

Parkgate Primary School



Pupil Premium Strategy Report 2020-2021

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

1. Summary information					
School	Parkgate Primary School				
Academic Year	2020-2021	Total PP budget	£20,175	Date of most recent PP Review	12.01.18
Total number of pupils	166	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Autumn 2020

2. Current attainment * data based on teacher assessment due to Covid 19			
Attainment - July 2020	Pupils eligible for PP = 2	Pupils not eligible for PP	Pupils not eligible for PP (national average 2020)
Average scaled score READING	105	109.5	no data due to Covid 19
% achieving ARE or above in writing KS2 (Teacher Assessed)	50%	91%	
Average scaled score MATHS	105.5	109.1	
% achieving ARE or above in reading, writing & maths KS2	50%	91%	

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 2020 in writing at the end of KS1 ad 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>2017-2018</th> <th>2018-2019</th> <th>2019-2020 (From Sept - March 20th)</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>90.05</td> <td>92.2</td> <td>91.4</td> </tr> <tr> <td>Non FSM</td> <td>95.6</td> <td>95.8</td> <td>96.4</td> </tr> </tbody> </table> <p>School will continue to address this issue enabling attendance to rise.</p>		2017-2018	2018-2019	2019-2020 (From Sept - March 20th)	FSM	90.05	92.2	91.4	Non FSM	95.6	95.8	96.4
	2017-2018	2018-2019	2019-2020 (From Sept - March 20th)										
FSM	90.05	92.2	91.4										
Non FSM	95.6	95.8	96.4										
4. Desired outcomes													
<i>Desired outcomes and how they will be measured</i>													
A.	<p>Continual improved in attainment for disadvantaged children in reading ,writing and maths at the end of KS1 & KS2 evidence obtain from END of year assessment s 2021</p>												
Success criteria													
<p>Attainment gap in 2021 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 , case studies and self assessment
C.	Continue improvements with reducing the amount of persistent absentees who are PP	Percentage of attendance of PP children to be in line or closer to NFSM percentage Persistent absentee list to continue to diminish


5. Planned expenditure

Academic year 2020-2021

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 2021	<p>Moderation of work for whole school and between key stages</p> <p>Cluster schools moderation of subject lead</p> <p>Subject lead for maths and English, Yr 2 & Yr 6 class teacher attend 'hubs'/virtual training for moderation</p> <p>'Catch-up programme' will help close the gaps on those DA children who have been identified as</p>	<p>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 .</p> <p>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 .</p>	<ul style="list-style-type: none"> -Regular monitoring of impact -planning scrutinises in maths and literacy from SLE and Ignite -intervention plans and files -update of half termly progress meetings - CPD training and monitoring for all staff -Termly assessments 	<p>SLT</p> <p>PS & JR</p>	<p>Termly in progress meetings</p> <p>Oct 2020</p> <p>Dec 2020</p> <p>April 2021</p> <p>June 2021</p> <p>Termly on CPD records</p> <p>RWI assessments half termly with</p>

	needing extra support because of lockdown/Covid 19.				
	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 monitoring for all staff	SLT Class teachers	Termly in progress meetings Oct 2020 Dec 2020 April 2021 June 2021 Termly on CPD records
Progress rates to improve for those PP children with social and emotional issues across all subjects	Part time learning mentor PSHE initiative 'My Happy Mind' will support children in school and at home. It will teach them to use strategies for their emotional well being. Care Corner on the school's website has been developed and promoted to all the children. Ideas and activities to do to support mental health for	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 Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small>  (EEF Toolkit) Trained staff and PP lead 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 . PP will monitor the impact via the class teacher . See children's myHappy mind journals	Learning Mentor JF- (PP to lead) Staff to undergo weekly myHappy mind lessons JF & LH (learning mentor) maintain Care Corner	Attendance data gathered at the end of every term. Letters issued for attendance less than 90% Meeting with vulnerable children with class teacher or learning mentor on a weekly basis or when needed.

