

Park Street C of E Primary School Pupil Premium Strategy Statement 2019-2020

Summary information

Academic Year	2019-2020	Total PP budget	£18,140	Date of most recent PP Review	February 2020
Total number of pupils	113	Number of pupils eligible for PP	15 children (14%)	Date for next internal review of this strategy	April 2020

1. Current academic outcomes

	School 2019			National 2018		
	PP	NPP	Diff: Sch PP - N PP	PP	NPP	Diff: Nat PP - NPP
EYFS - % Reaching Good Level of Development 2018/19	50%	76%	-26%	57%	74%	-17%
% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)	100%	88%	+12%	72%	85%	-13%
KS1 - % Reaching Expected Standard 2018-19						
Reading	0%	82%	-82%	62%	79%	-17%
Writing	0%	64%	-64%	55%	74%	-19%
Mathematics	0%	82%	-82%	63%	80%	-17%
KS2 - % Reaching Expected Standard 2018-19						
Reading	50%	79%	-29%	64%	80%	-16%
Writing	50%	28%	+22%	67%	83%	-16%
Mathematics	50%	71%	-21%	64%	81%	-17%
GPS	50%	86%	-36%	67%	82%	-15%
R, W & M	50%	28%	+22%	51%	70%	-19%

Identifying Potential Barriers to learning for Disadvantaged Pupils (ie not necessarily present for all PP pupils)

Barriers	A Limited language/restricted vocabulary Poverty (including experience) SEND
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Desirable Outcomes	<p>Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups.</p> <p>To raise levels of attainment to maximise percentage of pupils attaining age related expectations, and beyond</p> <p>All PP pupils, including high need child, to be ready every day to access learning and make the expected progress in reading, writing and maths.</p> <p>Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member.</p>
Barriers	<p>B Poor attendance Home/life changes Medical issues Lack of family engagement with learning</p> <p>Repeated school moves</p>
Desirable outcomes	<p>Increased attendance rates</p> <p>Families more involved in learning</p>
Barriers	<p>C Low aspirations Low expectations (of themselves) Low expectations (of them outside school)</p> <p>Lack of positive role-models Lack of confidence and self esteem</p>
Desirable outcomes	<p>Aspirations to rise. Pupils to believe that they are capable and can achieve.</p>
Barriers	<p>D Lack of sleep Safeguarding Poor nutrition</p>
Desirable outcomes	<p>All pupils physically and emotionally ready for learning every day.</p>
Academic year 2019-2020	<p>£18,140</p>
<p>1. Quality of Teaching for All</p>	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
<p>PP children to make at least expected progress (one point per term) in reading, writing and maths with an increased proportion making accelerated progress to diminish the difference. .</p> <p>(A & C)</p>	<p>Visible Learning Programme introduced to embed effective use of metacognition strategies across the school and continue to support improvement to QFT. Learning Journeys shared with pupils to inform them of their own progression £460</p> <p>Continue to adapt and embed Assessment for Learning policy to provide clarity of progress and activities to all classroom stakeholders.</p> <p>£580</p> <p>Pupil progress meetings half termly to track progress and attainment of PP children at regular intervals.</p>	<p>Quality first teaching with teacher clarity and quality feedback can have the biggest impact (Visible learning effect scores: 0.75 – nearly two years progress)</p> <p>Early intervention – 0.47 effect</p> <p>Evidence from EEF states Metacognition & Feedback + 8months progress</p> <p>Attainment of PP children at Park Street is mostly below their non disadvantaged peers at the end of KS1 and KS2. (See table at front of report) Exception for this is writing in KS2, which was exceptionally low for NPP in 2019.</p>	<p>Other CPD needs identified by SMT, time/ training and support given. Local Authority support from Maths and English Advisers DfE Reading Hub audit and advice to be sought</p> <p>Teacher CPD –INSET days/ staff meetings/ monitoring</p>	<p>HT</p>	<p>Learning Journeys used by teachers and shared with pupils. PP Pupils in Classes 3 and 4 able to talk about these and their learning (evidence – PP Governor monitoring visit 29/1/2020 and maths adviser visit report on 5/2/2020)</p>

Total Cost: £1040

2. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
<p>To diminish differences in attainment as early as possible</p> <p>To increase the % of PP pupils achieving the expected standard at the end of KS1 in reading, writing and maths and increase the percentage of pupils achieving greater depth</p> <p>(A & C) TA</p>	<p>TA to be deployed in Class One to support high quality speech and language interventions and to release teacher to provide focused support for PP pupils</p> <p>Restructure existing staff</p> <p>Total Cost: £3,000</p>	<p>EEF guidance identifies positive impact of diminishing differences as early as possible.</p> <p>EEF + 5 months 1 Y1 PP child in this class has significant S&L difficulties. EAL children in Reception will also benefit from this.</p>	<p>Regular progress meetings held with class teacher to ensure accelerated progress for PP pupils in Class One</p> <p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress</p> <p>Book monitoring by Curriculum Leads</p>	<p>HT SENCO (Class Teacher)</p>	<p>Y1 and Reception PP Pupils in Class 1 making good progress, particularly in reading and writing. Y1 PP child making good progress with S&L, thanks to intervention and attention from TA and specialist.</p>

