths</p> <p>1:1 and/or small group intervention planned to cater for individual needs.</p> <p>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>External evaluation SIP -Termly</p>	<p>Headteacher</p> <p>Learning Mentor</p>	<p>£24, 357</p>	<p>Teachers identified gaps in learning, planning corresponding lessons in order to address missed learning.</p> <p>COVID19 restrictions / attendance had a continued impact on success due to the level of 'catch-up' required.</p> <p>Assessment tracking system to help support identified groups and measure progress.</p>
<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</p> <p>SENCO</p>	<p>£5,200</p>	<p>Counselling Caseload agreed with SENDCo / DSL / Learning Mentor. Staff, families and pupils access the counselling services weekly. Impact evident with case studies of vulnerable / SEND pupils.</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</p> <p>KS1</p>	<p>£11846.20</p>	<p>1:1 reading and small group interventions continues to have positive impact</p> <p>Roll out of Phonics Tracker Assessment System and staff training – 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 next year.</p>

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<p>Accelerate pupils' progress in communication and language in the early years through 1:1 targeted support in EYFS, KS1 and KS2.</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 2, Spr 2 and Sum2 (min exp)</p> <p>Monitoring of Evidence Me for EYFS</p>	<p>Headteacher</p> <p>EYFS</p>	<p>£2000</p>	<p>Positive impact from nursery narrative in the EY and how it is incorporated into communication and language teaching.</p> <p>Identifying aspects of nursery narrative on Evidence Me.</p> <p>To continue next year.</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</p> <p>Learning Mentor</p> <p>EWO by back support</p> <p>Attendance Officer</p>	<p>£1985</p> <p>£650</p>	<p>Attendance is currently below school target and will remain a school priority action</p> <p>Attendance Strategy to be reviewed.</p> <p>Letters to be sent out to parents regarding taking term time holiday – not authorised</p> <p>Continue to monitor closely children who are 'Severely' or 'Persistent' absentees.</p>
<p>Implementation of School Led Tutoring targeting disadvantaged and vulnerable pupils – English and Math focus</p> <p>The groups will be led by staff from across the school – staff without QTS will require the 11-hour training programme provided by the DfE.</p>	<p>Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils.</p> <p>Disadvantaged and vulnerable pupils have been particularly impacted by Covid-19 and</p>	<p>Weekly interventions sessions for targeted PP children.</p> <p>Intervention focus to monitor reading/phonics and maths.</p>	<p>Headteacher</p> <p>Assessment Lead</p> <p>Class Teachers</p>	<p>£2565 (25%)</p>	<p>In school assessments show the School Led Tutoring model had limited impact on disadvantage pupil's progress in school and therefore we will not be continuing with this next year.</p> <p>Analysis shows that a high percentage of disadvantage / SEND children also fall into PP category and therefore the interventions after school time were not suitable for their needs.</p>

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	<p>subsequent school closures.</p> <p>Tutoring is one of the most effective tools for helping pupils recover lost education.</p>	<p>Monitoring of interventions sessions provided by staff.</p>			<p>Focus for next year will be on short high quality interventions for disadvantaged pupils.</p> <p>Children will continue to receive quality teaching in class.</p>
<p>TPC Therapy training for all staff. To upskill and empower our school team to support the mental health and well being of our children. To give staff the understanding and the skills needed to embed a whole school trauma informed approach.</p>	<p>More frequent behaviour difficulties meaning pupils are less likely to achieve academic success. A trauma informed approach to behaviour has seen a reduction in behaviour incidents in and out of the classroom.</p>	<p>Staff training either in person or online.</p> <p>Monitor agenda minutes form TA meetings regarding impact of training.</p> <p>Agenda minutes from staff meetings and SLT meetings.</p>		<p>£1100</p>	<p>Increased staff confidence in how to sensitively deal with behaviour difficulties in and out of the classroom.</p> <p>Staff confidence raised to address issues and awareness in TA/staff meetings.</p> <p>Ongoing support from SLT.</p> <p>Training to continue next year and we continue to embed the practice.</p>
<p>Staff CPD - WELLCOMM training for EY and Ks1 staff. A complete speech and language play based toolkit to support children's speech, language and communication development.</p>	<p>Weak language and communication skills when children begin school. Children do not have the breadth of vocabulary. In KS1 and KS2 struggle to use talk to explain themselves coherently.</p>	<p>Lead staff member to undertake training.</p> <p>Assess children and group into levels of need.</p> <p>Complete Wellcomm interventions in order to raise S&L standards.</p>	<p>EYFS Lead</p> <p>KS1 Lead</p>	<p>£0</p>	<p>Staff changes led to this action being put on hold.</p> <p>Wellcomm training to be restarted 22/23 in order to monitor impact across EYFS/KS1.</p> <p>Targeted children will be identified in Autumn 2022 using the WELLCOMM screening tool, interventions to take place resulting in accelerated progress being made.</p>

