

Park Street C of E Primary School Pupil Premium Strategy Statement 2020-2021

Due to the rapidly changing situation caused by the COVID-19 pandemic, the detail in this Pupil Premium strategy is subject to review. Our use of the funding will be adapted to meet students' needs as they arise, whilst maintaining where possible the principles outlined in this document. We have drawn on these publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

We will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders

| 1. Summary information | | | | | | |
|--|-----------------------------------|----------------------------------|--------------------------|--|---------------|--------------------|
| School | Park Street C of E Primary School | | | | | |
| Academic Year | 2020-2021 | Total PP budget (2 terms*) | £11,880 | Date of most recent PP Review | July 2019 | |
| Total number of pupils | 98 | Number of pupils eligible for PP | 9 | Date for next internal review of this strategy | December 2020 | |
| Current academic outcomes | | | | | | |
| No national tests were completed during the previous academic year. Numbers are based on teacher assessment. | School 2020 | | | National 2019 | | |
| | PP | NPP | Diff: Sch PP - NPP | PP | NPP | Diff: Nat PP - NPP |
| EYFS - % Reaching Good Level of Development 2019-20 | 50% (1/2) | 77% (10/13) | -27% | 57% | 74% | -17% |
| % that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1) (4/11 PP Pupils) | 100% (1) | 88% (15/17) | +12% | 72% | 85% | -13% |
| KS1 - % Reaching Expected Standard 2019/20 (1/13 PP children) <ul style="list-style-type: none"> • Reading • Writing • Mathematics | 100% (1) | 81% (13/16) | +19% | 62% | 79% | -17% |
| | 100% | 81% | +19% | 55% | 74% | -19% |
| | 100% | 81% | +19% | 63% | 80% | -17% |
| KS2 - % Reaching Expected Standard 2019/20 (4/17) <ul style="list-style-type: none"> • Reading • Writing • Mathematics • GPS • R, W & M | 50% | 85% (11/13) | -35% | 64% | 80% | -16% |
| | 25% | 77% (10/13) | -52% | 67% | 83% | -15% |
| | 50% | 85% | -35% | 64% | 81% | -17% |
| | 50% | 85% | -35% | 67% | 82% | -15% |
| | 25% | 77% | -52% | 51% | 70% | -19% |

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

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| <p>Barrier A Closing the gap due to extended closure from COVID-19. Limited language/restricted vocabulary Poverty (including experience) SEND</p> | |
| Desirable Outcomes | <p>To diminish average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. To accelerate progress made by disadvantaged children to maximise percentage of pupils attaining age related expectations. All PP pupils to be ready every day to access learning and make the expected progress in reading, writing and maths. To diminish differences as early in possible – ideally within EYFS where identified as EYPP child.</p> |
| <p>Barrier B Poor attendance Lack of family engagement with learning</p> | |
| Desirable outcomes | <p>Percentage attendance of PP children increases to be in line with non-PP and expected of 96% (2019/20 was) Families engage with learning.</p> |
| <p>Barrier C Low aspirations Low expectations (of themselves and of them outside school) Lack of positive role-models Lack of confidence and self esteem</p> | |
| Desirable outcomes | <p>PP children have increased aspirations for the future and improved self-esteem. Pupils are exposed to a wide range of positive role models. Pupils take pride in their learning and outcomes in school.</p> |
| <p>Barrier D Lack of sleep and poor nutrition.</p> | |
| Desirable outcomes | <p>All pupils are emotionally ready for learning each day. Pupils are physically ready for learning each day.</p> |

