

# Pupil Premium Strategy Statement 2019-2020

1. Summary information					
<b>School</b>	Parklee Community Primary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£111,360	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	315	<b>Number of pupils eligible for PP</b>	EYFS & Y1 – Y6  80	<b>Date for next internal review of this strategy</b>	End of Review Period

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Behaviour i.e. pupils with specific social and emotional needs which impact on learning
<b>B.</b>	SEND cognition and learning difficulties
<b>C.</b>	Delayed speech and language
<b>D.</b>	Fixed mind sets
<b>E.</b>	Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Experiential deprivation
<b>G.</b>	Limited access to educational enhancement experiences such as visits out, participation in physical activities, residential holiday opportunities
<b>H.</b>	Attendance and punctuality

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3. Outcomes		Success criteria
<b>In-school Barriers</b>		
<b>A.</b>	Behaviour i.e. pupils with specific social and emotional needs which impact on learning	Fewer behavioural issues logged. Children are resilient and emotionally strong. Identified children making expected rates of progress.
<b>B.</b>	SEND cognition and learning difficulties	Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2. Improved parental engagement in areas of learning. Consolidation of learning and improved memory skills.
<b>C.</b>	Delayed speech and language	Improved pupil outcomes in speaking and listening skills. Improved confidence. Identified PP children make accelerated progress and are in line with their Non-Disadvantaged peers.
<b>D.</b>	Fixed mind sets	Improved pupil progress in reading, writing and maths. Increase in self esteem and aspirations in children.
<b>E.</b>	Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'.	Improved pupil progress in reading, writing and maths. Children retain key knowledge and facts in order to catch up and keep up.
<b>External Barriers</b>		
<b>F.</b>	Experiential deprivation	Pupil questionnaires and interviews show that children enjoy their lessons and progress is being made in foundation subjects across KS1-2. Standards of conduct and behaviour for learning to be high.
<b>G.</b>	Limited access to educational enhancement experiences such as visits out, participation in physical activities, residential holiday opportunities	Increased aspiration within children. Enjoyment and involvement in
<b>H.</b>	Attendance and punctuality	Reduction in the number of persistent absentees who are eligible for PP. Overall PP attendance to be in line with the whole school target of 96%

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Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Review
Employment of Learning Mentor to work with identified pupils with emotional, social, behavioural and attendance barriers to learning. To provide social, emotional and behavioural intervention and support for both pupil and their family unit through engagement with outside agencies and Early Help meetings.	<p>Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development.</p> <p>Improve self-esteem, social skills and the behaviour of identified pupils</p> <p>Raise attendance data with key focus on reducing persistent absence of vulnerable groups</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Reports to parents termly</p>	<p>Headteacher</p> <p>Learning Mentor</p> <p>SENDCO</p>	<b>£19,668.54</b>	<p>Continue to profile cognitive development and behaviour via Boxall. Ensure reviews are carried out routinely to measure progress.</p> <p>Continue to monitor behaviour incidents and implement trauma informed/ behavioural strategies.</p>
Subsidy of the Y6 residential visit through the Brathay Trust to enable fair access for disadvantaged pupils.	<p>Develop pupils' social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential</p> <p>Enable pupils to participate fully in school and residential visits</p> <p>Ensure learning is supported by visits that are carefully planned to enhance the school's curriculum</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Pupil surveys termly</p> <p>Visitor book</p>	<p>Headteacher</p> <p>Ks2 Lead</p>	<b>£3000.00</b>	<p>Residential trips help to create a sense of teamwork within school.</p> <p>School residential visits will continue.</p>
Funding for school visits and visitors into school, to enable all pupils to access enrichment activities.	<p>Pupils enjoy social activities with their peers</p>	<p>Half termly attendance data checks – target 96% and above</p>	<p>Headteacher</p> <p>EYFS / Ks1/ Ks2</p>	<b>£2500.00</b>	<p>Visits &amp; visitors remain popular and are having an impact in creating a wow moment for curriculum areas.</p> <p>Residential trips help to create a sense of teamwork within school.</p>

