

Pupil Premium Strategy Statement

1. Summary information					
School	Park Lane Primary School				
Academic Year	2020/21	Total PP budget	£193,680.00	Date of most recent PP Review	Sept 20
Total number of pupils	421	Number of pupils eligible for PP	144	Date for next internal review of this strategy	Sept 21
2. Current attainment					
Year 6 Data		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths		57.9%		84%	
% making progress in reading		63.2%		84%	
% making progress in writing		57.9%		90%	
% making progress in maths		68.4%		90%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	High level of in class disruption by a minority of learners negatively impacts on progress for all				
B.	Pupils lack resilience and have under-developed independent learning skills and behaviours for learning				
C.	Middle ability entry pupils make slower progress than their peers.				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Low aspirations and expectations from home impact on outcomes and progress.				
E.	Variable levels of parental support and engagement reflected in low parental turn out for events, lack of support for home school learning in some of most vulnerable children, levels of unauthorised absence and overall attendance.				
F.	The attendance rates and absences for PP children are below the target for all school pupils at 85.3%				

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment and accelerated progress of disadvantaged pupils from their starting points evidenced through half termly data drops.	PP children attainment and progress is in line with non-PP children nationally and the in-school gap reduces.
B.	Support families in order to aid with children's work and home learning through regular workshops and sessions.	Higher levels of engagement of homelearning through the use of the SeeSaw app.
C.	Improve engagement of families in their child's education not just attendance at events. Develop resilience and confidence in learners and their abilities.	Evidence of parents engaging in child's learning through completing homework tasks and reading records; increased parental uptake of school offer
D.	Attendance is at or above national average. PP children who's attendance is behind their more affluent peers, to have family interventions from the Inclusion's manager.	PP attendance in line with non-pp Reduction in absence inc term time holidays
E.	Culture of 100% achievement embedded in core and wider curriculum; a rich broad curriculum meets the needs of priority groups of learners.	PP children to develop an 'attitude to achieve' across all of the curriculum. PP to access extra-curricular clubs that are offered to them and are of interest.
F.	Embed Attitude to Learning with a focus on desired learning behaviours through 'Attitude to Learning' charts.	All Pupil Premium children should maintain an attitude to learning average of 4 and above.

5.Planned expenditure

Academic year	2020/2021
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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?
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A. Improved attainment and accelerated progress of disadvantaged pupils from their starting points evidenced through half termly data drops	STS subscription (£8750) Ed Psych subscription (£11120)	STS and Educational Psychologist support will be maintained to enable school to quickly refer children whose progress has slowed.	EP and STS to ensure that strategies and recommendations are implemented effectively in order to for PP children to make accelerated progress.	SENDCo	Half Termly
	Curriculum Support Worker (£6245)	Interventions will be delivered to raise attainment of PP children.	Progress is monitored and reviewed to inform future interventions.	AHT	Daily
	Year 6 additional teachers x 2 (£52785)	Extra staffing to ensure maximum progress in preparation for SAT's.	Small group work and daily interventions to raise attainment.	Year 6 teachers	Daily
	SLT (£15,000)	SLT in place to improve teaching standards and raise attainment.	Half-termly progress board.	SLT AHT	Daily
	Provision Tracker (£750)	Attain Provision Tracker to review the progress of interventions and ensure children are meeting targets.	Reviewed by AHT to monitor the impact of interventions and make adaptations where necessary.	SENDCo LSM	Half Termly Daily Daily
	Nurture groups (£3,556.80)	Nurture groups to be provided to PP children who struggle to achieve due to their SEMH needs.	Appropriate training to ensure nurture groups are delivered correctly and efficiently.	Year 6 team SLT	Weekly
	Saturday school (£7119)	Children to attend Saturday school every Saturday for 3 hours per day. This will be with 2x SLT members and 2x years 6 teachers. The sessions focus on Maths and English, and are tailored with specific targeting interventions.	Children are encouraged to attend by using differen rewards if children attend the Saturday sessions.		

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B/C. Support families in order to aid with children’s work and home learning through regular workshops and sessions. Improve engagement of families in their child’s education not just attendance at events. Develop resilience and confidence in learners and their	2x learning support mentors with SEMH training. (£29141.22)	All members of the nurture team are able to deal with different SEMH needs and behaviours. This will consequently, allow for other children to continue with their work without disruption.	Formal and informal drop ins with the learning mentors. The mentors, SENDco and Inclusions manager are available to PP families.	LSM SENDco	Daily
	Inclusions Manager	Learning Support Mentors and P.E Specialist to aid during social times, when some PP children with SEMH needs struggle to access social times.	Half-termly staff meetings to train other staff on how to deal with SEMH within the classroom.	Inclusions manager	Half-termly
	Senco		Weekly meetings with nurture team to ensure children’s social times are inviting and stimulation.	LSM	Daily
	Nurture team £2667.60 1.5 hours per day P.E Specialist £3534 - 1.5 hours day		Regular meetings regarding progress	P.E Specialis	Daily
Total budgeted cost					£125,668.40
ii. Targeted support					
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?
D. Attendance is at or above national average. PP children who’s attendance is behind their more affluent peers, to have family interventions from the Inclusion’s manager.	Inclusion Manager- Attendance monitoring/ report (£25269) Breakfast Club (£3525.60)	All staff members are fully aware of the link between attendance and achievement, therefore attendance levels for all pupils are monitored frequently. Professional targeted support is offered to families where poor attendance and punctuality are barriers to learning. Free access to Breakfast Club is available to all, with pupil premium children prioritised.	Daily attendance reports to be generated by Inclusion’s manager to monitor and assess attendance. Families will be able to apply for specific funding that would assist them in improving attendance and punctuality for their children.	Inclusions manager AHT SENDco	Daily

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E. Culture of 100% achievement embedded in core and wider curriculum; a rich broad curriculum meets the needs of priority groups of learners.	Year 4, 5, 6 residentials (£12,867)	Part of our 'Proud Traditions' pillar. Providing years 4, 5 and 6 with the opportunity of residential school trips encourages our students to stay on track and to ensure they are engaged in the majority of lessons.	Pupil's develop life long skills needed for them to be able to play a vital role within the community.	Class teachers	
	Transport to and from swimming (£2550)	Swimming lessons are part of the 101 experiences within school. This is to embed wider opportunities for PP children.	P.E specialist will ensure that all PP children achieve the minimum targets set for basic swimming.	P.E Specialist/Lead	
	Timestable rockstars (£167)	Timestables rockstars has been an engaging and thriving learning platform for children within Park Lane.	Timestable rockstars to continue in order to ensure all PP children are engaging with online learning in a fun way.	Maths Co	
	School trips annually (£8,572.78)	All school trips to PP children are free. This is part of the Griffin School Trust Ethos to ensure that all children reach the trust's 3 pillars.	Location of these trips are chosen based on the interests of the children and their current topic. Some of our school trips, such as our year 6 residentials are part of our 'Proud Traditions' pillar.	Class Teacher DHT	
Total budgeted cost					£45411.60
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?
F. Embed Attitude to Learning with a focus on desired learning behaviours	Year 6 residential (£2400)	A new year 6 residential will be launched to increase motivation and attitude to learning during lessons.	Year 6 residential will incentivise attitude to learning through identified discounts and privileges for children meeting certain criteria.	DHT	Ongoing

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Total budgeted cost					£2,400