



Pupil Premium Strategy statement: Park Road Community Primary School

1. Summary Information					
Academic year	2020-21	Total PP Budget	£ 28,865	Date of most recent review	September 2020
Total number of pupils	198	Number of pupils eligible 16 x E6-FSM (£1345), 3 x CLA/previous CLA (£2345) 1 x Forces eligible (£310)	16+3 +2 = 21 10.6% total NOR	Date of next internal review	January 2021

2. Current attainment (nb. 2019 results as no KS2/1 data available due to COVID 2020)		
End of Key Stage 2 2020	% of disadvantaged pupils eligible for PP funding	% non- disadvantaged pupils
% achieving Expected Standard or above in Reading, Writing, Maths	50%	69%
% achieving Expected Standard or above in Reading	100%	85%
% achieving Expected Standard or above in Writing	75%	77%
% achieving Expected Standard or above in Maths	75%	88%
% achieving Expected Standard or above in GPS	75%	85%
End of Key Stage 1 2020		
% achieving Expected Standard or above in Reading, Writing, Maths	33.3%	90%
% achieving Expected Standard or above in Reading	33.3%	80%
% achieving Expected Standard or above in Writing	33.3%	80%
% achieving Expected Standard or above in Maths	33.3%	80%
Y1 Phonics Screening 2020		
% Y1 pupils who passed the Phonics Screening	33.3%	80%
EYFS % of pupils attaining Good Level of Development 2017	80%	80%

Targets 2020-21

Year group	Number of children eligible for PP funding	Reading				Writing				Maths			
		% On Entry		Target %		% On Entry		Target %		% On Entry		Target %	
		ARE	GD	ARE	GD	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Rec	1 (1G) – ARE=GLD	100				100				100			
Y1	2 (1G 1B)	100	0	100	0	50	0	100	0	100	0	100	0



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Y2	2 (1G 1B)	50	0	50	0	50	0	50	0	50	0	50	0
Y3	5 (2G 3B)	60	20	80	40	60	0	60	0	60	20	80	40
Y4	3 (1G 2B)	33.3	0	66.6	0	33.3	0	33.3	0	33.3	0	66.6	0
Y5	6 (5G 1B)	33.3	16.6	83	33.3	49.8	0	66.6	16.6	49.8	16.6	66.6	33.3
Y6	1 (1G)	0	0	0	0	0	0	0	0	0	0	0	0

Initial assessments, on return to school post COVID closure have highlighted the following priorities:

All pupils	PP funding eligible pupils
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Phonics</li> <li>• Spelling</li> <li>• Grammar</li> <li>• Vocabulary and application of</li> <li>• Resilience in learning and in particular to work independently</li> </ul>	<p>As all pupils <i>and in addition</i>:</p> <ul style="list-style-type: none"> <li>• Effective access to remote learning technology and provision to support learning both at home and in school</li> </ul>

The following data sources have been used to ascertain the future barriers in attainment for PPG pupils:

- Internal assessment and reporting software – FFT Pupil Tracker
- Initial pupil progress reviews Half termly Pupil Progress Meetings
- The EEF families of schools’ database
- Attendance records

Potential barriers to attainment
EMH and low self-esteem as a result having impact upon children’s ability to fully access potential and make good progress
Communication and language skills leading to reduced reading/phonics/writing progress as a result of school closure
Increased and significant gaps in knowledge – whole units of work have not been taught as a result of school COVID closure, leading to reduced ability to access pre-requisite knowledge when learning something new and make connections between concepts and themes throughout the curriculum.



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Parental engagement and support – families struggling, during and as a result of lockdown, financially, socially, emotionally
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Further reduction in ability to engage with trips and enrichment activities and opportunities
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### **Rationale 2020-21**

Lockdown meant that all children missed significant, valuable learning.

The EEF Rapid Evidence Assessment Review on the Impact of School Closures on the Attainment Gap reports that: alongside targeted interventions, ***improving the quality of teaching*** is the ***strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students.***

The EEF recommends that ***when spending the pupil premium schools take a tiered approach, starting with efforts to improve teaching quality.***

Our Pupil Premium spending plan will therefore focus heavily on Quality of Teaching and Learning for all this year, with targeted support for disadvantaged.

### **Targeted support**

In their report, Realising the Potential of Early Intervention, the EIF note that:

Too many children are facing challenges or disadvantages that can affect their development and threaten their future life chances, health and happiness.

While early intervention cannot solve all of these problems, it can substantially improve children's lives if it is delivered to a high standard to the children or families who need it the most.



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Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure this is implemented well?	Lead	When will you review implementation?	Cost
<b>Quality Teaching for all</b>						
All pupils, including DA/PP eligible, well supported through Quality First teaching within their classes and widening gaps as a result of school closure are diminished	Support staff deployed to support in class alongside class teachers to ensure all pupils receive well targeted QFT, and identified pupils with gaps in learning given targeted, focused support. TAs receive regular pedagogical training leading to focused QFT support in class Support staff support the process of tracking pupils within their classes, alongside class teacher Pupils receiving additional support carefully tracked	Lockdown meant that all children missed valuable learning. The EEF Rapid Evidence Assessment Review on the Impact of School Closures on the Attainment Gap reports that alongside targeted interventions, <b>improving the quality of teaching is the strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students.</b>	Weekly TA training led by other staff expertise i.e. Senco, DHT, HLTA, Ma lead  HT/inclusion lead to track pupil progress regularly- half termly alongside class teacher	HT	Monitoring half termly as a minimum Pupil progress reviews half termly FFT pupil tracker	15 hours x 2 TA L2 = £14,664
All identified disadvantaged pupils off track to meet agree related expectations to increase reading comprehension and fluency through focused, rigorous tracking and swift intervention/ support	All staff to undertake running records and book banding trackers to identify clearly children's reading level and rate.  ALL children identified as working below ARE in fluency and comprehension to have 1-1 reads daily and all PP eligible	Reading for some pupils eligible for PP is below expected levels. Phonics training will help both with the progress of reading and spelling. Teaching of phonics in KS2 is an area for development.	En lead to monitor half termly  Staff to report at Pupil Progress meetings progress against reading tracking tool for groups of learners including pp eligible/DA Ensuring TA support is deployed effectively to ensure reading is prioritised – SLT monitoring	SA SLT NP	Half termly Running records Phonics trackers ECaR records Pupil progress meetings	No additional costs- budgeted for and low cost