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<p>CPOMS - Online system in school for staff to monitor and report concerns regarding wellbeing, safeguarding and behaviour.</p>	<p>Frequent behaviour difficulties has meant it is essential that we know our children and can spot triggers which will affect learning. We aim to ensure this online monitoring system is used by all staff to report and highlight concerns.</p>	<p>Continue implementation of training – whole staff. Staff to monitor on a frequent basis.</p>	<p>Headteacher SENDCO Learning Mentor All staff</p>	<p>£940</p>	<p>Positive impact on whole school communication and Safeguarding. All members of staff able to access and input information of concern onto system and view any patterns / previous concerns which may build a picture. Will continue to implement in forth coming years.</p>
<p>Educational Psychologist</p>	<p>25.7% of pupils with SEND compared to 14.7% national. Much higher than LA and national for SEND pupils. 25.1% of our children require SEN support with 0.6% on an EHC Plan.</p>	<p>Staff training to support early identification. Monitor assessment tracking system regularly.</p>	<p>Headteacher SENDCO</p>	<p>£1350</p>	<p>Positive impact in school. Increase in EP hours in order to support more children, staff and families next year with SEND diagnosis / support / EHCP application etc.</p>

Review Date (July 2022/ September 2022)

The progress and attainment of disadvantaged pupils is lower than the non-disadvantaged pupils.
 A high number of the Pupil Premium children are also identified as SEND.
Number of pupils at **secure** or above at Summer Term Assessments
End of KS1 EXP+
 Reading – 49%
 Writing – 58%
 Maths – 64%

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Number of pupils at **secure** or above at Summer Term Assessments

End of KS2 EXP+

R: 56%

W: 56%

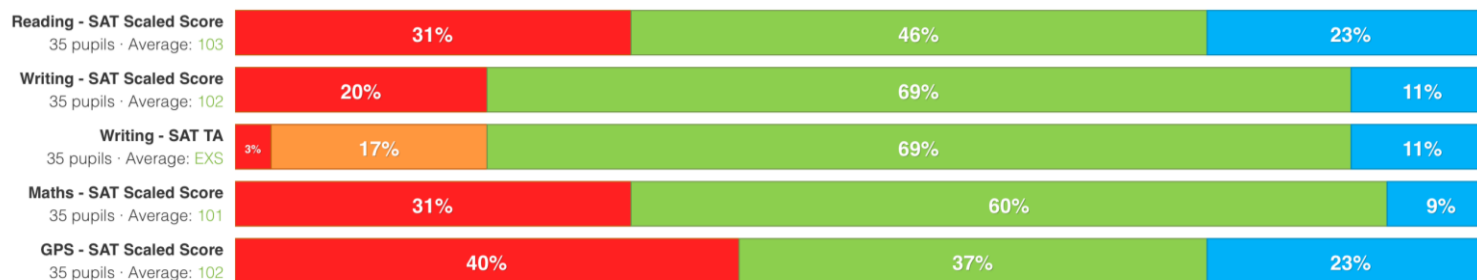
M: 56%

EGPS: 67%

Attainment Overview for Pupils (from 2021-2022) in Year 6, who aren't pupil premium - 2021-2022 Summer

Print

Legend ■ Pre Phase ■ Working Towards ■ Working At/Secure ■ Greater Depth ■



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