

**Pupil Premium Strategy Statement**

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| **School Overview** | |
| School Name: | Pinders Primary School |
| Pupils in School: | 249 |
| Proportion of disadvantage pupils: | 52 |
| Pupil premium allocation this academic year: | £65,331 |
| Academic year or years covered by statement: | 2019 - 2021 |
| Publish date: | September 2020 |
| Review Date: | September 2021 |
| Statement authorised by | Craig Fraser |
| Pupil Premium Lead: | Craig Fraser (Acting Headteacher) Kelly Rowlands (Acting Assistant Headteacher) Georgina Bedford (Acting Deputy Headteacher) |
| Governor Lead: | Neil Hardwick |

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| **2. Current Attainment** | |
| **KS2** - The data below is based on 2019 National data | Pupils eligible for PP - 8 |
| % achieving expected standard in reading, writing and maths in KS2 | 75% |
| % achieving high standard in reading at KS2 | 0% |
| % achieving expected standard in reading in KS2 | 75% |
| % achieving high standard in writing at KS2 | 88% |
| % achieving expected standard in writing | 13% |
| % achieving expected standard in maths in KS2 | 88% |
| % achieving higher standard in maths in KS2 | 50% |

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

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| Measure | Score |
| Reading | -0.8 No new data for 2019/20 due to C19 |
| Writing | 0.5 No new data for 2019/20 due to C19 |
| Maths | 4.2 No new data for 2019/20 due to C19 |

**Disadvantage pupil performance overview for last academic year – (8 children)** No new data for 2019/20 due to C19

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| Measure | Score |
| Reading meeting expected standard at KS2 | 75% |
| Reading achieving high standard at KS2 | 0% |
| Writing meeting expected standard at KS2 | 88% |

**Strategy aims for disadvantage pupils**

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| 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 all children to be engaging with high quality lessons. |
| Barriers to learning these priorities address: | Staff’s CPD  Parental Engagement/Language  Low attendance rates  Children’s Language Skills  Lost learning due to Covid19 |
| Projected spending |  |

**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 national average progress schools in KS2 Mathematics (0) | Sept 21 |
| Phonics | Achieve national average expected standard within Year 2 December screening.  Achieve national average expected standard within Year 1 checks and year 2 re-checks. | Sept 21 |
| Other | Disadvantage pupils to attend better than All Others | Sept 21 |

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| Measure | Activity |
| Priority 1  (Reading) | Time and staff’s development into precision teaching within reading lessons.  Development of staff’s expectations of reading domains across the year groups.  MRE of quality of education for disadvantage pupils within their literacy learning.  Replacement of reading books and read and respond due to COVID-19 |
| Priority 2  (Phonics) | Strategic phonics programme (working within covid19 restrictions) with a vigorous screening and assessment timetable to ensure effective intervention and catch up.  Purchase CPD phonics revision books and implement as part of a catch up phonics curriculum in Y1 & Y2  Training of new staff members within EYFS and KS1.  Phonics Programme in Key Stage 2. |
| Barriers to learning these priorities address | Time  Budget |
| Projected Spending | CGP books £925  Learning Support Assistant - £16000 |

**Targeted (intervention group) academic support for current academic year**

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| **Measure** | **Activity** |
| Priority 1  (Reading) | Additional teacher to be employed in order to deliver:   * a Y6 Guided Reading lesson to a targeted group. * a Y6 Read & Respond lesson to a targeted group. * 1-1 reading opportunities with Y1/2 * a Y3 Cracking Comprehension lesson to a targeted group with 1:2 tutoring of disadvantage pupils in Year 3 * Tutoring sessions with identified pupils * Year 3, 5 and Year 6 boosters sessions (Morning and Afterschool) * Year 2 boosters in Spring Term * 1:1 reading with all Year 5 disadvantage pupils |
| Priority 2  (Phonics) | * Additional teacher to be employed in order to deliver fast track phonics programme to ensure the current Y2 pupils pass the 2020 phonics screening in December. * Additional teacher to be employed in order to deliver Phonics intervention for Y1 pupils to ensure phonics gaps are filled & pupils pass the phonics screening in June 2021 |
| Barriers to learning these priorities address | Parents Language Skills  Budget  Time Implications  Monitoring of resources. |
| Projected Spending | MPS6 TEACHER £11,000  LSA - £16,000 to allow for teachers to do individual readers as well as priority readers |

**Wider strategies for current academic year**

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| Measure | Activity |
| Priority 1  (Reading) | Ensuring regular interaction and engagement with reading and English within school. Promoting and fostering good reading habits with early years at home.  Celebration Assemblies – Reading at home  PTFA events with reading focuses  Purchasing of books for disadvantage pupils at community events  Early Years Parental Reading and Phonics Workshop |
| Priority 2  (Phonics) | Early Years Parental Reading and Phonics Workshop  Year 1 Phonics Pupil Progress  Promoting on the school website for Early Years and KS1.  Promotion of ‘Hungry Little Mind’  Ensure the attendance policy is being adhered to for the disadvantage pupils. |
| Barriers to learning these priorities address | Parental language skills  Parent ICT skills  COVID-19  Punctuality |
| Projected Spending | Books - £3000  Phase Leader Leaderships - £5,000  Attendance Leader/Parent Support Worker - £13,000 |

**Monitoring and Implementation**

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| 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.  SLT MRE Schedule |
| Targeted Support | Staff’s CPD knowledge are appropriate to set phases.  Implementation of CPD for new staff members | Training and regular pupil progresses and MRE to be completed of early reading.  Meetings and modelling opportunities of reading and engaging with children.  Development within set NQT Time |
| Wider Strategies | Ensure an active engagement of the wider community | Regularly review attendance  Building of positive relationships with family through the class teachers, website and our parent support advisor and learning mentor. |

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

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| 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 |
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