

Park Spring Primary Pupil Premium Strategy Statement 2019-2022 (20-21 Update)

1. Summary information					
School	Park Spring Primary School				
Academic Year	2020-21	Total PP budget	£197,669	Publish Date	Dec 2020
Total number of pupils	447	Proportion of disadvantaged pupils	166	Review Date	Nov 2021
Statement authorised by	Governing Body	Pupil Premium Lead	Rachel Horan Victoria Benson and Sophie Clarkson	Governor Lead	Pam Lamming

2. Attainment NO SCHOOL OR NATIONAL DATA 2020 DUE TO COVID ATTAINMENT IS 2019				
	<i>Park Spring pupils eligible for PP</i>	<i>Park Spring pupils not eligible for PP</i>	<i>Pupils eligible for PP (National average)</i>	<i>Pupils not eligible for PP (National average)</i>
% achieving GLD (End of EYFS)	41.2%	72.7%	56.4%	73.7%
% passing the phonic screening (Year 1)	78.6%	86.4%	70.7%	85%
% achieving Age Related Expectations in Reading (End of KS1)	65%	79%	62 %	78%
% achieving Age Related Expectations in Writing (End of KS1)	50%	68%	55 %	73%
% achieving Age Related Expectations in Maths (End of KS1)	70%	79%	62%	79%
% achieving Age Related Expectations in Reading (End of KS2)	64%	70%	62%	78%
% achieving Age Related Expectations in Writing (End of KS2)	Above: 0%	78%	68%	83%
% achieving Age Related Expectations in Maths (End of KS2)	79%	82%	67%	84%
% achieving Age Related Expectations in GPS (End of KS2)	Above:28%	93%	67%	83%
% achieving Age Related Expectations in R,W& M (End of KS2)	Above:8%	50%	67%	72%
Progress score for reading	-1.7	-3.31		
Progress score for writing	+0.54	-0.06		
Progress score for maths	+1.69	+1.91		

1. Barriers to future attainment of the pupil premium eligible cohort		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low achieving attainment of disadvantaged children at the end of EYFS, and an increasing number of pupils identified with SEND needs that are also disadvantaged.	
B.	For disadvantaged pupils, key stage 2 progress in reading was significantly below national and in the lowest 20% of all schools in 2019.	
C.	Increasing % of children displaying speech and language difficulties on baseline entry to Nursery and Reception	
D.	30 % of the PP cohort have identified personal, social or emotional needs, which are barriers to these children achieving their full potential, and if unsupported/addressed, will have a detrimental effect on their academic progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	15% of Pupil Premium children in 2018-19 were PA's this is 10% higher than non-PP.	
F.	63% of parents and families of disadvantaged children are known to school to be faced with, and coping with, a range of challenges in the home, including situations of crisis and are being supported by the inclusion team. A number of families find it difficult to work in effective learning partnerships with school. These factors impact on children's readiness for learning each and every day.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Targeted support for identified children to narrow the gap between disadvantaged children and non-disadvantaged children at the end of EYFS. SEND disadvantaged pupils to be provided with the correct curriculum.	Disadvantaged pupils have made accelerated progress in identified areas of learning. Disadvantaged pupil's attainment is closer to ARE at the end of Reception (based on pupil's own baseline). Disadvantaged pupils receive intervention as soon as the need is identified at baseline.
B.	Progress score for disadvantaged pupils in reading will have improved	The progress score for disadvantaged pupils will be closer to O
C.	To narrow language deficit that pupils display at the start of Nursery or Reception (if new to the school) and these pupils need continued support through KS1	% of disadvantaged pupils achieving ARE at the end of EYFS and Nursery 2 for CL will show an improving trend and begin to close to 'others' nationally. Increased capacity for speech and language therapist to identify children's communication needs and implement support plans and appropriate interventions therefore a reduced waiting time between referral to SLT and intervention starting.
D.	Build on children's' personal, social and emotional development through identified intervention and support in class.	Identified children receive targeted support for specific behavioural or SEMH issues. Identified children access whole class teaching more regularly Improved mental well-being/ self-esteem.
E.	Increased attendance rates for disadvantaged children.	Overall % of Pupil Premium Pupils that are PA's will reduce. Gap of 10% between PP and Non PP will have narrowed.

