# Pupil premium strategy statement (Primary)

## School overview

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| **Metric** | **Data** |
|  School name | South Parade Primary School |
| Pupils in school | 400443 (including Nursery) |
| Proportion of disadvantaged pupils | 22% |
| Pupil premium allocation this academic year | 111,875(101 pupils) |
| Academic year or years covered by statement | 2018-2021 |
| Publish date | November 2020  |
| Review date | November 2021 |
| Statement authorised by | Mrs R Peace (Head teacher)  |
| Pupil premium lead | Mrs E Fieldhouse (Deputy Head)  |
| Governor lead | Mrs B Riley (Chair of Governors) |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | N/A due to Covid / lockdown  |
| Writing | N/A due to Covid / lockdown |
| Maths | N/A due to Covid / lockdown |

## Disadvantaged pupil performance overview for last academic year

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| **Measure** | **%** |
| **Based on predictions up to March 2020**  |
| Meeting expected standard at KS2 | 86% |
| Achieving high standard at KS2 |  |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| Priority 1 | To ensure the mental health needs of disadvantaged pupils are met to break down barriers to learning |
| Priority 2 | To narrow gaps in learning for disadvantaged  |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class or group teaching interventions, ensuring that online platforms for remote learning are available to all pupils if circumstances require this |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | For the same % of children to meet end of year expectations as they did in previously reported assessment year group | Sept 21 |
| Progress in Writing | For the same % of children to meet end of year expectations as they did in previously reported assessment year group | Sept 21 |
| Progress in Mathematics | For the same % of children to meet end of year expectations as they did in previously reported assessment year group | Sept 21 |
| Phonics | Achieve national average expected standard  | Sept 21 |
| Other |  | Sept 21 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

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| **Measure** | **Activity** |
| Priority 1 | To ensure the mental health needs of disadvantaged pupils are met to break down barriers to learning* Mental Health Lead (proportion of time, training, resources)
* Learning Mentor (proportion of time)
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| Priority 2 | To provide ‘catch up’ for disadvantaged pupils* Specialist teacher for one-one and group tutoring
* HLTA booster groups (re-structure of afternoon timetabling and extra spend to accommodate this)
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| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions, ensuring that online platforms for remote learning are available to all pupils if circumstances require this* Dojo, Bug Club, Sam Learning and other online learning platforms including staff training
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| Projected spending | In excess of £44000 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | To ensure every child on a needs basis has access to our mental health leadFor our full time learning mentor to support families with attendance and acute need, social/economic needs |
| Priority 2 | Establish catch up teaching for year 5 and 6 pupils with experienced teacher Buy and embed use of online Bug Club across all year groups to increase reading for pleasure |
| Barriers to learning these priorities address | To ensure that every child has access to technology required for home learning or access to a pack of resources if required  |
| Projected spending  | In excess of £35000 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Embedding the Early Birds reading intervention scheme (30 mins per day for groups of children Y3 – Y6 before school with specially trained support staff) |
| Priority 2 | To give any child that requires intervention to address needs access to this  |
| Barriers to learning these priorities address | To keep Covid safe all groups have to be within class bubbles or in the form of socially distanced sessions |
| Projected spending | In excess of £32000 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development re curriculum subject lead | Cover provided half day per week for subject leaders to have time to work with T&L lead  |
| Targeted support | Ensuring extra teaching is allocated to key year groups for catch up learning  | Experienced Y6 teacher in LLLL delivering whole class lessons to year 5 and 6 pupils (x3 days per week)HLTAs leading targeted support groups |
| Wider strategies | Engaging the families facing most challenges | Mental health lead and Learning mentor to work with children and families who have individual needs and support children and families to overcome barriers to learning.  |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Progress in Reading and Writing | 86% of disadvantaged pupils in Y6 were on track to meet in RWM. Based on January data.  |
| Progress in Mathematics | 86% on track to meet with 2 pupils out of the 14 on track to achieve higher level maths.  |
| Phonics | Pupils completed mock phonics screening tests in February, cohort were on track to achieve 81% in phonics.Disadvantaged pupils:  |
| Review meeting 17.3.21* Were our PP children in school (were they classed as vulnerable?)

