# 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 | 30% |
| Pupil premium allocation this academic year | 111,875 |
| Academic year or years covered by statement | 2018-21 |
| 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 provide ‘catch up’ learning for pupils  |
| 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 |
| Projected spending  | £44,000 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | Sept 21 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | Sept 21 |
| Progress in Mathematics | Achieve average KS2 Mathematics progress score  | Sept 21 |
| Phonics | Achieve national average expected standard in PSC | 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 |
| Priority 2 | To provide ‘catch up’ for disadvantaged pupils |
| 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 |
| Projected spending  | £44,000 |

## 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 Reading Eggs 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 if required  |
| Projected spending | £35,000 |

## 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 | £32,000 |

## 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) |
| 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:  |