		Improvement in attainment of PP children as they are accessing learning more regularly.
F.	Engage identified families to develop and strengthen effective family-school partnership, working with the families so to remove or lessen barriers to learning for the disadvantaged children.	More parents/carers in struggling families access a wider range of support including parenting classes. Appropriate outside agency support is identified, implemented and impacts on family life. Identified families take a more active role in school life by attending events and family consultations Implementation of the re-think model for supporting families

3. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school approach to the teaching of Oracy skills Pupils to have a broader working vocabulary	CPD for all staff re Oracy based on Talk 21 project. Oracy to be taught as a weekly lesson. Sentence stems to be provided to support all areas of the curriculum	Disadvantaged children are 2.3 times more likely to be identified as having speech, language and communication needs than those in more affluent areas. (The Communication Trust) In many parts of the country, over 50 per cent of students start school lacking vital oracy skills. (The Communication Trust)	Review whole school practice using Talk 21 audit. Learning Walks with SLA	HT/EYFS Leader	Termly

<p>Reading will be the master skill of the school, where pupils have a love for reading and the ability to read age-appropriate text with fluency.</p>	<p>Provide high quality reading material to support whole class reading sessions and the wider curriculum. Provide books that are appropriate to a pupil's reading level in KS2. Engage parents through show case events Timetable allow children to practice their reading more regularly All pupils have access to an e-reading account.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF toolkit 2020)</p>	<p>Half termly English meetings to review the quality of teaching of reading. Learning review of reading in the Spring term. English team to review individual pupil reading provision. Governing body to review progress on a termly basis.</p>	<p>English team</p>	<p>Half termly English meetings with HT</p>
<p>To raise the school's approach to raising the achievement of disadvantaged students in receipt of pupil premium funding and others that are vulnerable.</p>	<p>2 Pupil premium champions role for experienced teachers with temp TLR attached. As part of this role they will</p> <ul style="list-style-type: none"> • Raise staff awareness of disadvantaged pupils, their progress and their needs • Support and liaise with parents to ensure good attendance for disadvantaged pupils • Regularly Evaluate the impact of intervention programmes 	<p>Impact of School Closures on attainment gap (EEF June 2020)</p> <p>Sustained support will be needed to help disadvantaged pupils catch up.</p>	<p>2 x every half term meeting with HT Termly reporting to pupil premium governor. Teaching and learning monitoring.</p>	<p>Pupil premium champions HT</p>	<p>2 x every half term meeting with HT</p>
Total budgeted cost					<p>£16,140</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Targeted support for identified children to narrow the gap between disadvantaged children and non- disadvantaged children at the end of EYFS. SEND disadvantaged pupils to be provided with the correct curriculum.</p>	<p>Additional teaching capacity for phonics boosting Rec and Year 1.</p> <p>Intervention teacher boosting Rec and Year 1.</p> <p>Early identification of SEND and external referrals made swiftly where appropriate to ensure appropriate provision/ interventions are in place.</p> <p>Additional Ta's to support pupils prior to funding and cover shortfall from funding allocation</p>	<p>Small group intervention with highly qualified staff has been shown to be effective, as referenced in reliable evidence sources such as visible learning, John Hattie and the EFF toolkit.</p> <p>Early intervention in EYFS and Year 1 The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families. EFF toolkit</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Teaching and learning monitoring/ review</p> <p>Intervention Provision Map- including data/ progress reviews</p> <p>6 weekly pupil progress reviews/ data lock down</p> <p>Pupil Premium Governor monitoring visit.</p>	<p>Inclusion Manager EYFS leader</p>	<p>Pupil Progress Meetings</p>
<p>Progress score for disadvantaged pupils in reading will have improved</p>	<p>Additional teaching capacity in Year 6 including student teacher and intervention teacher 14 hours per week.</p> <p>Additional TA time to deliver</p> <ol style="list-style-type: none"> 1. booster before school 2. 1:1 Reading for those children who do not read at home <p>Purchase LEXIA for disadvantaged pupil currently working below ARE.</p>	<p>2019-20 shows a dip in the progress in reading at the end of each Key Stage 2 for disadvantaged children.</p> <p>Small group intervention with highly qualified staff has been shown to be effective, as referenced in reliable evidence sources such as visible learning, John Hattie and the EFF toolkit.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Teaching and learning monitoring/ review</p> <p>Intervention Provision Map- including data/ progress reviews</p> <p>6 weekly pupil progress reviews/ data lock down</p> <p>Pupil Premium Governor monitoring visit.</p>	<p>KS2 English Lead</p>	<p>Pupil progress meetings after data capture</p>

