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| 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 |

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| **2. Barriers to future attainment (for pupils eligible for PP including high ability)** | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
| **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** *(issues which also require action outside school, such as low attendance rates)* | |
| **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. | Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development.  Improve self-esteem, social skills and the behaviour of identified pupils  Raise attendance data with key focus on reducing persistent absence of vulnerable groups | Half termly attendance data checks – target 96% and above  Reports to parents termly | Headteacher  Learning Mentor  SENDCO | **£19,668.54** | 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.  Continue to update and monitor internal CPOMS tracking system. |
| Subsidy of the Y6 residential visit through the Brathay Trust to enable fair access for disadvantaged pupils. | Develop pupils’ social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential  Enable pupils to participate fully in school and residential visits  Ensure learning is supported by visits that are carefully planned to enhance the school’s curriculum | Half termly attendance data checks – target 96% and above  Pupil surveys termly  Visitor book | Headteacher  Ks2 Lead | **£3000.00** | Residential trips help to create a sense of teamwork within school.  School residential visits will continue.  COVID 19 IMPACT |
| Funding for school visits and visitors into school, to enable all pupils to access enrichment activities. | Pupils enjoy social activities with their peers  Promote good attendance and punctuality | Half termly attendance data checks – target 96% and above  Pupil surveys termly | Headteacher  EYFS / Ks1/ Ks2 | **£2500.00** | Author Visit – KS1 (Summer Term)  Poet Visit – KS2 (Summer Term)  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.  Residential cancelled due to COVID19 restrictions. In place to continue in 21/22.  COVID 19 IMPACT |
| 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 | Progress points check Aut 3, Spr 2 and Sum2 (min exp)  Book monitoring – standards and progress | Headteacher  Bright Sparks Staff | **£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 | Consolidation of learning  Pre-teaching to prepare pupils for future learning in order to give confidence  Improved pupil outcomes and confidence in reading, writing, EGPS and maths | Progress points check Aut 3, Spr 2 and Sum2 (min exp)  Book monitoring – standards and progress  External evaluation SIP -Termly | Headteacher | **£1500.00** | Positive impact across school.  Subsidy to continue. |
| 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. | Specific learning tasks to close gaps in understanding  Consolidation of learning Pre-teaching to prepare pupils for future learning in order to give confidence  Improved pupil outcomes in reading, writing and phonics  Improved confidence for pupils in specified areas | Progress points check Aut 3, Spr 2 and Sum2 (min exp)  Book monitoring – standards and progress  Pupil Interviews  External evaluation-SIP | Headteacher  Deputy Head  KS1 Class Teachers | **£8936.00** | Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.  January 2021 lockdown and continuing COVID19 restrictions had impact on success.  Ks1 Reading PP 55%  Ks1 Reading Non PP 80%  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 Ks1 NON PP  Reading 55% Reading 80%  Writing 53% Writing 75%  GPS 47% GPS 66%  Ks2 PP Ks2 NON PP  Reading 60% Reading 85%  Writing 50% Writing 82%  GPS 55% 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 |
| Funding for School Counsellor from WFWS to assist in promoting healthy minds, growth mind sets and emotional wellbeing. | Improved mental health and well being for pupils.  Improve self-esteem, social skills and the behaviour of identified pupils | Half termly attendance data checks – target 96% and above  Reports to parents termly | Headteacher  SENCO | **£3000.00** | 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.  Counselling to continue |
| Improve early reading outcomes for disadvantaged pupils in KS1 through the delivery of small group and 1:1 phonics intervention and resources. | Improved pupil outcomes in reading, writing and phonics.  Improved confidence for pupils in early phonics and reading. | Progress points check Aut 3, Spr 2 and Sum2 (min exp)  Book monitoring – standards and progress  Pupil Interviews  External evaluation-SIP | Headteacher  KS1 | **£11846.20** | 1:1 reading and small group interventions had positive impact  Roll out of Phonics Tracker Assessment System – positive impact  New reading scheme for EY/Ks1 closely matched to phonics teaching – positive impact  Reading & Phonics remain a high priority in school.  Reading PP: 55%  Reading Non PP: 80%  COVID 19 IMPACT |
| Accelerate pupils’ progress in communication and language in the early years through nursery narrative. | Improved oracy skills within EYFS  Improved confidence for pupils in early phonics, writing and reading skills. | Progress points check Aut 3, Spr 2 and Sum2 (min exp)  Book monitoring – standards and progress  Pupil Interviews | Headteacher  EYFS | **£2000** | Positive impact from nursery narrative in the EY.  Continue to implement and monitor progression within communication and language skills.  COVID 19 IMPACT |
| Improve attendance and punctuality for children eligible for PPG funding through involvement of the attendance service (Wigan LA). | Raise attendance data with key focus on reducing persistent absence of vulnerable groups. | Half termly attendance data checks – target 96% and above | Headteacher  EWO by back support  Attendance Officer | **£1800** | COVID 19 IMPACT |

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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% |

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| **Current attainment (Y6 July 2021)** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% 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 |