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| **Parklands Primary School Pupil Premium Strategy** | | | | | | |
| **Academic Year –** 2019 / 2020 | | | Total Pupil Premium Budget - £50,700 | | | |
| **Total Number of Pupils - 407** | | | Proposed internal review of this strategy – February 2020 | | | |
| Number of pupils eligible for Pupil Premium (including Ever Six) – 39 pupils – 9% Pupil Premium | | |  | | | |
| To ensure that, from their starting points in Reception, children who receive pupil premium funding in Reception make accelerated progress in order to diminish difference between pupils who receive pupil premium and non-pupil premium children.  Rationale: To ensure that pupil premium leave Reception in a positive place to continue to progress and do well. | | | | | | |
| Success Criteria:  In Reception, children who receive pupil funding make accelerated progress from their different starting points and, where possible, achieve GLD. | | | | | | |
| **In School Barriers** | | | **External Barriers** | | | |
| * Ensure provision meets children’s needs effectively to be able to make accelerated progress. | | | * Equipping parents with the knowledge and information to be able to support their child at home. | | | |
| Actions   * Regular 1:1 Reading/phonics sessions to support reading progress of our pupil premium children. * Additional interventions to support specific children in certain areas. * Regular monitoring of progress throughout the year, to target children effectively to ensure they are on track. Staff Pupil Progress meetings six times a year to ensure children are being targeted and are on track to make accelerated progress. | | | Actions   * Offer parent workshops to be able to support their child at home in specific area: handwriting, reading, phonics and maths. * Ensure the engagement of parents is high through personalised specific strategies to support their child at home with reading. Eg: Parental workshops, regular teacher meetings. * When engagement is not sufficient, provide additional support for some families on a termly basis to work in partnership to support the child to make more rapid progress towards their targets. | | | |
| To ensure that children who receive pupil premium funding in year one pass the Phonics Screen Check and apply this knowledge to be confident readers. This includes pupils who are required to resit the phonics screening check in year two.  Rationale: Reading is key to the curriculum, therefore ensuring that our pupil premium children are fluent readers will enable them to continue to diminish difference academically. | | | | | | |
| Success Criteria: All pupil premium children (unless other factors such as SEND needs) meet the expected standard for the phonics screening check. | | | | | | |
| Actions   * Additional interventions to support specific children with phonics for those identified. * Regular monitoring of progress throughout the year, to target children effectively and to ensure they are on track. Staff Pupil Progress meetings at every phonics assessment. * Additional adult support to provide more targeted support both in class and outside of lessons. | | | Actions   * Offer parent workshops to be able to support their child at home in specific area: phonics and reading * Ensure the engagement of parents is high through personalised specific strategies to support their child at home with reading. Eg: Parental workshops, regular teacher meetings. * When engagement is not sufficient, provide additional support for some families on a termly basis to work in partnership to support the child to make more rapid progress towards their targets. | | | |
| To ensure children in Y2 & Y6 are securely working at the expected standard or above and continue to progress.  Rationale: Nationally, a significant proportion of non-pupil premium children achieve age-related expectations or above. Ensuring that the school does all it can to enable pupil premium to meet these key assessment goals will ensure the children are in a good academic place to continue progressing as well as their non-disadvantaged peers. Where interventions can accelerate pupil premium children to higher standard in Y6, this will enable those children to enter secondary school with an advantage. | | | | | | |
| Success Criteria: Children who receive the pupil premium funding in Year 2 & 6 continue to securely be working at the expected standard or above. | | | | | | |
| Actions   * Regular monitoring of progress throughout the year, to target children effectively and to ensure they are on track. * Additional interventions to support children with specific areas of the curriculum. * Staff Pupil Progress meetings every half term to discuss the progress of the children. * Staffing funded in order to enable small group structures in reading, writing or maths as appropriate. | | | Actions   * Offer parent workshops to be able to support their child at home with reading, writing and maths. * Share individual targets with parents so they can support at home. * Discuss progress throughout the year with parents. | | | |
| To provide children who receive pupil premium funding with support to participate in additional opportunities to enrich their curriculum.  Rationale: That all children have the same opportunities and are able to access all opportunities provided by the school both internally and externally. | | | | | | |
| Success Criteria: All children who receive pupil premium funding have the opportunity to attend additional enrichment activities. | | | | | | |
| Actions   * Monitor participation of pupil children in all enrichment activities on offer. * Support families with the cost of external clubs. * Support families with uniform costs. * Provide funding to cover the costs of school trips. | | | Actions   * Families are able to support club participation around busy family life. | | | |
| **Desired Outcomes** | | | | | | |
| **Desired Outcome/Success Criteria** | | | **How will you ensure it is implemented well?** | **Staff Lead** | **Review** | **Cost** |
| To ensure that in Reception, children who receive pupil funding make accelerated progress from their different starting points and, where possible, achieve GLD. | | | * Track progress from Baseline assessment. * Moderate data. * Monitoring interventions * Governor monitoring. | HR and Pupil premium children Governor | January 2020 | Estimate costs of TA cover for teacher to provide additional intervention (2 hrs a week with oncosts):  £1074 |
