

Pupil premium strategy statement – 2019-2020 – Evaluated Plan to impact (COVID School Closure)

1. Summary information					
School	Parkhead Community Primary School				
Academic Year	2019/20	Total PP budget	£166327	Date for next internal review of this strategy	Spring 2020
Total number of pupils	340	Number of pupils eligible for PP	123	Date for evaluation	July 2020

2. Current attainment			
YEAR 6 (2018-2019)	<i>All pupils at Parkhead</i>	<i>Pupils eligible for PP at Parkhead</i>	<i>All pupils nationally</i>
% achieving expected standard in Reading, Writing and Maths combined	67%	54%	65%
% achieving expected standard in Reading	70%	62%	73%
% achieving expected standard in Writing	81%	77%	78%
% achieving expected standard in Maths	84%	73%	79%
YEAR 2			
% achieving expected standard in Reading	78%	62%	75%
% achieving expected standard in Writing	78%	77%	69%
% achieving expected standard in Maths	83%	77%	76%
Year 1			
% achieving expected standard in Phonic screening re test	80%	60%	82%
Reception			
% achieving a Good Level of Development	69%	81.8%	71.8%

3. 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.	Significant gaps on entry to school between PP and non-PP A significant number of PP need early support in all areas of learning, particularly speech and language, social and emotional, physical development No. of parents do not inform us entitled to PP which affects funding and support
B.	Lack of life experiences (cultural capital) – including visits
C.	In the current Y6 cohort (which has 53% pupil premium) there are less pupils exceeding age related expectations in Writing, Reading and Maths than non PP pupils.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Lack of support for reading at home
E.	Attendance
F.	Emotional and mental health

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	Success criteria /Evaluation
A.	Improved outcomes in reading and writing in EYFS so more PP pupils reach GLD by the end of Rec See Early Years Action Plan	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that a greater % of PP pupils reach GLD – Achieved Advice from LA not to make end of year judgements based on in-year tracking data Pupil progress reviews up to 'lockdown' did demonstrate that provision had been changed to ensure increased teaching time for RWI and targeted 1:1 support for PP who were not on track to be at RWI expected level at end of REC. Additional TA support in Rec 2 afternoons per week to support this from Oct half term. This was impacting on progress. Enhanced opportunities for writing planned into daily routine
B.	Improved outcomes in phonics screening for PP pupils 100% achieve pass (excluding children with significant, specific learning difficulties)	All PP children pass phonics reading screening in Y1 – 1 pupil with Sp and Lang difficulties not predicted to pass = 91% pass Increase % of pupils - March tracking shows 90% of pupils predicted to pass Impact of targeted 1:1 intervention (15 mins daily)
C.	Higher % of high attaining pupils eligible for PP achieving Greater Depth across KS1 and 2 Measured in Y3, 4, 5 and 6 by teacher assessments and cross school and cluster moderation set up	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 in maths, reading and writing and achieve Greater Depth Greater Depth – KS1 Maths – All =23 % PP = 30%, Reading – All = 33% PP= 23% - although less than all very close to Nat (25%) Writing - All = 20% PP =23% Pupils eligible for PP identified as high ability make as much progress as 'all' pupils identified as high ability, across Key Stage 2 and achieve GD Greater Depth – KS2 - Targets Maths – All =28 % PP = 19%, Reading – All = 16% PP= 15% Writing - All = 23% PP =12% Tracking Data shows increase in % of PP pupils predicted to achieve Exceeding ARE – based on teacher assessment and moderation