<p>A, C To raise levels of attainment to maximise percentage of pupils attaining age related expectations</p>	<p>Low numbers in class 1 (22) to ensure that quality first teaching in EYFS can be biased towards PP children (4 children in this class), particularly to increase Speech and Language opportunities and feedback.</p> <p>Total cost £7,180</p>	<p>July 2019 data The percentage of PP children at GLD is 26% below their non-disadvantaged peers. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit Feedback EEF +8 Reduction in class size EEF +3 GLD – EEF +4 months difference</p>	<p>Quality of teaching monitored regularly with particular focus on the increased feedback given to PP children to move learning forward.</p>	<p>HT</p>	<p>As above</p>
<p>To increase the % of PP pupils achieving the expected standard (and GDS) at the end of KS2 (A & C)</p>	<p>In Year 5 and 6 pupils will be organised into targeted groups enabling Teacher to target learning effectively. Support from LA advisers for English and Maths to identify teacher – led strategies and interventions to boost progress and attainment in these subjects. HT led booster class in Spring Term for targeted pupils.</p> <p>Use of TT Rock Stars and Mathletics ..</p>	<p>PP pupils continue to perform less well than their non-disadvantaged peers at the end of KS2 .</p>	<p>Data analysed regularly to monitor progress.</p>	<p>CT and HT</p>	<p>50% (2 out of 4) Y6 PP children now expected to reach EXS at end of Y6. Both of the other 2 children have significant SEN, but are making good progress.</p>

<p>A, C To raise levels of attainment to maximise percentage of pupils attaining age related expectations in both Key Stages.</p>	<p><i>Focussed Interventions in reading, writing (IDL) and mathematics for PP children (beginning Autumn 2 18)</i></p> <p>Total cost: £3,820</p>	<p><i>July 2019 data fewer disadvantaged pupils on track in reading, writing and in maths than non-disadvantaged. EEF + 4 months difference</i></p>	<p><i>Planning shared and discussed with SLT prior to additional support groups taking place. Following first round of this, impact of interventions will be analysed and pupil feedback will be sought. End of term assessments will be analysed with year group teachers showing a positive impact of this strategy, ie. PP pupils making good or better progress, diminishing the difference and a higher % at ARE</i></p>		<p>Zones of Regulation intervention helping PP children to regulate their emotions. This will enable them to engage with learning. Regular IDL sessions enabling pupils to catch up in Reading.</p>
<p>To increase the % of PP pupils achieving national expectations in all year groups (A & C</p>	<p>Assessment for Learning policy to be embedded and used in all classes.</p> <p>Handwriting scheme to promote handwriting at ARE expectations. £100</p>	<p>Feedback EEF +8 month</p>	<p>Half termly Pupil progress meetings with HT and AEH to ensure pupils are on track and making progress</p> <p>Book scrutiny</p> <p>Moderation across year group and key stage.</p> <p>Teacher observations</p> <p>Pupil Conferencing</p>	<p>AH and HT</p>	<p>Further support given from English and Maths advisers regarding differentiation and targeting work to children's gaps. Y5 and 6 PP children making good progress as a result of these strategies.</p>

<p>Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member.</p> <p>(A, B, C)</p>	<p>1:1 reading with identified pupils by trained TA</p> <p>Targeted use of Teach Your Monster to Read app for those children working below ARE.</p> <p>Total Cost: £1000</p>		<p>EEF Toolkit + 5 months</p> <p>PP pupils in particular not spending as much time reading at home than non pp pupils (pupil conferencing)</p>	<p>Reading survey conducted by subject lead will be redone with additional focus on PP children to allow specific impact to be identified.</p>	<p>English Subject Lead release time to ensure phonics is being taught consistently in both KS1 classes. Also audit of resources and engagement with Reading Hub. Reception children making particularly good progress – 13/15 expected to reach GLD.</p>
<p>Children able to access experiences which inspire, motivate and build confidence (A, B & C)</p>	<p>Support families to finance residentials and trips</p> <p>Total Cost £ 2000</p>	<p>Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity.</p>	<p>Communication with parents about the availability Pupil feedback and questionnaires on outcomes from trips/ residential</p>	<p>HT SBM</p>	<p>Visits to Duxford, Harry Potter Studios increased confidence and cultural capital of PP children. Residential visit planned for July.</p>

This plan will be reviewed next term, taking into account the progress of pupils, their wellbeing and opportunities for further support to be implemented. *Money has been set aside from the total budget to finance the introduction of strategies and support programmes for PP pupils in January. These support programmes include literacy and maths based resources that will enable disadvantaged pupils to diminish the difference between themselves and non-disadvantaged pupils.