# Pupil premium strategy statement 2019-2020

**South Parade Primary School**

## School overview

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| **Metric** | **Data** |
|  School name | South Parade Primary School  |
| Pupils in school | 451 |
| Proportion of disadvantaged pupils | 84 (19%)  |
| Pupil premium allocation this academic year | £104,200 |
| Academic year or years covered by statement | 2019-2020 |
| Publish date | November 2019  |
| Review date | January 2020  |
| Statement authorised by | Rebecca Peace  |
| Pupil premium lead | Emma Fieldhouse  |
| Governor lead | Beverley Riley  |

## Disadvantaged pupil progress scores for last academic year (2019)

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| **Measure** | **Score** |
| Reading | 55%-1.2 |
| Writing | 70%1.4 |
| Maths | 90%2.1  |

## Strategy aims for disadvantaged pupils (2020: 13 pupils)

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | R: 9 (69%)W: 8 (62%M: 9 (69%) |
| Achieving high standard at KS2 | R: 2 (15%)W: 2 (15%)M: 4 (31%) |

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| **Measure** | **Activity** |
| Priority 1 | To increase the progress measure in reading for the disadvantaged pupils * See SIP
* Early Birds
 |
| Priority 2 | 2019 scores for % of children meeting the threshold in the phonics screening check was 78% (9 pupils) 12 disadvantaged pupils in Y1 – 5 predicted to pass 42%)Phonics screening check – to be in line or above national. Ensure staff have trainingNew resources to be made to ensure consistency through all phases  |
| Barriers to learning these priorities address | 1. Pupils in KS2 are losing the love for reading and the appeal of books and texts is reducing, being prioritised by technology
2. A third of this year’s disadvantaged pupils have SEND
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| Projected spending  | £40,000 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Achieve national average scores in KS2 reading (0) | July 2020  |
| Progress in Writing | Progress score of at least +1  | July 2020  |
| Progress in Mathematics | Progress score of at least +1 | July 2020  |
| Phonics | 2019 scores for % of children meeting the threshold in the phonics screening check was 78% (9 pupils) 12 disadvantaged pupils in Y1 – 5 predicted to pass 42%, a third of these are SEND)  | July 2020  |
| Attendance  | Improve attendance of disadvantaged pupils to be in line with national  | July 2020  |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Early Birds programme to capture all disadvantaged pupils for reading See SIP  |
| Priority 2 | For the 7 identified pupils who are currently well below national in terms of reading/phonics to attend an additional high intense phonics intervention  |
| Barriers to learning these priorities address | 1. Encouraging wider reading opportunities and catch up programmes to improve reading attainment
2. To improve children’s reading/phonic abilities through targeted intervention work for under achieving pupils

Ensure training programme in place for all staff  |
| Projected spending | £29,000 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Social intervention groups |
| Priority 2 | Full time learning mentor to support families with attendance and welfare needs  |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils  |
| Projected spending | £35,000  |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | To ensure time is given to train identified support staff to deliver quality phonics/ reading sessions  | High quality training from LA given to all staff involved Identify key staff to deliver reading intervention/ phonics intervention  |
| Targeted support | Ensure enough time for phonics lead in school to support teachers and TAs to support and monitor quality of phonics delivery  | Phonics lead and KS1 lead to monitor, evaluate and support staff to ensure quality  |
| Wider strategies | Engaging the families facing the most challenges  | Learning mentor and senior leads identifying these families and working closely with other agencies to offer support  |

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| Pupil Premium Strategy review:  |
| 18th November: Full governors meeting to go through strategy and agree targets/funding.Approved by governors  |
| 16th January: Pupil Premium Working GroupPresent: B Riley, E Fieldhouse, H Driscoll, J Scholes, D Argent, S BanksApologies: A FowlesEF shared this PP strategy with group alongside the EEF guide to Pupil Premium. Explained the tiered approach to maximising benefits for pupils: teaching top priority (inc. professional development, training and support) + recruitment and retention. Targeted support for struggling pupils also key component: strategies that relate to non-academic factors inc. improving attendance, behaviour and social + emotional support.Discussed this in the context of our school. EF went through targets (strategy aims) for achievement of PP children. Pupil progress meetings held with all teachers throughout January – will look at every PP + underachieving pupil, identify gaps (academic or other) and intervene in whatever way possible to address these gaps. Priority 1: To increase the progress measure in reading for disadvantaged pupilsSIP outlines reading actions.Julie Mills SIA to conduct early reading audit 6.2.20 which will include listening to bottom 20% readers (inc PP children) Early Birds – half termly review meetings following pupil progress meetings (EF+JS) Regular meetings with Early Birds staff to review target plans and pupil progress (academically, attendance and emotional) Monitoring of Early Birds reading groups 5.2.20 Priority 2: Phonics screening check – to be in line or above nationalLA training for all staff delivering phonics 11.10.20Observations 23.1.20 EF – all staff involved in delivering phonics in Y1. Looking at coverage, pace, ability groups, resources and progress within sessionsJB+EF to conduct mock phonics screening checks 26.2.20New phonetically decodable books ordered and organised to go home to match each child’s phonics phase.Identified pupils attending intense phonics interventionBarriers: Reading group formed – RP, EF, HD, JB: see notes See SIP for actions around reading across school Wider strategies:Priority 1: Social Intervention groupsAll gaps for pupils identified through pupil progress meetings. Children assigned to interventions – KS Intervention leaderSocially Speaking, Lego Therapy, Fit to LearnOther interventions (Support Staff): Phonics groups, Rainbow Words, One-to-one reading, peer reading Priority 2: Improving attendanceAction plan in place to improve attendance. New systems to be actioned from 24.2.20 where RP, EF + SB challenge by making phone calls where reason not valid or where persistent absence is a problem. Full time Learning Mentor to support families with attendance and welfare needs |