		<p>See Table below</p> <p>Predicted results – February 2020 tracking</p> <table border="1"> <thead> <tr> <th rowspan="2">Pupil Premium</th> <th colspan="3">KS1 Results</th> <th colspan="3">End of KS2 Predictions</th> </tr> <tr> <th>READ</th> <th>WRIT</th> <th>MATHS</th> <th>READ</th> <th>WRIT</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>No. Exceeding ARE</td> <td>1</td> <td>1</td> <td>1</td> <td>3</td> <td>3</td> <td>7</td> </tr> <tr> <td>% Exceeding ARE</td> <td>4%</td> <td>4%</td> <td>4%</td> <td>11%</td> <td>11%</td> <td>26%</td> </tr> </tbody> </table>	Pupil Premium	KS1 Results			End of KS2 Predictions			READ	WRIT	MATHS	READ	WRIT	MATHS	No. Exceeding ARE	1	1	1	3	3	7	% Exceeding ARE	4%	4%	4%	11%	11%	26%
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D.	Pupils in Y6 make accelerated progress so that a higher % of pupils achieve Age Related Expectations in Reading	<p>Pupils eligible for PP in Y6 classes make rapid progress by the end of the year so that a higher % of PP pupils meet age related expectations by the end of the year.</p> <p>Progress is at least in line with national (-0.2) – PP progress score</p> <p>Expected Standard Reading All = 70% PP = 64%</p> <p>Tracking Data shows 74 % of PP pupils predicted to achieve Expected standard (ARE) – based on teacher assessment</p>																											
E.	Increased attendance rates for pupils eligible for PP especially in KS1.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from below 90% to at least as good as national. Increased attendance across the school																											
F.	Pupils are given more life experiences through visits, visitors and forest schools	<p>All pupils participate in educational visits/forest schools – All children have had a 'block' of Forest schools sessions delivered by a Forest School Leader</p> <p>Pupils have benefited from a wide range of enrichment and extra-curricular experiences – impacting on their social and personal development as well as Cultural Capital – wide range of enrichment activities – Subsidised</p>																											
G.	Ensure increased opportunity for sustained reading and fluency	PP children identified as not reading at home – provided with opportunity to read with adult in school 3 x per week																											
H.	Pupils can access counselling within school	<p>Pupils improved well-being and mental health - positive impact on attitude to learning and behaviour – reported by CT and lunchtime staff (CPOMS logs)</p> <p>12 pupils have benefitted from counselling this year and this has had a positive impact on their mental health and well-being – Barnados no longer offer school counselling (counselling ended Feb half term) Plan to train staff – ELSA programme to provide in-house counselling</p> <p>Course cancelled due to COVID</p>																											

5. Planned expenditure

Academic year

2019/20

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence ?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved outcomes in reading and writing in EY	1:1 and small group support for all children identified as needing additional support through additional adult support (FT) RWI update training for all staff in nursery and reception EY to lead strategies and actions to further improve reading in EY	Improved outcomes for PP at end of EY RWI assessments show higher % of pupils are expected levels Intervention plans for children at risk of not achieving expected outcomes Half termly meeting with reading lead, RWI lead and EY team to discuss progress		EY lead RWW lead English Lead	Termly Dec 19, Feb 2020, April 20, July 20 Cost of TA in EY TW - £29,262

<p>B. Improved progress for PP pupils</p>	<p>Ensure basic skills are secure. CPD on providing challenge for high attaining pupils. Embedding knowledge of greater depth standards</p> <p>Smaller groups in Y3/4 in morning to allow English and Maths to be taught according to ARE Additional TA – enable additional Teacher and TA support for PP pupils below ARE</p> <p>Pupil progress reviews</p>	<p>Data shows the % of non PP achieving GDS is higher than that of PP pupils Ensure that PP pupils can achieve high attainment as well as meeting expected standards. Develop staff in using practices to provide challenge and encouragement for these pupils.</p> <p>Ensure outcomes and progress are maintained</p> <p>SLT engage with staff to identify gaps in learning</p>	<p>Ensure adequate time and focus is given to basic skills including comprehension, spelling, times tables</p> <p>Use L and T meetings to deliver training.</p> <p>Disadvantaged more able pupils are suitably challenged and achieving greater depth standards. Evidence in book scrutiny</p> <p>Children who are assessed at EYFS 3 continue to achieve mastery and GD at KS1. Data is tracked termly.</p> <p>Children in the higher attaining band at KS1 will progress through KS2 to achieve mastery with GD. Data is tracked termly</p> <p>Pupil progress meetings</p>	<p>SLT Class teachers</p>	<p>Termly Dec 18, April 19, July 19</p>
<p>C A greater number of pupils are reaching ARE and GD in current Y6 cohort</p>	<p>Focussed small group support from DHT Use of intervention delivered by TA Booster sessions delivered – Spring term – Class teacher and TA 1:1 and small group reading tuition after school</p> <p>Gaps in learning are identified along with barriers to learning and intervention targeted</p>	<p>KS1 and KS2 SAT results show that fewer PP pupils reach ARE and less PP achieve GD</p> <p>Class teachers and SLT have identified gaps in individual's basic skills through tracking data.</p> <p>Evidence shows that teaching in smaller groups is effective. Pre teaching in intervention and post lesson intervention will also ensure less able PP children will be able to access daily lessons.</p>	<p>Staffing ratios will be increased – DHT support in reading and writing</p> <p>Teaching timetables ensure adequate time for basic skills</p> <p>TA will be timetabled daily to support maths within lessons or by taking smaller groups for intervention and pre teaching.</p> <p>Spring term – additional TA support every afternoon to target PP at borderline</p> <p>Reading plus intervention</p>	<p>Class teachers TA DHT</p>	<p>Termly Dec 19, April 20, July 20</p> <p>AL 1:1 DHT</p> <p>£58,883 (B and C)</p>

