

Pupil premium strategy statement – 2020-2021

1. Summary information					
School	Parkhead Community Primary School				
Academic Year	2020-21	Total PP budget	146,705	Date for next internal review of this strategy	Spring 2021
Total number of pupils	318	Number of pupils eligible for PP	115	Date for evaluation	July 2021

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>
No data for 2010-2020 due to Covid- 19			
% 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.	Impact of school closure – gaps in experiences and home learning and well-being.
D.	Attainment gaps in writing and reading further impacted by school closure
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of support for reading at home and lack of access to on-line learning resources
E.	Attendance – continues to be an issue for a small number of families
F.	Emotional and mental health

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria /Evaluation</i>
A.	Pupils will be able to use phonic knowledge and read fluently and accurately. They will be able to answer comprehension questions effectively	Improved fluency, accuracy and outcomes at each Key Stage All PP children pass phonic screening – (except significant SEN)
B.	To improve rates of progress for pupil premium children in reading, writing and maths which impacts on attainment	Evidence from monitoring and tracking shows pupil premium children are making rapid progress. Higher % of children reach expected or higher standard compared to national
C.	To ensure children are on track to make expected (or better) progress by the end of each key stage.	ASP data and progress measures show expected or better progress for these proportions of children.
D.	Pupils will 'catch up' on missed learning	Concepts from previous and current year will be embedded within current year curriculum leading to good progress.
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	All pupils participate in educational visits (alternative experiences depending on restrictions due to COVID/forest schools)
G.		
H.	Pupils can access counselling within school	Pupils improved well-being and mental health. Staff training to provide support

5. Planned expenditure

Academic year

2020/21

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?
High quality teaching and learning for all leading to good or better outcomes for all pupils Implementation of blended/recovery curriculum Supported by high quality remote learning (if and when required)	Planning and teaching all subjects to incorporate opportunities for reinforcing key concept and objectives. Feedback for learning used effectively to support progress. Focus on vocabulary across all subjects.	Baseline assessments End of KS data Phonics results Internal tracking data Accelerated reader data, RWI tracking data, Reading Plus data	CPD support for staff Half termly pupil progress reviews Half termly analysis and review of reading data tracking	Paula Bailey Sophie Leach Rachel Armstrong - RWI	Termly
Ensure single aged classes for maths and English teaching	Ensure single aged classes for maths and English teaching	Maths and English Objectives are specific to single year groups. More focussed teaching in relation to year group objectives	Learning Walks, lesson obs, Pupil progress reviews and tracking		
A. Improved outcomes in reading and writing in EY and KS1 High staff rations in Rec to present children with the best possible start to their education.	1:1 and small group support for all children identified as needing additional support through additional adult support (FT) Regular - RWI update training for all staff in nursery and reception Small group work for phonics daily	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	Learning Walks, lesson obs, Pupil progress reviews and tracking	EY lead RWW lead English Lead	Termly Cost of TA in EY

<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>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 moreable 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</p>
<p>C A greater number of pupils are reaching ARE and GD in current Y2 cohort</p>	<p>Focussed small group support from DHT Use of intervention delivered by TA 1:1 and small group reading support</p> <p>Gaps in learning are identified along with barriers to learning and intervention targeted</p>	<p>KS1 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>Spring term – additional TA support every afternoon to target PP at borderline</p> <p>RWI intervention</p>	<p>Class teachers TA DHT</p>	<p>Termly</p>

Interventions are responsive and have an impact on children's learning A catch-up' 'keep-up' model is deployed across school as a form of intervention	Phase leaders are responsible for overseeing and tracking interventions. These are reviewed on a monthly basis. Teachers are released (where possible/ appropriate) Intervention Is delivered on a needs basis.	Pre teaching in intervention and post lesson intervention will also ensure less able PP children will be able to access daily lessons.	Feedback at pupil progress meetings Tracking of data		
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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. Observation of TA delivering programme.	EY lead EY TA	July 2021
C All pupils 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 in previous years	Monitoring of intervention- delivery- fortnightly, impact termly Tracking of data termly	PP lead Class teachers TA	Termly CH and SL

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?
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	SBM HT	Termly
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 were 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	Training – Mental Health, Impact of Covid 19 and lockdown, safeguarding Whole school focus on PSHE Implementation of new PSHE/RSE curriculum TA to deliver social group skills and 1:1 support SEN – referrals to CYPS/Emotional Well-being as appropriate	Impact of emergency school closure – most children have not been in school since March Pupils may have experienced trauma during lockdown Reduced external services to support pupils well being Pupils identified as having mental health needs	1:1 sessions logged Monitoring Feedback from staff/pupils/parents	SENCO HT TA Class Teachers	Ongoing Cost of TA
Children are well supported at home. Parents are engaged in pupils' learning.	Information on the school website Class information about supporting homework and learning at home - Remote Education Plan - Supporting Reading/Phonics - Work packs Access to devices if needed through DfE scheme	Research shows that pupils make better progress when parents are engaged Some pupils lack support from home (reading, completion of homework) Monitoring through lockdown Parent survey	Monitoring Feedback from staff	Senior Leadership Team	Ongoing

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
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6. End of Year attainment (July 2021 Outcomes) – to be completed – July 2021			
YEAR 6 (2020-2021)	<i>All pupils at Parkhead</i>	<i>Pupils eligible for PP at Parkhead</i>	<i>All pupils nationally (last year)</i>
% achieving expected standard in Reading, Writing and Maths combined			
% achieving expected standard in Reading			
% achieving expected standard in Writing			
% achieving expected standard in Maths			
YEAR 2			
% achieving expected standard in Reading			
% achieving expected standard in Writing			
% achieving expected standard in Maths			
Year 1			
% achieving expected standard in Phonic screening test			
Reception			
% achieving a Good Level of Development			