**Pupil Premium Strategy Statement**

**School Overview**



|  |  |
| --- | --- |
| School Name: | Pinders Primary School |
| Pupils in School: | 249 |
| Proportion of disadvantage pupils: | 45 (18%) |
| Pupil premium allocation this academic year: | £60,688 |
| Academic year or years covered by statement: | 2019 - 2021 |
| Publish date: | September 2019 |
| Review Date: | September 2020 |
| Statement authorised by | Lorna Kemplay |
| Pupil Premium Lead: | Craig Fraser (Acting Headteacher) Kelly Rowlands (Acting Assistant Headteacher) |
| Governor Lead: | Neil Hardwick |

**Disadvantage pupil progress scores for last academic year**

|  |  |
| --- | --- |
| Measure | Score |
| Reading | -0.8 |
| Writing | 0.5 |
| Maths | 4.2 |

**Disadvantage pupil performance overview for last academic year – ( 8 children)**

|  |  |
| --- | --- |
| Measure | Score |
| Combined (R, W and M) meeting expected standard at KS2 | 75% |
| Combined (R, W and M) achieving high standard at KS2 | 0% |
| Reading meeting expected standard at KS2 | 75% |
| Reading achieving high standard at KS2 | 0% |
| Writing meeting expected standard at KS2 | 88% |
| Writing achieving high standard at KS2 | 13% |
| Maths meeting expected standard at KS2 | 88% |
| Maths achieving high standard at KS2 | 50% |

**Strategy aims for disadvantage pupils**

|  |  |
| --- | --- |
| Measure |  |
| Priority 1 | Ensure all children are engaging with high quality texts subsequently fostering a love of reading. Furthermore ensuring a broad range of reading within school and home and suiting all reading activities to the children’s development targets. |
| Priority 2 | For children to experience a broad rich English and wider curriculum which reflects Tier 2 and Tier 3 vocabulary through their learning. |
| Barriers to learning these priorities address: | Staff’s CPD  Parental Engagement/Language  Low attendance rates  Children’s Language Skills |
| Projected spending | £15,000 |

**Teaching priorities for current academic year**

|  |  |  |
| --- | --- | --- |
| Aim | Target | Target date |
| Progress in Reading | For children to receive progress measure s at 0 ensuring good progress from their KS1 start point. | July 2020 |
| Rich Language opportunities | Children to receive consistent high quality Tier 2 and Tier 3 vocabulary which is built from prior learning at school and home. | Jan 2020 |
| Early Reading and Parental Engagement | Ensuring regular interaction and engagement with reading and English within school. Promoting and fostering good reading habits with early years. | April 2020 |
| Phonics | Robust phonics programme with a vigorous screening and assessment timetable to ensure effective intervention and catch up. | September 2019 |
| Other | Self-regulation of positive behaviours within social situations and learning habits. This includes the promotion of the breakfast provision within school. | July 2020 |

|  |  |
| --- | --- |
| Measure | Activity |
| Priority 1 | High quality reading lessons and targeted support and intervention to be put into action with the Early Years Unit including individual and group teaching supplemented with independent reading provision. |
| Priority 2 | Mapping out the wider curriculum reflecting key Tier 2 and tier 3 knowledge to be taught and how this reflects on their prior knowledge. |
| Barriers to learning these priorities address | Time  Budget |
| Projected Spending | £20,000 |

**Targeted academic support for current academic year**

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | High quality CPD has been implemented for the phonics screening and delivery programme. CPD relating to the teaching of reading to ensure precision teaching with the reading domains. |
| Priority 2 | Resource English and Maths home learning resource (bags) to be created and implemented with parents to support parent and child interaction and the children’s Early Learning Goals. |
| Barriers to learning these priorities address | Parents Language Skills  Budget  Time Implications  Monitoring of resources. |
| Projected Spending | £8,000 |

**Wider strategies for current academic year**

|  |  |
| --- | --- |
| Measure | Activity |
| Priority 1 | To develop a free breakfast and after school provision to provide a range of extra-curricular learning and fostering good learning habits. |
| Priority 2 | To work with key children in regards to their social and emotional learning in order to foster safe and happy learning habits. |
| Barriers to learning these priorities address | Parental Engagement  Budget |
| Projected Spending | £17,688 |

**Monitoring and Implementation**

|  |  |  |
| --- | --- | --- |
| Area | Challenge | Mitigating action |
| Teaching | Ensuring staff have quality time to receive training, implement and review any changes that are needed. | Staff meeting time and collaborative planning groups used to support a quality implementation plan can be carried out. |
| Targeted Support | Staff’s CPD knowledge are appropriate to set phases.  Developing the understanding of parental engagement parent with families with limited English. | Training and regular pupil progresses and MRE to be completed of early reading.  Meetings and modelling opportunities of reading and engaging with children. |
| Wider Strategies | Lack of parental agreement or co-operation  Numbers of pupil accessing the breakfast provision. | Regularly review attendance and find avenues to keep costs lower e.g. food school programmes.  Building of positive relationships with family through our parent support advisor and learning support assistant. |

**Review: last year’s aims and outcomes**

|  |  |
| --- | --- |
| Aim | Outcome |
| Development of reading outcomes and engagement with parents. | Start of the year 4% of the school were reading three times to their child this finished at 86%.  Progress Measures – 5.0 to -0.8  Significant improvement.  (+25% increase on Exceeding in reading in the EYFS) |
| Attendance | All finished at 95.50% Disadvantage – 96.59%  All Persistent Absence – 9.84 Disadvantage – 4.9  Disadvantage are attending better than ‘All’ |
| Maths – Same Day Intervention | Disadvantage children were attaining better than All in Maths. 88% Disadvantage compared to 68%  50% Greater Standard compared to 36% Others  Progress Measures reflect 4.2 compared to All others at 3.6 |
|  |  |