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	Promote good attendance and punctuality	Pupil surveys termly			
Funding for 'Breakfast Club' Places to ensure that pupil premium pupils are not disadvantaged by lateness.	Pupils have access to a healthy snack and are ready to learn resulting in increased concentration in lesson time	Progress points check Aut 3, Spr 2 and Sum2 (min exp)  Book monitoring – standards and progress	Headteacher  Bright Sparks Staff	<b>£6002.55</b>	Funding for 'Breakfast Clubs' will continue for all children (YN-Y6).
Milk and toast subsidy to encourage pupil premium to adopt healthy lifestyles	Consolidation of learning  Pre-teaching to prepare pupils for future learning in order to give confidence  Improved pupil outcomes and confidence in reading, writing, EGPS and maths	Progress points check Aut 3, Spr 2 and Sum2 (min exp)  Book monitoring – standards and progress  External evaluation SIP - Termly	Headteacher	<b>£1500.00</b>	Positive impact across school.  Subsidy to continue.
Dedicated senior leader to work with identified Year 1 and 2 pupils x 2 sessions per week to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in reading.	Specific learning tasks to close gaps in understanding  Consolidation of learning Pre-teaching to prepare pupils for future learning in order to give confidence  Improved pupil outcomes in reading, writing and phonics  Improved confidence for pupils in specified areas	Progress points check Aut 3, Spr 2 and Sum2 (min exp)  Book monitoring – standards and progress  Pupil Interviews  External evaluation-SIP	Headteacher  Deputy Head  KS1 Class Teachers	<b>£8936.00</b>	Success: partially met.  Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.

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<p>Dedicated teacher to work with identified KS2 pupils x 15 sessions per week to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in speaking and listening and writing.</p>	<p>Improved pupil outcomes in reading, writing and maths</p> <p>1:1 and/or small group intervention planned to cater for individual needs</p> <p>Specific learning tasks to close gaps in understanding and consolidation of learning</p> <p>Pre-teaching to prepare pupils for future learning in order to give confidence</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation SIP - Termly</p>	<p>Headteacher</p> <p>Ks1 / Ks2</p> <p>SENDCO</p> <p>Assessment Lead</p>	<p style="text-align: center;"><b>£37,406.66</b></p>	<p>Success: partially met.</p> <p>Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.</p> <p>New assessment tracking system to help support identified groups and measure progress.</p>
<p>SEND Teaching Assistant to work with identified pupils throughout school to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in phonics, writing and EGPS.</p>	<p>Improved pupil outcomes in Prime and Specific Areas in EYS and KS1 and Ks2.</p> <p>Improved parental engagement in storytelling and early reading.</p> <p>Consolidation of learning.</p> <p>Improved memory skills.</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation SIP - Termly</p>	<p>SENDCO</p> <p>EYFS / KS1</p> <p>EYFS / KS1 HLTA</p> <p>Assessment Lead</p>	<p style="text-align: center;"><b>£24,589.18</b></p>	<p>Success: partially met.</p> <p>Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.</p> <p>New assessment tracking system to help support identified groups and measure progress.</p>
<p>Funding for Spring after school Y6 SATs Club. 2 days a week x 2 Staff members x 8 weeks from 3.15-4:15pm.</p>	<p>Improved pupil outcomes in reading, writing and maths</p> <p>Consolidation of learning.</p>	<p>Improved pupil outcomes in reading, writing and maths</p> <p>1:1 and/or small group intervention planned to cater for individual needs</p> <p>Specific learning tasks to close gaps in understanding</p>	<p>Headteacher</p> <p>Y6 Teachers</p>	<p style="text-align: center;"><b>£700.00</b></p>	<p>Track progress of key individual children who have not made sufficient steps in progress within reading, writing and maths.</p>

