



Pupil Premium Strategy statement: Park Road Community Primary School

1. Summary Information					
Academic year	2019-20	Total PP Budget	£ 31.600	Date of most recent review	September 2019
Total number of pupils	209	Number of pupils eligible 15 FSM, (£1320), 5 CLA/previous CLA (£2300) 1 Forces eligible(£600)	16+2+3 +1 = 22 11% total NOR	Date of next internal review	January 2020

2. Current attainment (2017-18)		
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 2017	80%	80%

Targets 2019-20

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												
Y1	2 (1G 1B) *	50%	0%	50%	0%	50%	0%	50%	0%	50%	0%	50%	0%
Y2	2 (1G 1B)	0%	0%	50%	0%	0%	0%	50%	0%	0%	0%	50%	0%



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Y3	3 (2G 1B)	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
Y4	5 (4G 1B)	20%	0%	60%	20%	20%	0%	40%	0%	20%	20%	60%	20%
Y5	4 (1G 3B)	75%	25%	100%	50%	75%	0%	100%	0%	100%	25%	100%	25%
Y6	4 (3G 1B)	80%	40%	100%	60%	60%	20%	80%	40%	80%	20%	100%	60%

*1 child has just joined this cohort at the start of this academic year, and is significantly off track currently to achieve ARE

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	Lead	How will you ensure this is implemented well?	Cost	Success criteria
Teaching, Learning and Achievement (standards and attainment)					
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>All staff to undertake running records with all readers and to use the newly established 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>Introduction of Y12 Reading buddies</p> <p>English lead to undertake training through LA/EEF joint project to become a Reading Evidence lead and to disseminate best practice outcomes across school, liaising with EEF/LA Pupil premium effective provision lead</p> <p>Staff to report at Pupil Progress meetings progress against reading tracking tool for groups of learners including pp eligible/DA</p>	NP	<p>En lead to monitor half termly</p> <p>Ensure Y12 buddies trained and understand the role Match 1-1 re/Ma buddies based upon known needs and strengths</p> <p>Staff to track and present information/evidence at meetings</p>	<p>No cost-voluntary</p> <p>Costings EEF project below</p>	<p>All pupils including those pp eligible/DA will make accelerated progress in reading. As a result, these pupils will be able to engage well with all learning and access the curriculum, ensuring good progress in all areas.</p> <p>All pupils, including those pp eligible/DA will develop strong reading skills and engage well with reading, including developing a love of reading and books, from the earliest stages.</p> <p>No child will be disadvantaged because of lack of opportunity to read, from accessing the full curriculum.</p>
	TA trained in ECaR approaches to reading intervention to be deployed 0.5fte to lead reading intervention with identified PP/DA pupils in KS1 to narrow gaps at earliest stages	NP	<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>	£134 x 35=£4695	
Qualified teacher deployed to	Source and deploy services of qualified teacher to undertake 1-1/1-3 tuition after school	NP	Track interventions using PP trackers half termly	£2100 x 4 pupils £875 x 3 pupils	



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support 1-1 tuition for identified PP eligible/DA KS2 pupils to consolidate learning and develop learning confidence	Identify pupils at risk- i.e. those who are underachieving or below learning expectations due to disadvantage and areas of need i.e. En/Ma 1:1 tuition tutor to liaise closely with staff in school to ensure learning in these sessions is closely aligned to needs of pupils and adjusted weekly				Children will increase in confidence and self-esteem and as a result, engage better with their learning in class Children will make increased progress as a result Differences in learning will diminish
	Audit book banding books to identify gaps in resources Purchase books to supplement including phonics reading books	SA	Liaise with known consultants in reading ML	£2500	
	Track pupil progress and identify PP/DA pupils off track to achieve targets With Inclusion lead, map provision map to include timely interventions across KS2 identifying areas of need- Ma/Sp/Re				
All pupils, including DA/PP eligible well supported through Quality First teaching within their classes	Support staff deployed to support in class alongside class teachers to ensure all pupils receive well targeted, first wave, quality first teaching and learning is fully inclusive TAs receive regular training linked to teaching and learning so that support staff understand the processes of T and L Support staff support the process of tracking pupils within their classes, alongside class teacher Pupils receiving additional support carefully tracked- Inclusion lead to monitor tracking and progress of all pupils regularly	NP/ KQ/ SH	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	15 hours x 2 TA L2 = £14,664	Classroom provision – teaching and learning- for all pupils including DA/PP eligible is never less than good All staff leading and supporting teaching and learning are knowledgeable and skilled in adapting provision to meet needs of all learners As a result All pupils will make positive progress
Desired Outcomes	Actions/approaches	Lead	How will you ensure this is implemented well?	Cost	Success criteria
Personnel Development, Behaviour and Wellbeing					
Raise self-esteem, resilience and confidence of identified pupils so that they make	Engage services of Active Hope to work with identified group of pupils across KS2 to engage with outdoor activities one afternoon per week, 4 weeks each term.	NP	Monitor the work with regular reviews/updates from AH Benchmark pupils perceptions of their	£400 x 3 blocks £1200 total = PE funding/PP funding = £600	Children experience raised self-esteem and confidence which impacts positively upon their confidence/engagement with learning. As a result; children make accelerated progress