	both children and families. TAF cases ensures that all parties stated in the case, are accountable for meeting their targets for the child	PP lead will ensure TAF meetings are chaired, targets reviewed and relevant professionals are contacted to help the child/family			
Total budgeted cost					£15,965
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, balance bikes, Curriculum resources - curriculum books , reading books, wellington boots Training for medical support	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 -TAF cases ensure the children are getting the correct support/ equipment/resources in order to progress	JF	As need arises.
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	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.

		teaching staff is present .			
Total budgeted cost					£1,250
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?
Increase attendance rates (in line or above with school's rate of 97%)	<p>First day response provision - administration staff follow up quickly on absences</p> <p>Learning Mentor employed to monitor pupils attendance</p> <p>EWO supports the school in their actions</p> <p>TAF to support families</p> <p>To celebrate the achievements of pupils who achieve above 97% and to support those families with low attendance. Certificates to reward</p>	<p>Learning is maximised and progress is increased, if attendance is in line with the desired level (97%)</p> <p>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.</p>	<p>Weekly scrutiny of attendance figures</p> <p>Administration staff will report to the Head teacher about persistent absentees</p> <p>During progress meetings, attendance percentage is monitored and tracked, ensuring children with low attendance, are closely monitored</p> <p>Regular TAF meetings for those children who have a TAF case, invites other professionals supporting the family in this area</p>	<p>Head teacher SLT</p> <p>PP Lead</p>	<p>Half termly for persistent offenders</p> <p>Termly for the rewards and actions from the EWO Dec 2020 April 2021 July 2021</p> <p>every 6-8 weeks</p>
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,	Ensuring all children can attend and take part in their chosen activities.	-SLT -Subject Coordinators -Class	Termly Sept 2020 Dec 2020 April 2021

		Moral, Spiritual and Cultural awareness and allows them to access the wider curriculum.		Teachers -Sport coaches	July 2021
Total budgeted cost					£2,960

2. Review of expenditure

Previous Academic Year 2019-2020

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 2020</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>KS1</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td></td> </tr> <tr> <td>Writing</td> <td>50%</td> <td></td> </tr> <tr> <td>Maths</td> <td>100%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="763 823 1290 1198"> <thead> <tr> <th>KS2</th> <th>School</th> <th>National Non DA figures</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td></td> </tr> <tr> <td>Writing</td> <td>50%</td> <td></td> </tr> <tr> <td>Mathematics</td> <td>100%</td> <td></td> </tr> <tr> <td>EGPS</td> <td></td> <td></td> </tr> <tr> <td>RWM</td> <td>100%</td> <td></td> </tr> </tbody> </table> <p>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	50%		Maths	100%		KS2	School	National Non DA figures	Reading	100%		Writing	50%		Mathematics	100%		EGPS			RWM	100%		<p>Continue with the targeted support in reading and writing for PP children in both KS1 and KS2</p> <p>Continue with RWI spelling and comprehension intervention to help achieve increased percentage for writing</p> <p>Read Write Inc programme had positive impact on KS1 and EYFS. 75% of reception were on track by the end of March to reach green level and beyond.</p> <p>Very poor attendance for one pupil was an issue. Therefore, TAF lead had to escalate the case to the next level. The family have a Family intervention Worker supporting their needs including attendance. .</p>	
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Raising self esteem, to tackle attendance and behaviour issues			My HappyMind programme has allowed children to understand and use strategies for when they become angry, upset etc. This has resulted in a decrease in 'behaviour slips'. Also, entry and exit data for each module from the programme , shows an increase in data for self esteem, self worthy etc Behaviour slips decreased in numbers.	£16,000
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. Catch-up programme will give more support to the DA children that have been identified , to close the attainment gap	
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	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 (until March 2020)	attend) to focus and complete homework. 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	£1,500
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 96%)	Learning Mentor to monitor attendance First Day Response provision from Administration Staff EWO TAF Celebrate the achievements of those pupils achieving 97% or more and support those families with low attendance.	Improvement in attendance. Certificates and rewards for attendance. DA children scored 91% for attendance which is less than the desired score of 96%	We will continue with our approach to ensure that attendance rates improve Programmes to continue in 2020-2021 Weekly communication between PP on TAF's enabled school to ensure that these families were being supported academic and emotionally TAF cases continued supporting the families during lockdown and Summer Holidays.	£1,960