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies:

| 1. Quality of Teaching for All | | | | | |
|---|--|---|---|-------------------|---------------|
| 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 |
| PP children to make accelerated progress (more than one point per term) in reading, writing and maths to diminish the difference. (A & C) | <p>Visible Learning Programme continued to embed effective use of metacognition strategies across the school and continue to support improvement to QFT £600</p> <p>Additional and targeted interventions to provide support for pupils most affected by the COVID-19 closures. £2000</p> <p>Continue to adapt and embed feedback policy to provide clarity of progress and activities to all classroom stakeholders. £700</p> <p>Pupil progress meetings half termly to track progress and attainment of PP children at regular intervals. £575</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>PP attainment is still below their non disadvantaged peers at the end of KS2. Above at end of KS1, but only one child. (See table at front of report)</p> | <p>Other CPD needs identified by SMT, time/ training and support given to support this</p> <p>Teacher CPD – Staff Meetings, Inset (2nd November 2020 – Good Learning Dispositions)</p> | HT | |
| Total Cost: £3875 | | | | | |

| 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 (A & C)</p> | <p>Low numbers in Class One and two TAs on some days to support high quality speech and language interventions and to release teacher to provide focused support for PP pupils. Additional EYFS training and CPD as identified by HT</p> <p>Total Cost: £2800</p> | <p>EEF guidance identifies positive impact of diminishing differences as early as possible.</p> <p>EEF + 5 months</p> | <p>Regular progress meetings held with class teacher to ensure accelerated progress for PP pupil 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 (Eng, Ma, Theme, Guided Reading) by Subject Leads and LA advisers.</p> | HT | |

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| <p>To increase the % of PP pupils achieving the expected standard (and GDS) at the end of KS2 in reading, writing and maths (A & C)</p> | <p>In Year 5 and 6 pupils will be organised into targeted groups enabling Teachers and TA to target learning effectively. Working with subject leads to identify teacher – led strategies and interventions to boost progress and attainment in these subjects. TT Rockstars and Mathletics challenges set to increase engagement with maths and tables facts. Total cost £2500 (subscriptions) Extra cost of the additional teacher met by CSOC</p> | <p>PP pupils continue to perform less well than their non-disadvantaged peers at the end of KS2 – Teacher assessment data shows that 50% of PP pupils were working at ARE in reading, and maths at the end of KS2, 25% in writing (1/4 children) 2021 – One PP child EHCP (Cognition and Learning – working at Y1 level), the other expected to achieve ARE.</p> | <p>Teachers having the relevant knowledge to ensure that they are challenging pupils in their learning. Regular data analysis to monitor progress, using Learning Ladders.</p> | <p>HT English and Maths Leads LA Advisers</p> | |
| <p>To increase the % of PP pupils achieving national expectations in all year groups (A & C)</p> | <p>Assessment for Learning and Feedback policy to be used consistently in all classes. Develop pupils' Good Learning Dispositions</p> | <p><i>Feedback EEF +8 months</i></p> | <p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress Book scrutiny Moderation across year group and key stage. Teacher observations Pupil Conferencing</p> | <p>HT, AHT, LA Advisors</p> | |

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| <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. (A, B, C)</p> | <p>1:1 reading with identified pupils by trained TAs and parents. Stage not age phonics to promote early reading. Targeted use of Teach Your Monster to Read app for those children working below ARE. Targetted feedback and vocabulary development included in 1:1 reading- TAs given training to support.</p> | <p>Feedback EEF +8 month</p> | <p>EEF Toolkit + 5 months PP pupils in particular not spending as much time reading at home than non pp pupils (pupil conferencing and home reading data)</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>Revisit survey termly to quantify impact.</p> | |
| <p>Total Cost £5300</p> | | | | | |

| 3. Other Approaches | | | | | |
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| Children able to access experiences which inspire, motivate and build confidence (A, B & C) | Support families to finance trips Total Cost £ 700 | Socio economic status can have 0.52 effect (VL) for children, children may have a lack of experience and lack of opportunity. | Communication with parents and pupils using questionnaires on outcomes from trips | | |
| Children able to access online learning successfully, should they need to be learning remotely | Provision of IT equipment from school. Maintenance costs included £2000. | EEF moderate learning gains +4 months on the toolkit. | | | |
| Cost £2700 | | | | | |
| Total Cost £2,700 +£5,300 + £3,875 = £11,875 | | | | | |

This plan will be reviewed in spring 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