To narrow language deficit that pupils display at the start of Nursery on Reception (if new to the school)	<p>Early Talk Boost/ Talk Boost intervention in Reception and EYFS</p> <p>1 day per week of traded speech and language therapist time from January -July 2021</p> <p>1:1 delivery of targeted SALT programmes for identified children</p> <p>Provision of high quality CPD to staff to ensure continuity of provision over time</p>	Evidence shows that delays in speech and language create significant barriers for disadvantaged pupils in accessing education. An estimated 50% of pupils from disadvantaged background have a language deficit.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Monitoring of pupils on Talk Boost intervention</p> <p>6 weekly pupil progress reviews</p> <p>SALT reports to show provision being provided for individual pupils</p>	EYFS leaders Inclusion Manager Intervention Teacher	Ongoing
Build on pupils' personal, social and emotional development through identified intervention and support in class during lessons.	<p>Pupils accessing 1:1, 1:2 and small group intervention.</p> <p>Nurture 3 times a week</p> <p>Forest Schools weekly for identified vulnerable pupils</p> <p>Little Voices Intervention</p> <p>Drawing and Talking Therapy as well as bereavement support offered.</p> <p>Inclusion team supporting most vulnerable children during lesson time.</p> <p>Additional half day for inclusion manager to provide CPD for staff supporting these pupils in class.</p>	<p>External visiting professionals commented on the effectiveness of school ethos/approach on high quality of behavioural/ pupil choices.</p> <p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Reviewed by Inclusion governor through half termly meetings with HT and inclusion team.</p> <p>Pastoral reports- nurture and behaviour support intervention impact and outcomes.</p>	Inclusion Manager Gov. monitoring schedule	Gov. Body Pupil Support Committee reports (termly).
Total budgeted cost					£144,260
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	<p>12 hours of FSW time dedicated to tracking and improving attendance.</p> <p>Inclusion team available to door knock and collect children.</p>	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as key step. This is also an	<p>Procedures are in place to track PA's attendance daily with immediate intervention for absent pupils.</p> <p>Inclusion manager and HT monitor attendance weekly.</p>	Inclusion Manager and Headteacher	<p>Weekly review by HT and Inclusion Manager</p> <p>Half termly review meetings with attendance governor.</p>

	<p>Review, update and continue to use the robust procedures and protocols that were developed in 2017-18.</p> <p>Pupil voice – share vision and high expectations with the children; Pupil Premium Ambassadors to work with attendance ambassadors and/ develop appropriate incentives/rewards for good attendance</p>	<p>Ofsted Feb 2017 identified area for development.</p> <p>Systems that we put in place for 2017-18 saw attendance of disadvantaged children increase by 1.4%</p>	<p>Half termly inclusion meetings review current procedures in place.</p> <p>Regular communication with AIO through SLA to advise school on the next step. . AIO to support school in holding attendance panels for identified families.</p>		Reporting to governors termly
Engage identified families to develop and strengthen effective family-school partnership, working with the families so to remove or lessen barriers to learning for the disadvantaged children.	<p>Celebration events across the school to engage parents in children’s learning.</p> <p>Parent Forum continued to represent the views of parents from both economically thriving and disadvantaged families on school matters.</p> <p>All non-attendees at Family Consultation to be followed up by class teacher.</p> <p>Development of the Rethink Formulation model for families in need.</p> <p>47 hours per week of family support officer support.</p> <p>Families have access to a wider range of support including Early Help Plans, parenting classes, support with provision of basic needs e.g. support with housing needs, food banks or access to furniture through charitable referrals</p>	<p>Approaches for 2017-18 have demonstrated positive results/improved home/school relationships and therefore will be continued in 2018-19.</p> <p>This is Ofsted Feb 2017 identified area for development. Some parents need support to get the children in e.g. in times of illness</p>	<p>Monitoring Parent support from Inclusion team and FSW.</p> <p>Reports to governor’s pupil support committee.</p> <p>Half termly inclusion meetings with HT and Chair of Governors</p> <p>Data on attendance at termly parenting classes.</p>	Inclusion Manager Family Support Worker	Ongoing
Total budgeted cost					Total £37,547