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positive progress in learning			experiences and attitudes at start/end of project		All pupils have positive self esteem and emotional wellbeing Poor emotional wellbeing is swiftly addressed so that no pupil is disadvantaged as a result
The SEMH needs of disadvantaged pupils' will decrease allowing good/better progress.	Develop dedicated nurture space to accommodate and allow for a range of pathways to support i.e. play therapy, art therapy, Early Help, counselling, group, 1-1 etc EH lead to be deployed to undertake therapeutic counselling support for identified vulnerable pupils 0.3fte	NP	Secure funding streams Purchase of appropriate resources to support Engage with Chester Uni to secure Art therapist	£500 funding secured Omega Community Fund – no further funding needed EH lead costs £3955	
Pupils will develop strategies to support their emotional/mental health and wellbeing	Deploy services of yoga/mindfulness teacher to offer lunchtime/after school clubs and curriculum learning opportunities built in across year Offer places on sessions to pupils identified as vulnerable or in need of SEMH support who may benefit from these sessions in particular PP eligible pupils	GE/ NP	QA provision from external provider Benchmark pupils' attitudes/perceptions before/after experiences	Funded jointly Sports premium/PP funding	

Desired Outcomes	Actions/approaches	Lead	How will you ensure this is implemented well?	Cost	Success criteria
Leadership and Management					
School's provision for Pupil Premium eligible/DA pupils is sharply focused, based upon proven best practice and has positive impact on pupil outcomes	School to engage with EEF 'Using Evidence to Improve Pupil Premium Outcomes' Pilot Project HT to join steering group to shape the direction of the training for the above based upon needs of schools	NP	Commit to training days Attend steering group meetings Undertake gap tasks Disseminate findings in school Trial new approaches/strategies	£100 participation EEF training £100 EEF PP provision project Supply cover x 3 £540	Provision for all pupils, including pp eligible/DA is robust and personalised to meet needs of all Practice is based upon clear evidence of impact and as a result, All pupils achieve well.



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Reading strategies and interventions used for all pupils are based upon proven research into best practice and on known evidence of impact	English lead to successfully apply to undertake training with EEF/LA project to become an Evidence lead in Reading En lead to undertake the above training and develop skills in evidencing impact of strategies to improve Reading for all pupils, including those disadvantaged	SA	School to ensure SA has capacity to commit to all training days/gap tasks Ensure time is built in to CPD schedule following this is to allow for dissemination to staff as appropriate	See costs above	Standards in provision of reading is focused and based upon evidence of best impact English lead will be skilled in leading evidence based practice in school and implementing quality, targeted strategies as a result All pupils will achieve well	
Attendance levels high for all pupils including DA/PP pupils	Engage with SLA attendance service SLA attendance officer to track pupil attendance, with school, and identify those pupils at risk i.e. below 95% attendance and those at risk PA i.e. 90% Attendance officer to engage with families and to agree actions/plans to improve attendance	NP	Regular meetings- half termly and updates via email as appropriate inbetween Tracking of pupil attendance monthly monitored and analysed by AO	£1000	All pupils will be in school and making positive progress as a result of good attendance No pupil will be disadvantaged due to poor attendance and missing learning	
					Total cost	£28,629
					Contingency left	£2971