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<p>Basic skills are used consistently and confidently when applied across the curriculum: <b>Spelling and Reading</b></p>	<p>Staff need to have necessary knowledge and skills to accelerate progress for those pupils who enter KS2 with less secure phonic knowledge. Phonics training secured for KS2 teaching and support staff</p>	<p>The NFER report on supporting children from disadvantaged backgrounds states that it is better to develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well. Equally, the EEF toolkit states that the phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading and spelling. Phonics training will also help with the implementation of additional support QFT or interventions for these pupils. Large percentage of pupils eligible for PP not secure in spelling</p>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure this is implemented well?</b>	<b>Lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
<b>Targeted support</b>						
<p>Targeted support for identified pupils KS1/LKS2 to develop security and accelerate progress in reading</p>	<p>TA trained in ECaR approaches to reading intervention to be deployed 0.4fte to lead reading intervention with identified PP/DA pupils in KS1 to narrow gaps at earliest stages</p>	<p>ECaR is an established and proven strategy which leads to accelerated progress and closing of gaps in reading attainment. It has been established in school for some years and staff have received training from ECaR trained Reading specialist. School has heavily invested in quality resources and books specifically to support the</p>	<p>Ensure ECaR lead well trained and confident in strategies/approaches ECaR lead to track progress using trackers En lead to monitor this half termly</p>	<p>SA</p>	<p>Running records evidence impact and accelerated progress Half termly review</p>	<p>ECaR TA 0.4fte £5259.10</p>



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		successful delivery of this programme.				
Support for identified pupils Y4-6 to narrow increased gaps as a result of lockdown for previously insecure and below ARE learners in reading/maths	In class deployment of additional high skilled TA to deliver targeted QFT for identified pupils	EEF research has consistently shown that QFT as part of a waded approach to learning, leads to accelerated progress	HLTA deployed AMs across Y4-6 for identified targeted pupils in class QFT support HLTA supported in understanding provision and pupils from SENCO/Inclusion lead	KQ	Monitoring Planning records Tracking of identified pupils Pupil progress review half termly Provision map	HLTA cost built into main budget for Catch up on return to school
Support for identified pupils in addition to QFT in Ma/Re	Small group intervention/additional support for identified pupils pre school/pms	Research shows that well targeted additional support with skilled practitioners can lead to accelerated gains for pupils	TA and HLTA deployed PMs across KS2 for identified pupils to lead planned small group interventions i.e. Success@Arithmetic, Pre school UKS2 reading booster session focusing on text level comprehension	KQ		TA 0.3fte £5428.99

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure this is implemented well?	Lead	When will you review implementation?	Cost
<b>Other approaches</b>						
All pupils are able to participate in all aspects of school life. Social skills, independence and team work are developed through participation in extra Curricular opportunities.	Funding for educational experiences linked to the Park Road Educ8 challenge.	Many families of pupils eligible for PP struggle to provide enriching activities for their children which extend beyond the curriculum. The EEF toolkit states that overall, studies of adventure learning interventions consistently show positive benefits	Pupil questionnaires= Tracking of engagement	NP	Termly	Cost in SIP budget- not PP funded



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		on academic learning and wider outcomes such as self-confidence.				
Improve self- esteem and resilience of targeted PP children in the school.	Deployment of TA trained in therapeutic counselling	Increased self-esteem and resilience is proven to also improve academic results as well as improving general wellbeing.	Monitor children taking part both by tracking their academic skills but also by tracking and monitoring improvements in soft skills.	NP/AC	Termly SDQs pre and end of sessions	£3075.60
	Small, targeted social skills/self-esteem groups 1:4 max.	School has established self-esteem/social skills groups for the past four years and these have had noticeable impact upon pupils' engagement in academic as well as wider aspects of school life- i.e. relationships, behaviours and raised self-esteem.	As above- SDQs pre and end		As above – SDQs pre and end of sessions	
Pupils will develop strategies to support their emotional/mental health and wellbeing	Whole class and identified groups teaching of strategies and ways to self-regulate	We have established the teaching of wellbeing and mindfulness strategies for the past two years in school, developing this further as part of the Anna Freud/Manchester University Inspire project and we have seen the impact these approaches have on children's wellbeing. We aim to develop this further this year by developing pupil's ability to self regulate and independently apply strategies in a range of situation to manage their needs	Whole staff or individual staff training to be disseminated – via FiM training offer on self regulation.		Staff questionnaires Monitoring and evaluation Pupil questionnaires- part of WAS award Pupil voice- WAS change group	FiM cost in main budget not PP funded  WAS award cost in main budget not PP funded
					Total cost	£28,427.69
					Contingency left	£437.31



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