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		Pre-teaching to prepare pupils for future learning in order to give confidence			
Dedicated HLTA to work with identified pupils and an outside agent on the development of pupils self-regulation their behaviour and developing healthy minds and bodies in order to remove barriers to learning.	<p>Improved pupil outcomes in reading, writing and maths</p> <p>1:1 and/or small group intervention planned to cater for individual needs.</p> <p>Pre-teaching to prepare pupils for future learning in order to give confidence</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation SIP - Termly</p>	<p>Headteacher</p> <p>Learning Mentor</p>	<b>£12,355.68</b>	<p>Success: partially met.</p> <p>Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.</p> <p>New assessment tracking system to help support identified groups and measure progress.</p>
Subsidy for blogging project throughout school to develop and support writing.	<p>Improved confidence for pupils in specified areas</p> <p>Improved outcomes in English</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p>	<p>Headteacher</p> <p>English Lead</p>	<b>£3350.00</b>	<p>Online blogging platforms for all year groups set up and rolled out.</p> <p>Good engagement from pupils and parents.</p> <p>Social media interaction around showcasing work to the wider world.</p>
Funding for School Counsellor from WFWS to assist in promoting healthy minds, growth mind sets and emotional wellbeing.	<p>Improved mental health and well being for pupils.</p> <p>Improve self-esteem, social skills and the behaviour of identified pupils</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Reports to parents termly</p>	<p>Headteacher</p> <p>SENCO</p>	<b>£3000.00</b>	<p>Continue to profile cognitive development and behaviour via Boxall. Ensure reviews are carried out routinely to measure progress.</p> <p>Continue to monitor behaviour incidents and implement trauma informed/ behavioural strategies.</p> <p>Counselling to continue</p>

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<p>Funding for the Motional Tool Kit as part of Trauma Informed Schools.</p>	<p>Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development.</p> <p>Improve self-esteem, social skills and the behaviour of identified pupils.</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Reports to parents termly</p>	<p>Headteacher SENDCO  Learning Mentor</p>	<p><b>£200.00</b></p>	<p>Continue to monitor behaviour incidents and implement trauma informed/ behavioural strategies.</p>
<p>Purchase high quality texts in order to encourage reading for pleasure both inside and outside of school.</p>	<p>Improved outcomes in English</p> <p>Establish a reading culture both at home and in school.</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p>	<p>Headteacher English Lead</p>	<p><b>£2000.00</b></p>	<p>Texts have been purchased and implemented within the reading scheme established in school.</p> <p>Move further towards a banded system of reading books per year group for next academic year.</p>
<p>Improve early reading outcomes for disadvantaged pupils in KS1 through the delivery of small group and 1:1 phonics intervention and resources.</p>	<p>Improved pupil outcomes in reading, writing and phonics.</p> <p>Improved confidence for pupils in early phonics and reading.</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation-SIP</p>	<p>Headteacher KS1</p>	<p><b>£11846.20</b></p>	<p>1:1 reading and small group interventions had a positive impact.</p> <p>Reading remains a high priority in school.</p>
<p>Accelerate pupils' progress in communication and language in the early years through nursery narrative.</p>	<p>Improved oracy skills within EYFS</p> <p>Improved confidence for pupils in early phonics, writing and reading skills.</p>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p>	<p>Headteacher EYFS</p>	<p><b>£2000</b></p>	<p>Positive impact from nursery narrative in the EY.</p> <p>Continue to implement and monitor progression within communication and language skills.</p>

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Improve attendance and punctuality for children eligible for PPG funding through involvement of the attendance service (Wigan LA).	Raise attendance data with key focus on reducing persistent absence of vulnerable groups.	Half termly attendance data checks – target 96% and above	Headteacher  EWO by back support  Attendance Officer	<b>£1800</b>	The attendance officer will focus on reducing the percentages of persistence absence for all identified children. The attendance officer will also seek to reduce the percentage of authorised absences  Attendance and progress meetings for parents of identified children who are persistently absent. All vulnerable groups set on Sims / Insight and tracked. Weekly monitoring of vulnerable groups.
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### Review Date (September 2020)

Pupil Premium number of pupils at **secure** or above at Summer Term Assessments

**END OF KEY STAGE DATA NOT COLLECTED DUE TO COVID 19**

### Current attainment (Y6 July 2020)

<b>END OF KEY STAGE DATA NOT COLLECTED DUE TO COVID 19</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>		
<b>% making progress in reading</b>		
<b>% making progress in writing</b>		
<b>% making progress in maths</b>		

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