| To ensure that children who receive pupil premium funding in Year One pass the Phonics Screen Check and apply this knowledge to be confident readers. This includes pupils who are required to resit the phonics screening check in Year Two. | | | * Monitor data at every phonics assessment point. * Monitor phonics interventions. * Governor monitoring. | HR and Pupil premium children Governor | Every half term | Estimate costs of TA cover for teacher to provide additional intervention (2.5hrs a week with oncosts):  £1074 |
| To ensure children in Year Two are securely working at the expected standard or above in R/W/M | | | * Monitor data at every assessment point. * Monitor interventions. * Observe small group teaching/pupil books * Governor monitoring | HR and Pupil premium children Governor | Every long term. | Estimated cost of small group core teacher (12hrs per week with oncosts):  £20231 |
| To ensure children in Year Six are securely working at the expected standard or above in R/W/M | | | * Monitor data at every assessment point. * Monitor interventions. * Observe small group teaching/pupil books * Governor monitoring | HR and Pupil premium children Governor | Every long term. | Estimated cost of small group core teacher (15 hrs per week with oncosts):  £28950 |
| All children who receive pupil premium funding have the opportunity to attend additional enrichment activities. | | | * Regular monitoring of attendance to additional activities on offer. * Monitor additional support provided. * Governor monitoring. | HR and Pupil premium children Governor. | Termly | £480 for trips  £240 for uniform  £440 for clubs |
| **Review of Strategy February 2020** | | | | | | |
| To ensure that who receive pupil funding make accelerated progress from their different starting points and, where possible, achieve GLD. | Out of our children who receive the pupil premium funding in Reception, all children in our Reception cohort will make accelerated progress in at least one area from their baseline assessments, with 66% on track to achieve GLD. Where children in reception are not on track to achieve GLD, this is predominately due to personal, social and emotional development. Reading and phonics workshops have been offered to parents, with Early Morning Maths scheduled for next week. Out of the parent workshops offered, some parents of pupil premium children attended. | | | | | |
| To ensure that children who receive pupil premium funding in year one pass the Phonics Screen Check and apply this knowledge to be confident readers. This includes pupils who are required to resit the phonics screening check in year two. | 75% of children who receive the pupil premium children in Year One are on track to pass the phonics screening check. One child is not on track and is EAL and SEND. However this child continues to have 1:1 phonics to best support their learning and read as well as is possible. | | | | | |
| To ensure children in Year Two are securely working at the expected standard or above in R/W/M | 100% of pupil premium children in Year Two are on track to meet expected RWM. | | | | | |
| To ensure children in Year Six are securely working at the expected standard or above in R/W/M | 100% of pupil premium children in Year Six are on track to meet expected RWM. 50% of pupil premium children in Year Six are on track to achieve the higher score in one or more subject areas. | | | | | |
| To provide children who receive pupil premium funding with support to participate in additional opportunities to enrich their curriculum. | Additional opportunities include: Violin lessons, Spanish Club, Science Club and a range of sports clubs including running, football, dodgeball, hotshots and gymnastics. At the moment, 78% of pupil premium children attend an extra curricular club.  Other opportunities include sports competitions, rock climbing, trampolining, Zumba and Tae Kwando. School trips are scheduled for the summer term. | | | | | |
| **Final Review July 2020 – Covid Response** | | | | | | |
| To ensure that who receive pupil funding make accelerated progress from their different starting points and, where possible, achieve GLD. | | All children had a comprehensive home learning timetable on our home learning platform, See Saw. To ensure that all children could engage with the home learning during school closure, ipads were provided for those who could not access. Children had access to reading, writing, maths and phonics activities daily and also curriculum activities covering science, geography, PE, history and wellbeing. 1 of our pupil premium children was in school. | | | | |
| To ensure that children who receive pupil premium funding in year one pass the Phonics Screen Check and apply this knowledge to be confident readers. This includes pupils who are required to resit the phonics screening check in year two. | | Due to school closure in March, the phonics screening check did not take place. However, children will resit the screening check in the Autumn term. Children who receive the pupil premium funding will be a priority next academic year and baseline assessments and interventions will be in place to support their phonics progress and attainment for their phonics screening check.  Small group phonics sessions continued to be deliver remotely to offer precise learning. One of the children in Year One attended school throughout lockdown. | | | | |
| To ensure children in Year Two are securely working at the expected standard or above in R/W/M | | Year Two pupils received high quality online learning during the school closure to support his objective. This year group will undertake baseline assessments in September and interventions will be in place to support the pupils in this year group with their progress and attainment towards age related expectations. They will continue to be a priority next academic year. | | | | |
| To ensure children in Year Six are securely working at the expected standard or above in R/W/M | | Year Six continued to receive high quality learning during school closure. Although the children did not undertake their Y6 SATs, we are confident that our Feb review predictions would have been correct, and 100% of pupils would have achieved RWM at age related expectations or above. | | | | |
| To provide children who receive pupil premium funding with support to participate in additional opportunities to enrich their curriculum. | | To fulfil a wider curriculum and provide our children with a variety of experiences, our home schooling on See Saw was as varied and balanced as possible. A virtual sports day was planned to support additional PE curriculum, Spanish took place online via Zoom and See Saw engaged pupils with many fun Art and DT activities to achieve this objective as best we could in this situation. | | | | |