

Pupil Premium Strategy Statement 2019-2022



The Pupil Premium funding from the Department of Education is given to schools to support pupils who qualify for the funding, such as children who are looked after or are entitled to free school meals (not to be confused with Universal Free School Meals, which are currently available to all children in Reception to Year Two).

At our school, we use the funding to support and challenge the learning of these pupils so that they make at least good progress in the core areas. We also use the money to support the well-being of our pupils who are entitled to the funding and therefore use the money to cover the cost of additional curriculum opportunities, such as clubs or trips.

As a school we continually evaluate the success of this funding in securing the pupil's academic progress, with an aim of ensuring there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school.

PRESTON HEDGE'S PUPIL PREMIUM FUNDING STRATEGY

SCHOOL OVERVIEW

School name	Parklands Primary School
Pupils in school	407
Proportion of disadvantaged pupils	10% (42 pupils)
Pupil premium allocation this academic year	£56,490
Academic year or years covered by statement	2019 - 22
Publish date	December 2020
Review date	September 2021
Statement authorised by	Carmilla Cassidy
Pupil premium lead	Rachel Winstanley
Governor lead	Performance Committee – Chair: Liz White

Pupil Premium Performance Overview for last National Assessment Year (July 2019 as no current National assessments due to Covid)

EYFS & KS1 Performance Overview

Meeting Good Level of Development in EYFS	100%
Passing Phonics Screening in Year 1	100%
Meeting age related or higher in Year 2 National Assessments	75%

Y2: All disadvantaged pupils in Y2 made at least expected progress, with 50% of disadvantaged making accelerated progress from EYFS exits to Y2 exits.

End of KS2 Performance Overview (July 2019).

Pupil progress scores in Y6

Subject	School Pupil Premium Progress	National Pupil Premium Progress
Reading	+0.75	+0.32
Writing	+2.66	+0.27
Maths	+0.11	+0.37

End of KS2 Assessment Attainment

Achieving Expected Standard	83%
Achieving the Higher Standard (Combined RWM)	17%

Strategy Aims

Priority 1	Staff receive the training and support to identify, intervene and accelerate pupils in receipt of funding, ensuring that pupils in receipt of funding continue to achieve well in KS1, with particular emphases on early reading, phonics, and increased reading fluency.
Priority 2	Work with staff to train and support the identification, intervention and acceleration of pupils in receipt of funding, so that pupils in receipt of funding are carefully tracked and supported through precise, high quality teaching, monitoring and assessment to continue to make good progress throughout KS2.
Barriers to learning these priorities address	<ul style="list-style-type: none">- New resources and pedagogy around Reading in place- Changes to pupil's academic needs following Covid disruption
Projected Spending	£10000

Teaching priorities for current academic year

<u>Aim</u>	<u>Target</u>	<u>Target date</u>
		<i>All dates July 22, as no national assessments this year.</i>
Y6 Progress in Reading	Continue to achieve positive rates of progress that are above national in Reading at the end of KS2	July 22
Y6 Progress in Writing	Continue to achieve positive rated progress that are above national in Writing at the end of KS2	July 22
Y6 Progress in Mathematics	Make positive progress rates that are above national in Maths at the end of KS2	July 22
Y6 Attainment	100% of disadvantaged pupils achieve at expected or above in RWM	July 22
Y2	100% of pupils achieve at least expected at the end of KS1	July 22
Phonics	100% disadvantaged pupils passed the Phonics Screening Test at the end of Y1	July 22

EYFS	100% of pupils leave EYFS at a Good Level of Development	July 22
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Strategy Aims

Priority 1	Staff receive the training and support to identify, intervene and accelerate pupils in receipt of funding, ensuring that pupils in receipt of funding continue to achieve well in KS1, with particular emphases on early reading, phonics, and increased reading fluency.
Priority 2	Work with staff to train and support the identification, intervention and acceleration of pupils in receipt of funding, so that pupils in receipt of funding and are carefully tracked and supported through precise, high quality teaching, monitoring and assessment to continue to make excellent progress throughout KS2.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - There are a number of staff who are new to the school therefore are less experienced in the processes and resources used. - New resource and pedagogy around Reading in place - Changes to pupil's academic needs following Covid disruption
Projected Spending	£10000

Targeted academic support for current academic year

Priority 1	Small groups and additional 1:1 reading and phonics provision in KS1 to enable appropriate challenge or intervention for disadvantaged pupils.
Priority 2	Small Maths and English groups across KS2 to provide specific and focused provision, with regular monitoring, pupils progress meetings and support to ensure the provision meets the aim.
Barriers to learning these priorities address	Enabling very precise and bespoke teaching and learning, so that they receive additional elements for either catch up or acceleration, and maintain a focus.
Projected Spending	£40000

Wider strategies for current academic year

Priority 1	Pupils in receipt of pupil premium funding are funded to take part in sports, music and language clubs and other enrichment experiences that enable the whole child.
Priority 2	To continue to use the Family Support Worker to support vulnerable families and support with monitoring and helping support attendance.
Barriers to learning these priorities address	Removal of any financial disadvantage for our families and pupils.

	Support available for vulnerable families.
Projected spending	£5000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and for the monitoring of the quality of this.	Use of training days and additional cover being provided by middle and senior leaders, opportunities for sharing of good practice.
Targeted support	Enabling staffing to cover additional groups and intervention across the school.	Additional Maths teacher employed. Additional TA for reading & phonics intervention Release of leader to monitor and support.
Wider strategies	Ensuring that we are aware of additional family financial needs and families are aware of the support school can offer. Support for families for attendance.	Working closely with families to ensure we fully understand their needs and situation

Review: last year's aims and outcomes (NB -Unless stated, data is based on school assessments as there were no national assessments in Summer 2020 due to Covid-19)

Aim	Outcome
Y6 Progress in Reading	All pupils in receipt of the funding were expected to make progress in the positives
Y6 Progress in Writing	All pupils in receipt of the funding were expected to make progress in the positives
Y6 Progress in Mathematics	All pupils in receipt of the funding were expected to make progress in the positives
Y6 Attainment	All pupils in receipt of the funding met TA of expected levels or above.
Y2	75 % of pupils in receipt of the funding met TA of expected levels or above (only 1 pupil did not meet expected levels or above).
Phonics	Although the June 2020 Y1 phonics check did not happen, 80% of pupils passed the phonics screening check when it was re-screened in Dec 2020, (only 1 pupil did not pass)
EYFS	All children achieved ELG.