

Parkgate Primary School



Pupil Premium Strategy Report 2019-2020

Pupil Premium Lead: Mrs J Foster
Designated Governor : Mrs S Shinkfield

1. Summary information					
School	Parkgate Primary School				
Academic Year	2019/20	Total PP budget	£19,460	Date of most recent PP Review	12.01.18
Total number of pupils	180	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Autumn 2019

2. Current attainment * Provisional data			
Attainment - July 2019	Pupils eligible for PP = 2	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (national average 2019)</i>
Average scaled score READING	*101.5	* 107.9	Data not out yet
% achieving ARE or above in writing KS2 (Teacher Assessed)	100%	82.6%	
Average scaled score MATHS	* 103.0	* 105.1	
% achieving ARE or above in reading, writing & maths KS2	100%	73.9%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)													
In-school barriers <i>(issues to be addressed in/out school, such as poor oral language skills, attendance, home environment)</i>													
A.	Children eligible for PP attain less than NFSM by the end of KS2 in reading, writing and maths												
B.	Progress rate for PP have decline for 2019 in maths and writing at the end of KS2												
C.	Some of our PP children have social and emotional issues. This impacts on their overall progress and attainment across subjects												
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>													
D.	<p>Attendance rates for PP children have increased slightly from last year, but still below the figure for NFSM children.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>95.8</td> <td>90.5</td> <td>92.2</td> </tr> <tr> <td>Non FSM</td> <td>96.4</td> <td>95.6</td> <td>95.8</td> </tr> </tbody> </table> <p>School will continue to address this issue enabling attendance to rise.</p>		2016-2017	2017-2018	2018-2019	FSM	95.8	90.5	92.2	Non FSM	96.4	95.6	95.8
	2016-2017	2017-2018	2018-2019										
FSM	95.8	90.5	92.2										
Non FSM	96.4	95.6	95.8										
4. Desired outcomes													
<i>Desired outcomes and how they will be measured</i>													
A.	Continual improved in attainment for disadvantaged children in matshand writing in KS1 & KS2 results 2020												
Success criteria													
<p>Attainment gap in 2020 to close and be at least in line with national</p> <p>Progress rates for PP children to be consistent across subjects.</p>													

		Measured in Y6/Yr 2 by teacher assessments and successful moderation practices established across Ignite TSA. Also measured by FFT target setting and data as well as in year class gap analysis
B.	Progress rates to improve for those PP children with social and emotional issues across all subjects	Engagement of all PP pupils to be high, attendance to improve and improve home / school links with our most vulnerable families Measured by pupil's voice and case studies and self assessment
C.	Continue improvements with reducing the amount of persistent absentees who are PP	Attendance of PP children to be in line with other children Persistent absentee list to continue to diminish


5. Planned expenditure

Academic year 2019-2020

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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment for disadvantaged children in reading writing and maths in KS1 & KS2 results 2020	Moderation of work for whole school and between key stages Cluster schools moderation of subject lead Subject lead for maths and English, Yr 2 & Yr 6 class teacher attend 'hubs' for moderation	To raise standards in the curriculum and staff are up to date with the current curriculum changes and new initiatives. Research and evidence states that investing in high-quality support for teachers' professional learning is one of the most effective things schools can do. With rapid changes to the curriculum, staff need to be updated and confident to deliver a curriculum that gets the best out of the pupils at Parkgate.	-Regular monitoring of impact -planning scrutinises in maths and literacy from SLE and Ignite -update of half termly progress meetings - CPD training and monitoring for all staff	SLT PS & JR	Termly in progress meetings Oct 2019 Dec 2019 April 2020 June 2020 Termly on CPD records RWI assessments half termly with
	Whole school curriculum project that will possibly involve a visit (as an introduction), theatre company, musicians and cross curricular work.	Mastery learning which involves additional tuition, peer support, small group discussions and homework has been proven to improve progress by 5 months according to the EEF	-Regular monitoring of impact- -planning scrutinise in maths and literacy from SLE and Ignite -update of half termly progress meetings - CPD mastery training and	SLT Class teachers	Termly in progress meetings Oct 2019 Dec 2019 April 2020 June 2020