Any PP pupils classed as vulnerable did have a place in school. A tracker of vulnerable pupils, pupils on Child Protection, any children known to social services, all tracked each week. Home visits where necessary and places offeredFood parcels offered and topped up by PP funding. Regular phone calls if no daily Dojo contact.For children hadn’t registered or uploaded work, teachers sent list of pupils to Mrs Banks who then made phone calls. Came up with solutions to suit individual family circumstances including offering places to PP children if deemed necessary to support family. * PP children that were not in school do they have access to IT so can work remotely?  What IT equipment did we share or how did we support remote learning.

All pupils without access to IT equipment were allocated a government laptop. * to understand how you can monitor the PPG and its milestones when children and staff were working remotely

Teachers tracked progress by marking and giving feedback on uploaded work.Senior leaders in school monitored work set on Dojo.* How are we currently tracking children's progress?

Pupil progress meetings were held in November This wasn’t possible in spring term. Next pupil progress meetings set for Summer term 1.Go through each child eligible for PP, identify what interventions are already being accessed and to identify any gaps that need to be addressed further. Ensure every PP child has access to the support needed to narrow/close the gaps in learning. * How are we approaching 'Blended Learning' throughout the rest of the pandemic?

School website – remote learning for any child in isolation, updated weeklyDojo for whole class isolationResource packs collected or delivered where children are in isolation. Review meeting 07.07.21Data for 2021 based on pupil assessment at pupil progress meetings * **Disadvantaged children:**

R 33% (11 children) (2 SMTLP/2 EHCP)Y1 R=78% W= 71% M= 71% (14 children) (2 SMTLP)Y2 R=46% W=46% M=46% (11 children) (2 SMTL)Y3 R=62% W=69% M=69% (13 children) Y4 R=45% W=25% M =45% (9 children) (1 MSP/ 1 EHCP)Y5 R=44% W=33% M=66% (9 children) (3 EHCP)Y6 R=67% W=67% M=60% (12 children)Emma Fieldhouse + Sarah Marsden took part in a 4 day training course through the One Wakefield programme: Making the difference for disadvantaged pupils in LiteracySLT meeting held on 17.6.21* Looked at overview of pupil progress data – overall picture
* Focused on disadvantaged pupils and discussed barriers to learning

FINDINGS* Weakest area out of core subjects is writing (for all pupils and for disadvantaged)
* Discussed the ‘whys?’
* Lack of vocabulary and contextual language from lack of experiences
* Need for more structure and a more thorough process which enhances teacher subject knowledge and therefore pupil subject knowledge for writing
* ‘The Write Stuff’ approach (bespoke approach taken from many hours of training) trialled by two teachers (Y2+Y3)
* Book scrutiny, teacher feedback, pupil feedback and observation of lessons showed all round success in this trial
* What works well for the disadvantaged pupils (as identified on strategy) and what to

continue with:* Early Birds (reading programme – discussed how to enhance this: working with Y6 teachers meeting half termly, Early Birds staff to have time to write and review target plans
* After school tuition for math – discussed how to enhance this: clear programme of study in place for the sessions with assessments in place
* Mental health support key to break down barriers for pupils – (Mental Health Lead and Learning Mentor) alongside social and emotional interventions (some overlap with SEN pupils: vulnerable/pupil premium
* What do we need in place to support other barriers:
* To enhance children’s provision at lunchtime with more opportunity to engage in focused activities, language development etc.
* Early Years: Key focus on vocabulary and language

NEXT STEPS- School Improvement Plan target: Improving writing outcomes with a focus on disadvantaged pupils* To write an Implementation Plan for this target
* Pupil Premium Strategy to include the ‘what works well?’ from 2020-2021 and ‘what do we need?’ to add…
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