

**Pupil Premium Strategy Statement**

**2021-2022**

|  |  |
| --- | --- |
| **School Overview** | |
| School Name: | Pinders Primary School |
| Pupils in School: | 289 ( excluding nursery) 315 including nursery |
| Proportion of disadvantage pupils: | 52 |
| Pupil premium allocation this academic year: | £78,520 |
| Academic year or years covered by statement: | 2021-2022 |
| Publish date: | September 2021 |
| Review Date: | September 2022 |
| Statement authorised by | Lorna Kemplay |
| Pupil Premium Lead: | Lorna Kemplay Headteacher Kelly Rowlands Assistant Headteacher Georgina Bedford Deputy Headteacher) |
| Governor Lead: | Neil Hardwick |

|  |  |
| --- | --- |
| **2. Current Attainment** | |
| **KS2** - The data below is based on 2021 internal assessment using a combination of Test outcomes and teacher assessment. | Pupils eligible for PP - 11 |
| % achieving expected standard in reading, writing and maths in KS2 | 45% |
| % achieving high standard in reading at KS2 | 0% |
| % achieving expected standard in reading in KS2 | 73% |
| % achieving high standard in writing at KS2 | 0% |
| % achieving expected standard in writing | 64% |
| % achieving higher standard in maths in KS2 | 0% |
| % achieving expected standard in maths in KS2 | 55% |

**Disadvantage pupil progress scores for last assessed academic year 2019 academic year**

|  |  |
| --- | --- |
| Measure | Score |
| Reading | -0.8 No new data for 2019/20/21 due to C19 |
| Writing | 0.5 No new data for 2019/20/21 due to C19 |
| Maths | 4.2 No new data for 2019/20/21 due to C19 |

**Disadvantage pupil performance overview taken from internal assessments. 2021 – (11 children)**

|  |  |
| --- | --- |
| Measure | Score |
| Reading meeting expected standard at KS2 | 73% |
| Maths achieving expected standard at KS2 | 55% |
| Writing meeting expected standard at KS2 | 64% |

**Strategy aims for disadvantage pupils**

|  |  |
| --- | --- |
| Measure |  |
| Priority 1 | Ensure assessment information is used to inform planning and interventions in order ensure rapid progress of pupils to reach age related expectations |
| Priority 2 | Ensure all pupils receive consistently high quality and engaging lessons with a focus on English and Maths. |
| 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**

|  |  |  |
| --- | --- | --- |
| Aim | Target | Target date |
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | Sept 22 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | Sept 22 |
| Progress in Mathematics | Achieve national average progress schools in KS2 Mathematics (0) | Sept 22 |
| 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 22 |
| Other | Disadvantage pupils to attend better than All Others | Sept 22 |

|  |  |
| --- | --- |
| Measure | Activity |
| Priority 1 | Time and staff development in using assessment to accurately inform planning and personalised interventions in English and Maths.  Training for precision reports  Time to complete and understand reports.  Phase leader meetings monthly to look at vulnerable group’s progress and review impact of interventions.  Interventions to be planned across phases to maximise use of adults.  Children to access boosters where appropriate  Purchase of additional resources for interventions and home learning. CGP and Power Maths.  LSA meetings monthly to review intervention groups and impact. |
| Priority 2 | CPD on arithmetic flow  White Rose intervention 10 weeks  EYFS white Rose intervention and training  PiXL assessment/ leadership tool  Meetings with PiXL associate  Phase teachers to be released together for PPA to ensure consistency in planning.  Maths Deep Dive  TLR positions awarded to maths, reading and writing leaders increasing monitoring and accountability with distributed leadership.  Assessment and moderation training with local authority  Writing Leader to complete LA authority moderator training.  Phonics training  New to Year 2 and 6 training  Robust training for ECTs |
| Barriers to learning these priorities address | Time  Budget |
| Projected Spending | CGP books £1,500  Learning Support Assistant - £16000 |

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

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Additional teacher to be employed in order to deliver:   * Targeted group work for Year 6 with a focus on vulnerable groups. * Additional staff employed for before and after school boosters. * LSA support across all phases to support with intervention work both 1:1 and small groups. * Phonics intervention within EYFS and KS1 ( Fast track phonics) * a * Tutoring sessions with identified pupils * Year 2 boosters in Spring Term * 1:1 reading with vulnerable pupils. |
| Priority 2  High quality and consistent teaching. | * PiXL assessment used to identify those vulnerable in one or more areas and prioritise accordingly. * Intervention groups to be set up to support progress of identified groups * Vulnerable groups books to be moderated for consistency at least termly. * Phase leaders to have time to look at books. * Subject leaders to monitor books |
| 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**

|  |  |
| --- | --- |
| Measure | Activity |
| Priority 1 | Parents to be kept informed of their childs progress.  Year 6 to hold early parents meetings  See Saw platform for homework  Promoting reading with parents through events including community library  Raising profile of multiplication with awards in school for achievement  Tailored incentivised reward scheme for years 5 and 6 that acknowledges Childs effort and attitude to learning.  Learning Mentor to work with vulnerable pupils on resilience.  Staff to have emotion coaching training to support pupils  Well-being day for whole school centred on believing in yourself  Well-being of staff to be supported, through training and events.  Mental health first aider to be trained.  Primary Futures event to be planned to raise pupils aspirations.  Theatre trips and other educational visits to be planned and supported financially as appropriate to widen pupils’ knowledge and cultural capital.  Ensuring regular interaction and engagement with reading and English within school. Promoting and fostering good reading habits with early years at home.  Reading at home  PTFA events with reading focuses  Purchasing of books for disadvantage pupils at community events |
| Priority 2 | Celebration Assemblies  Half-termly awards for reading writing and maths.  Phase parent meetings to set expectations  SATS parent information meetings  Early Years Parental Reading and Phonics Workshop  Increased numbers of phonic reading books.  ARE on website for parents to see  Reading parent information of what they should expect.  Multiplication support at home guide with web links to activities  Timetables app that can be used at home  Timetables club  Enhanced outdoor provision with reading garden, writing area and maths area.  Rigorous attendance monitoring including punctuality.  Free Breakfast Club offered to all to support a good start to the day |
| Barriers to learning these priorities address | Parental language skills  Parent ICT skills  COVID-19  Punctuality |
| Projected Spending | Books - £3000  Awards- £500K  Phase Leader Leaderships - £5,000  Attendance Leader/Parent Support Worker - £13,000  Breakfast Cub £3,400 Wages £3,500 Food  Learning Mentor £5,600 |

**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.  SLT MRE Schedule |
| Targeted Support | Staff’s CPD knowledge are appropriate to set phases.  Implementation of CPD for new staff members and ECTs | Training and regular pupil progresses and MRE to be completed focusing on vulnerable pupils.  Shared phase support using LSAs.  Development within set ECT and RQT 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: 2019 aims and outcomes this was the last year assessed against National that school has comprehensive data for.**

|  |  |
| --- | --- |
| 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 |
|  |  |