



Pupil Premium Strategy statement: Park Road Community Primary School
Mid-Year Impact Review, January 2020

| 1. Summary Information | | | | | |
|------------------------|---------|--|--------------|----------------------------|----------------|
| Academic year | 2020-21 | Total PP Budget | £ 24,140 | Date of plan | September 2020 |
| Total number of pupils | 199 | Number of pupils eligible 14 x E6-FSM (£1345), 3 x CLA/previous CLA (£2345) 2 x Forces eligible (£310) | 14+3 +2 = 19 | Date of most recent review | April 2021 |

| 2. Attainment 2018-19 <i>nb. No data available 2019-20</i> | | |
|---|---|-----------------------------|
| End of Key Stage 2 2019 | % 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 2019 | | |
| % 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 2019 | | |
| % Y1 pupils who passed the Phonics Screening | 33.3% | 80% |
| EYFS % of pupils attaining Good Level of Development 2019 | n/a | 83% |

Targets 2020-21

| Year group | Number of children eligible for PP funding | Reading | | | | Writing | | | | Maths | | | | | |
|------------|--|----------|----|--------------------|----|----------|----|--------------------|----|----------|----|--------------------|----|----|--|
| | | % Target | | Current on track % | | % Target | | Current on track % | | % Target | | Current on track % | | | |
| | | ARE | GD | ARE | GD | ARE | GD | ARE | GD | ARE | GD | ARE | GD | | |
| Rec | 1 (1G) | GLD | | | | | | | | | | 100% | | 0% | |



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|----|-----------|-------|-------|-----|-------|-------|-------|-----|----|-------|-------|-----|-------|
| Y1 | 1 (1B 1G) | 100% | 100% | 0% | 50% | 50% | 0% | 50% | 0% | 100% | 100% | 0% | 50% |
| Y2 | 3 (1G 2B) | 66.6% | 33.3% | 0% | 33.3% | 66.6% | 33.3% | 0% | 0% | 66.6% | 66.6% | 0% | 33.3% |
| Y3 | 5 (2G 3B) | 80% | 60% | 40% | 20% | 80% | 60% | 0% | 0% | 80% | 60% | 40% | 20% |
| Y4 | 2 (1G 1B) | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Y5 | 5 (5G) | 80% | 40% | 40% | 0% | 80% | 40% | 40% | 0% | 80% | 40% | 40% | 0% |
| Y6 | 1 1G) | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

Disadvantaged learners potentially not achieving GD in line with peers in Re/Wr/Ma as a result of other factors impacting upon ability to achieve i.e. EMH, attendance, post adoption/attachment disorder/separation anxiety, resilience, approaches to independent learning, social and emotional skills

Gaps in learning in Y5 and Y6 for disadvantaged learners not yet achieving ARE in Re/Wr/Ma (i.e. including secure fluency in Ma, reading enjoyment and participation) and at risk as a result

Parental engagement and support

Access to trips and enrichment activities and opportunities



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| Desired Outcomes | Actions/approaches | How will you ensure this is implemented well? | Impact to date against Success criteria |
|--|--|---|--|
| Teaching, Learning and Achievement (standards and attainment) | | | |
| <p>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</p> | <p>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.</p> <p>TAs receive regular pedagogical training leading to focused QFT support in class</p> <p>Support staff support the process of tracking pupils within their classes, alongside class teacher</p> <p>Pupils receiving additional support carefully tracked</p> | <p>Weekly TA training led by other staff expertise i.e. Senco, DHT, HLTA, Ma lead</p> <p>HT/inclusion lead to track pupil progress regularly- half termly alongside class teacher</p> | <p>Staff were deployed at start of year to support QFT and wave 1 approaches to teaching and learning within class.</p> <p>We have an established programme of fortnightly training for all TAs in school – this has been in place for some years. Internal staff such as subject leads, SLE, DHT, HLTA lead on this and it reflects the CPD teaching staff are receiving. We know this works as all external reviews we have had have noted the strength and quality of the work our TAs do. However, due to the pandemic, we were not able to run these sessions in the Autumn and then entered lockdown in Spring. We aim to re-start these sessions in Summer term.</p> <p>We have ensured we have continued to offer our TAs opportunities to participate in external remote training such as SALT, attachment and communication, auditory memory.</p> <p>Tracking takes place half termly in pupil progress. TAs have historically always been involved in tracking of pupils they work with and this is overseen also by inclusion lead. They are confident and skilled at doing so, with benchmarking at outset and assessment at end points. However, we cannot deny that the pandemic has knocked all ‘off kilter’ and systems such as tracking are done, but we are less clear that they are then acted upon i.e. used to inform next steps as rigorously as we would normally expect. An example of this is with book band trackers- for children who are not fluent readers, we continue to track them this way through KS2. Whilst these trackers are completed, we are seeing children who have not progressed a book band all year; this tells us that potentially this information may not be being used to inform support for these pupils. We understand that whilst, with a very disrupted time affecting outcomes, this is understandable, we now need to ensure that this information is gathered for purpose i.e. to inform future planning and provision for these children in order to close gaps in learning and is used to this end rigorously.</p> |