ii. 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	When will you review implementation?
A. Improved oral language skills in EYFS	1:1 and small group provision of Talk Boost/It Kit Intervention for children in Reception and RWI 1:1phonics	Some pupils need targeted support to catch up. Talk boost/ It Kit is a structured programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensure timetabling the programme to identify any potential barriers to good implementation.	EY lead	July 2020
B. Improved progress for high attaining pupils	Small group interventions for high-attaining pupils in addition to standard lessons.	Small group interventions with highly qualified staff have been shown to be effective. CT will deliver intervention to high- attaining pupils	Teaching assistant (TA) CPD for TAs supporting the sessions. Impact review meetings termly to monitor	PP lead Class teachers TA's	Termly
C All pupils (especially in Y6) are well supported to improve basic skills. Pupils make rapid progress and use basic skills fluently	Lunchtime/ afterschool interventions – delivered by teachers and TA's for targeted PP pupils Afternoon interventions delivered by TA's/Class teachers for targeted pupils Reading plus, Rock star maths , fluency project – license and adult support to facilitate additional allocated time within school to support PP children	Interventions are strategically used to support individuals. Intervention delivery and impact is monitored rigorously. Lunchtime, afternoon interventions and booster have helped to raise attainment last year	Monitoring of intervention- delivery- fortnightly, impact termly Tracking of data termly	PP lead Class teachers TA	Termly CH and SL £47,135
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

D Attendance of PP pupils especially KS1 more in line with all pupils in school	SBM part of role to support attendance, families and vulnerable groups Target monitoring and support for specific families by SBM, rewards, positive weekly communication support from outside agencies, targeted families, legal intervention	Improved attainment cannot happen without improved attendance. Improve the identification of barriers to learning and how best to provide support to overcome this All stakeholders understand the link between attendance and achievement. SBM already having a positive impact on hard to reach families.	Half termly attendance figures used to identify and monitor families whose children's attendance is a cause for concern	PP lead FSW	Termly MT £6025
Other barriers to learning minimised through small group specific intervention	Specific interventions eg nurture time, social groups Rapid access to appropriate support including external agencies	Flexible support is given where needed to individuals. Staff take responsibility for identifying barriers to learning and resources needed to ensure the pupil can achieve.	Barriers to learning are updated accordingly. Access to CPOMS information used to develop awareness of barriers.	SEND lead HT/DHT PSCHE lead Class teachers	Ongoing
Support for mental health and other issues Breakfast Club	School Counsellor (1 day)	Reduced external services to support pupils well being Pupils identified as having mental health needs	Counselling sessions logged Reports available	SENCO HT	Ongoing £4500 £3590
Increase learning experiences outside of the classroom to support learning in particular vocabulary and enrich writing Resilience and independence Attendance at After school club subsidy	School trips, residential visits and Forest Schools Cultural capital	Limited experiences	Impact on vocabulary and writing, reading – tracking data Observations and discussions with pupils	CT PP Lead	Ongoing £1500 £5926