			monitoring for all staff		Termly on CPD records
Progress rates to improve for those PP children with social and emotional issues across all subjects	Part time learning mentor New LA initiative 'My Happy Mind' will support children in school. It will teach them to use strategies for their emotional well being .	Trained learning mentor can give emotional support when needed. Learning mentor coordinating with EWO and parents. Learning mentor over seeing behavioural issues and feeding back to SLT  (EEF Toolkit) Trained staff and SENco will deliver this on a daily/weekly basis to the children	Children can engage with a broad and balanced curriculum. Less behaviour slips and attendance percentages are in line with school 's value Children's mindset will improve and become more positive. Work and attitude will increase . SENco will monitor the impact via the class teacher	Learning Mentor JF-SENco to lead	Attendance data gathered at the end of every term. Letters issued for attendance less than 90% Meeting with vulnerable children on a weekly basis or when needed.
Total budgeted cost					£15,000
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?
improved outcomes for all children across the curriculum	Increased enrichment opportunities including the subsidy of trips and resources E.g pens, sloping desks,	Enrichment opportunities support all children's learning in school . And no child should be disadvantaged at not being able to attend school trips, residential	-case studies -curriculum learning	JF	As need arises.

	balance bikes, Curriculum resources - curriculum books , reading books, wellington boots				
An improved mindset and completion of extra learning for children in KS2, will increase their progress for reading writing and maths .	Homework Club	Homework club focuses and fosters a good work ethic for this work to be done. These children who attend or who are invited to attend, will get a quiet and supportive learning environment they may not get at home to complete homework. A member of teaching staff is present .	Homework is completed and to a high standard where the child learns and takes pride in the piece of work.	Class Teachers	Targeted individuals and open access for all.
Total budgeted cost					£1,500
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 implementati on?
Increase attendance rates (in line or above with school's rate of 97%)	First day response provision - administration staff follow up quickly on absences Learning Mentor employed to monitor pupils attendance EWO supports the school in their actions TAF to support families To celebrate the achievements of pupils who achieve above 97%	Learning is maximised and progress is increased, if attendance is in line with the desired level (97%) Children are reward with certificates for their attendance percentage for that term It is important to give children the responsibility and ownership of this and to give them recognition.	Weekly scrutiny of attendance figures Administration staff will report to the Learning Mentor about persistent absentees to report to Headteacher During progress meetings, attendance percentage is monitored and tracked, ensuring children with low attendance, are closely monitored Regular TAF meetings inviting other professionals supporting the family	Learning mentor SLT PP Lead	Termly for the rewards and actions from the EWO Dec 2019 April 2020 July 2020 Termly

	and to support those families with low attendance. Rewards and Awards for Attendance				
Improve outcomes for all children across the curriculum	Increase enrichment opportunities	All children will be given opportunities to participate in trips, extra-curricular and enriched opportunities. These will develop their social and emotional, develop Social, Moral, Spiritual and Cultural awareness and allows them to access the wider curriculum.	Ensuring all children can attend and take part in their chosen activities.	-SLT -Subject Coordinators -Class Teachers -Sport coaches	Termly Sept 2019 Dec 2019 April 2020 July 2020
Total budgeted cost					£2,960