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| <p>All identified disadvantaged pupils off track to meet agreed related expectations to increase reading comprehension and fluency through focused, rigorous tracking and swift intervention/support</p> | <p>All staff to undertake running records and book banding trackers to identify clearly children's reading level and rate.</p> <p>ALL children identified as working below ARE in fluency and comprehension to have 1-1 reads daily and all PP eligible</p> | <p>En lead to monitor half termly</p> <p>Staff to report at Pupil Progress meetings progress against reading tracking tool for groups of learners including pp eligible/DA</p> <p>Ensuring TA support is deployed effectively to ensure reading is prioritised – SLT monitoring</p> | <p>See above. Book Band trackers have been completed and returned to En lead to oversee, but some children have made very little progress since last year and we are now probing the reasons why this might be.</p> <p>All these children as well as all PP eligible pupils have 1-1 reads daily. We are now monitoring the quality of this reading intervention i.e. to ensure this also gives opportunity for some teaching input linked to the reading needs/level.</p> |
| <p>Basic skills are used consistently and confidently when applied across the curriculum: Spelling and Reading</p> | <p>Staff need to have necessary knowledge and skills to accelerate progress for those pupils who enter KS2 with less secure phonic knowledge.</p> | | <p>Monitoring identified potential need for CPD on value and importance of phonetic security in KS2 linked into spelling. Two Inset training sessions- booked initially for Spring 1, took place on our return in March. Intersessional tasks have been set for staff and we are now monitoring the impact of these and for impact upon pupil progress. This will take place over this term.</p> |
| <p>Desired Outcomes</p> | <p>Actions/approaches</p> | <p>How will you ensure this is implemented well?</p> | <p>Impact to date against success criteria</p> |
| <p>Targeted support</p> | | | |
| <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>Ensure ECaR lead well trained and confident in strategies/approaches</p> <p>ECaR lead to track progress using trackers</p> <p>En lead to monitor this half termly</p> | <p>Both TAs in KS1 trained and experienced in delivering ECaR approaches and strategies in targeted 1-1 support for identified pupils. Whilst ECaR (Every Child a Reader) was initially developed as a very prescriptive approach, with a very specific age window, we have adapted its principles and strategies to be used across KS1 and into Y3. The quality of these sessions is good and we can see the impact in pupil progress (again tracking book band progress evidences rapid progress for these children). We have now trained up our CUP En tutor and she is also delivering ECaR 3 x wk to identified pupils.</p> |



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| 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 | HLTA deployed AMs across Y4-6 for identified targeted pupils in class QFT support | Revised timetable of support was devised ready to implement in Spring term, but due to lockdown, this was put on hold. We have now revised timetables of our HLTA/KS2 TA so that they are complementing the NTP/CUP support. For example, the NTP programme gives 15-hour block of tuition for each identified pupil, but once they have had this 15-hour block, they are not then eligible for continuation of this, or to have another 15-hour block in another subject. As most of our children who have gaps in one subject- i.e. Ma, also have gaps in Eng, or would benefit from continued small group support, we have redeployed our HLTA/TA to pick up these children i.e. the Y5/6 children who had their 15-hour block during lockdown (2 sessions a week). |
| Support for identified pupils in addition to QFT in Ma/Re | Small group intervention/additional support for identified pupils pre school/pms | HLTA supported in understanding provision and pupils from SENCO/Inclusion lead | HLTA has been leading pre school reading group for identified pupils in Y5, to narrow gaps to ensure Y6 ready. This was established in Autumn term. This group takes place 3x week for 30 minutes. After school groups were also planned but these have yet to begin. |

| Desired Outcomes | Actions/approaches | How will you ensure this is implemented well? | Impact to date against success criteria |
|--|--|---|--|
| Other approaches | | | |
| All pupils are able to participate in all aspects of school life. Social skills, independence and team work are developed through participation in extra | Funding for educational experiences linked to the Park Road Educ8 challenge. | Pupil questionnaires= tracking for engagement | This was introduced to Happiness team in Autumn term 2 ready for them to seek ideas from their classes. This did not happen as a result of lockdown. Team meeting booked in this term in order to start this process. Whilst we may be able to relax measures in Aut term, it is not at all clear whether some level of restrictions will remain and it is likely that enrichment will not take place as in previous years and we intend for these reasons to continue with these plans. |



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| Curricular opportunities. | | | | |
| Improve self- esteem and resilience of targeted PP children in the school. | Deployment of TA trained in therapeutic counselling | Monitor children taking part both by tracking their academic skills but also by tracking and monitoring improvements in soft skills | Time given for member of staff to undertake therapeutic work. However, currently, she only works with two children who have been identified as in need. | |
| | Small, targeted social skills/self-esteem groups 1:4 max. | As above- SDQs pre and end | Groups are in place and meet as per timetable. We have noticed that our HK Chinese new starters would benefit also from some social groups as due to language skills and what we perceive to be cultural differences, we believe the children who have joined us to date, would benefit from some social, friendship groups. | |
| 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 | Whole staff or individual staff training to be disseminated – via FiM training offer on self regulation. | All classes have offered planned sessions on strategies around self-regulation i.e. breathing, mindfulness etc. Whilst this was built in as a daily entitlement initially, staff report that they do not need Training from FiM has not happened due to lockdown. Currently, there are no primary liaison staff leading FiM so we are not able to draw upon this service to support training until new staff are in post. | |
| | | | Total cost | £28,629 |
| | | | Contingency left | £2971 |