

Pupil Premium Strategy and Impact Statement Park Primary School 2020- 2021

Summary information					
School	Park Primary School				
Academic Year	20-21	Total PP budget 20-21	£127,998	Date of most recent PP Review	
Total number of pupils	607	Number of pupils eligible for PP 20-21	108 We received funding for 102 pupils	Initial internal; review:	Jan 2021
Pupil premium numbers last three years/allocation of money		17-18	£168,220	Full review to inform next year's strategy:	July 2021
		18-19	£144,860		
		19-20	£142,220		

Barriers to future attainment (for pupils eligible for PP, including high achievers)

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Impact of low on entry starting points in oracy in Reception . Generally, levels tend to be lower for PP pupils than for other pupils. This slows progress in reading in Reception and Year 1. Due to our diverse intake, large differences between those who are deemed vulnerable and those who are not.
B.	Focus group lowest 20% (not SEND) in ks2 classes who are making less progress than other PP pupils in KS2. Diminishing the difference in attainment in reading, writing and maths
C.	Ensuring that high achieving pupils who are eligible for PP that are making slower progress in KS2, are provided with further support with a focus on oracy

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

D.	Erratic attendance due to pandemic Attendance rates of groups of pupils especially those with PP-pupils additional vulnerabilities and PP Attendance rates of pupils with SEND
E.	Housing issues-including overcrowding, poor living conditions. Lack of structure which means that daily routines cannot be sustained for self isolation periods. Lack of access either because of a lack of hardware or a lack of internet access

Desired outcomes and how they will be measured Success Criteria/ Evidence

A.	All children will be able to access the 'must' curriculum either virtually or in school and financial constraints will not negatively affect equality of opportunity	All children eligible for PP will be part of the National Tuition Programme
B.	Improved oral and written language skills for PP pupils in reception classes and across the school	GLD for PP pupils to be at 90% in speaking and listening and writing and reading skills at the end of Reception
C.	Increased attendance and engagement rates for pupils eligible for pupil premium and those we consider to be vulnerable.	PP pupils to attend at national averages of 95%
D.	Pupils to have similar opportunities/experiences (enrichment) during their time at primary school as those from more affluent backgrounds	Pupil feedback case studies and parental feedback.

Planned expenditure					
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 + cost	Review Jan21 = blue July 21= red
Diminishing the attainment gap between FSM children and Non FSM children where it exists.	-Improve T and L for all through Phase Leader support and intensive small group support through increased capacity via a School Direct trainee in each year group.	EEF	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff cpd AHT Impact Reports to GB	AHTs + ATt £40,000 SDs	Currently impacting well when considering the additional capacity to chase those who are out of school either isolating (Aut Term) or in Lockdown. Anyone unable to access learning is being included via daily support and intervention. Data suggests that the attainment gap between these 2 groups has narrowed.
Raise levels of mastery in all subjects across the school so that children are skilled, flexible and agile learners	Engage with Building Learning Powers across the school and the maths mastery approach.	EEF	Attainment Data Pupil Progress Meetings Learning Walks Targets	RH £3000 CPD budget	Good impact is being achieved as we work hard to balance knowledge and skills; this is particularly evident at this challenging time. Mastery approach adopted by all and has proven to make a difference on learners as they now seem more flexible in their learning and are have more stamina - data from SLT learning walks/ monitoring across the school.
To maintain phonics results so that the necessary reading skills provide a life-long positive platform.	Staff training and CPD Box clever speech and language programme Monitoring by Early Learning Lead. Time given through the recruitment of a School Direct trainee. Review Reception Teachers' development and training	Vocabulary gap EEF	Classroom observations Case studies Pupil progress meetings Termly monitoring	SLT £7,000	The absence of the PSC this year will not stop this being a priority. Excellent phonics intervention and online sessions being offered daily. Repertoire of Park recorded sessions to complement too.

					Internal data demonstrated term on term progress. Interventions continue to take place and phonics provision is part of transition between Years 2 and 3.
Total budgeted cost					£50,000
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	Review Jan and July 21
National averages or higher outcomes for RW and M in all year groups using the KS2 national average outcomes as a benchmark.	To enable children to be taught in groups that provide bespoke teaching models to the necessary curriculum. National Tuition Programme for all PP children. Use data to carefully identify groups and ensure that all children are picked up as per trajectory not in accordance with expected year group attainment.	Challenge for all To target key PP Children in accordance with subject need. EEF School cost is 25% of actual tuition. Protocol is an agreed provider at a cost of £213 for 15 sessions which is offered in groups of three. £9,000 would enable all PP children to have a series of sessions. £15,000 allocated so that where children need E and M they can have it. EEF	Pupil progress reports Half termly monitoring from Spring 1 Classroom observations Whole staff CPD re pedagogy for tuition Tracking targets and combined outcomes.	SLT £15,000	This continues to be a priority although data checks at this time are not realistic.
Increased attendance rates and access rates to the Blended learning on offer	Attendance and Admissions Officer and School Based Social Worker employed to monitor pupils and follow up quickly absences/ issues arising. Effective Early Help in place Vulnerable families supported First day response calling. Surgeries. Improved written response times.	We can't improve attainment for pupils if they are not in school. We cannot raise achievement and attainment if a child's home experience is so challenging that they are troubled during the day £20,000 towards salaries.	Through briefing of support worker about existing issues. PP DHT, office staff, Head Teacher will collaborate to ensure close monitoring and follow up with letters and parent meetings. School Based SW will support families who have barriers to attendance and engagement. BL Leader to have conversations daily where	SLT	22% of children in school compared to 11% across Newham. *0% of children in all year groups accessing their online learning. Close monitoring and tracking of the 20%.

			children are not accessing their online learning whether they are SI or they are part of a burst bubble.		
Total budgeted cost					£35,000
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	Review Jan and July 21
Increase participation and raise confidence levels for all: Drama Specialist. Theatre Groups. Shakespeare Project. Thinking Through Texts.	Shakespeare festival with production of Romeo and Juliet Panto brought to the children remotely Chess for Y3 Creative approach to PPA offer	Some pupils have limited experiences of the arts in London- very few attend the theatre and musical performances outside the local area due to financial constrictions. An engaging curriculum is a desirable curriculum and at Park we want all children to be excited by their offer. £20,000		SLT+ AT	This provision has continued through the Autumn Term and Lockdown 3. CAT day offer has remained consistent.
Ensuring physical and mental wellbeing	Breakfast club After-school clubs Pastoral team and Safeguarding enriched Residential opportunities outside of London - to come to school if we can't go there. Increase Forest School trained staff x 2 £20,000	Breakfast club- has shown to improve attendance, punctuality and opportunity to complete reading tasks and homework if unable to do at home. We'll run this ourselves this year After school learning clubs in the Autumn Term and hopefully the range will increase next year, A decline in access to mental health wellbeing for primary aged pupils and a rise in pupils displaying early signs of mental health difficulties mean we have taken the decision to buy in our own provision. This is in conjunction with parents support has seen a decline in ongoing behavioural issues across the whole school.		SLT	Forest School has continued with additional online sessions. The children in school have benefitted from outdoor learning sessions in the Park wherever possible.
Total budgeted cost					£40,000