2. Review of expenditure

Previous Academic Year 2018-2019

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Overall committed cost																														
<p>Improve attainment for DA children in reading, writing in KS1 and KS2 for 2019</p>	<p>CPD for all staff Reviewed writing curriculum with the support of SLE from Ignite.</p> <p>Read Write Inc programme for Phonics</p> <p>QFT from all teaching staff</p> <p>1:1 tuition, small group tuition, reading rangers, homework club,</p>	<table border="1" data-bbox="763 547 1290 767"> <thead> <tr> <th data-bbox="763 547 943 603">KS1</th> <th data-bbox="943 547 1115 603">School</th> <th data-bbox="1115 547 1290 603">National</th> </tr> </thead> <tbody> <tr> <td data-bbox="763 603 943 659">Reading</td> <td data-bbox="943 603 1115 659">100%</td> <td data-bbox="1115 603 1290 659"></td> </tr> <tr> <td data-bbox="763 659 943 715">Writing</td> <td data-bbox="943 659 1115 715">100%</td> <td data-bbox="1115 659 1290 715"></td> </tr> <tr> <td data-bbox="763 715 943 767">Maths</td> <td data-bbox="943 715 1115 767">100%</td> <td data-bbox="1115 715 1290 767"></td> </tr> </tbody> </table> <table border="1" data-bbox="763 823 1290 1198"> <thead> <tr> <th data-bbox="763 823 943 903">KS2</th> <th data-bbox="943 823 1115 903">School</th> <th data-bbox="1115 823 1290 903">National Non DA figures</th> </tr> </thead> <tbody> <tr> <td data-bbox="763 903 943 959">Reading</td> <td data-bbox="943 903 1115 959">100%</td> <td data-bbox="1115 903 1290 959"></td> </tr> <tr> <td data-bbox="763 959 943 1015">Writing</td> <td data-bbox="943 959 1115 1015">100%</td> <td data-bbox="1115 959 1290 1015"></td> </tr> <tr> <td data-bbox="763 1015 943 1070">Mathematics</td> <td data-bbox="943 1015 1115 1070">100%</td> <td data-bbox="1115 1015 1290 1070"></td> </tr> <tr> <td data-bbox="763 1070 943 1142">EGPS</td> <td data-bbox="943 1070 1115 1142">100%</td> <td data-bbox="1115 1070 1290 1142"></td> </tr> <tr> <td data-bbox="763 1142 943 1198">RWM</td> <td data-bbox="943 1142 1115 1198">100%</td> <td data-bbox="1115 1142 1290 1198"></td> </tr> </tbody> </table> <p data-bbox="763 1225 1290 1315">In KS2, in maths problem solving and reasoning is used effectively in all cohorts for all ability levels.</p>	KS1	School	National	Reading	100%		Writing	100%		Maths	100%		KS2	School	National Non DA figures	Reading	100%		Writing	100%		Mathematics	100%		EGPS	100%		RWM	100%		<p>Intervention approaches were effective for maths, but less so for reading and writing. This was due to a range of external factors which have contributed greatly to the 6 PP children's progress rates. Case studies are available for these children.</p> <p>Continue with the targeted support in reading, writing and maths for PP children in both KS1 and KS2</p> <p>Continue with the targeted interventions for reading, writing and maths in Yr 6 for PP children, to diminish the gap</p> <p>Issues were identified in Y1 and target support has been put in place for maths and English as those children move into Y2.</p> <p>Read Write Inc programme had a positive impact on KS1 and EYFS. 100% of reception had reached the expected level for RWI by the end of July 2019</p> <p>The Adrift project had a positive impact on cross-curricular writing throughout the school.</p>	
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Raising self esteem, to tackle attendance and behaviour issues			Specialist programme (Thumbs Up Programme) to boost self esteem, transition and acceptance supported the DA children with their vulnerability. Behaviour slips decreased in numbers.	£17,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Overall committed cost
An improved mindset and completion of extra learning for children in KS2, will increase their progress for reading and writing	Homework club Boost classes for year 2 & 6 Targeted additional teacher and TA support	Class based interventions are more accountable and impact is clear. All interventions are being monitored and evaluated. Children on these programmes continue to make progress Booster classes provided a more focus on specific areas of the curriculum	Continue with class based interventions where possible Intervention files are sent up to the next class teacher and for the first half term of the academic year, interventions continue until reviewed at half term. Continue with Booster classes. More teaching resources and aids will be invested to support children in their learning in these classes.	
Improve outcomes for all children across the curriculum	Curriculum resources and reading books Homework club	Providing the specialist equipment and physical aids has reduce their physical barriers to learning. Thus allowing them to access a full curriculum. Providing a quiet and support environment has allowed children (some who have been invited to attend) to focus and complete homework.	Continue with this in the next academic year Increase enrichment opportunities to supplement the curriculum Continue with Homework club for all. Invite those that don't get the support at home	

	Extra Curricula sports and Arts clubs	Inviting some DA children to extra curricula clubs has allowed these children to widen their skills and in some cases encourage new friendships with others.	Continue to use the PP funding and other funding to provide extra curricula sports and arts before and after school	£4,120
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Overall committed cost
increase attendance rates (in line or above with school's rate of 97%)	<p>Learning Mentor to monitor attendance</p> <p>First Day Response provision from Administration Staff</p> <p>EWO</p> <p>TAF</p> <p>Celebrate the achievements of those pupils achieving 97% or more and support those families with low attendance.</p>	<p>Improvement in attendance. Certificates and rewards for attendance.</p> <p>DA children scored 92.2% for attendance which is less than the desired score of 97%</p>	<p>We will continue with our approach to ensure that attendance rates improve</p> <p>Programmes to continue in 2019-2020</p> <p>TAF case continues to support the family</p>	£2,020