

Pupil Premium – Evidencing the Impact 20-21 Reviewed

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 (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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	Impact and Evidence
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<p>A. Improved attainment and accelerated progress of disadvantaged pupils from their starting points evidenced through half termly data drops</p>	<p>STS subscription (£8750) Ed Pysch subscription (£11120)</p> <p>Curriculum Support Worker (£6245)</p> <p>Year 6 additional teachers x 2 (£52785)</p> <p>SLT (£15,000)</p> <p>Provision Tracker (£750)</p> <p>Nurture groups (£3,556.80)</p> <p>Saturday school (£7119)</p>	<p>STS and Educational Psychologist support will be maintained to enable school to quickly refer children whose progress has slowed.</p> <p>Interventions will be delivered to raise attainment of PP children.</p> <p>Extra staffing to ensure maximum progress in preparation for SAT's.</p> <p>SLT in place to improve teaching standards and raise attainment.</p> <p>Attain Provision Tracker to review the progress of interventions and ensure children are meeting targets.</p> <p>Nurture groups to be provided to PP children who struggle to achieve due to their SEMH needs.</p> <p>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</p>	<p>EP and STS to ensure that strategies and recommendations are implemented effectively in order to for PP children to make accelerated progress.</p> <p>Progress is monitored and reviewed to inform future interventions.</p> <p>Small group work and daily interventions to raise attainment.</p> <p>Half-termly progress board.</p> <p>Reviewed by AHT to monitor the impact of interventions and make adaptations where necessary.</p> <p>Appropriate training to ensure nurture groups are delivered correctly and efficiently.</p> <p>Children are encouraged to attend by using differen rewards if children attend the Saturday sessions.</p>	<p>SENDCo</p> <p>AHT</p> <p>Year 6 teachers</p> <p>SLT</p> <p>AHT</p> <p>SENDco LSM</p> <p>Year 6 team SLT</p>	<p><i>School has a weekly session with STS (3hours) to support and target any children who are struggling to make progress within school. The EP attends school on around 13 sessions per term. Impact- Children not making the expected level of progress are highlighted quicker and the SENDco can intervene where necessary to provide additional support through the EP and STS.</i></p> <p><i>The curriculum support worker was able to deliver quality interventions to the Y6 team and consequently achieved 93% combined in their latest SATS.</i></p> <p><i>Through questionnaires and surveys, it is evident that children now feel more supported in school than ever. They feel listened to and feel safe in school and consequently the environment is condusive for learning.</i></p>
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		English, and are tailored with specific targeting interventions.			<i>Saturday School was unable to go ahead during this year due to COVID.</i>
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 abilities.	2x learning support mentors with SEMH training. (£29141.22) Inclusions Manager Senco Nurture team £2667.60 1.5 hours per day P.E Specialist £3534 - 1.5 hours day	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. Learning Support Mentors and P.E Specialist to aid during social times, when some PP children with SEMH needs struggle to access social times.	Formal and informal drop ins with the learning mentors. The mentors, SENDco and Inclusions manager are available to PP families. Half-termly staff meetings to train other staff on how to deal with SEMH within the classroom. Weekly meetings with nurture team to ensure children's social times are inviting and stimulation. Regular meetings regarding progress	LSM SENDco Inclusions manager LSM P.E Specialis	<i>The inclusions manager and SLT have conducted and provided workshops and sessions for children within school. Parental engagement within these is increasing and there is more regular and consistent attendance from parents. Although it is noted that those parents who need to attend generally choose not to.</i> <i>Monthly support video's to help parents identify how to teach certain strategies for topics has broken down a barrier with regards of</i>

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					<i>children's ability to further develop their learning whilst at home.</i>
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	Impact and Evidence

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<p>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.</p>	<p>Inclusion Manager- Attendance monitoring/ report (£25269)</p> <p>Breakfast Club (£3525.60)</p>	<p>All staff members are fully aware of the link between attendance and achievement, therefore attendance levels for all pupils are monitored frequently.</p> <p>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.</p>	<p>Daily attendance reports to be generated by Inclusion's manager to monitor and assess attendance.</p> <p>Families will be able to apply for specific funding that would assist them in improving attendance and punctuality for their children.</p>	<p>Inclusions manager</p> <p>AHT SENDco</p>	<p><i>N/A to evidence attendance due to covid.</i></p> <p><i>PP families have been supported throughout the national lockdown to encourage their children to attend school. A schools 'vulnerable' list was created and analysed to ensure progress of PP during the pandemic.</i></p>
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<p>E. Culture of 100% achievement embedded in core and wider curriculum; a rich broad curriculum meets the needs of priority groups of learners.</p>	<p>Year 4, 5, 6 residentials (£12,867)</p> <p>Transport to and from swimming (£2550)</p> <p>Timestable rockstars (£167)</p> <p>School trips annually (£8,572.78)</p>	<p>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.</p> <p>Swimming lessons are part of the 101 experiences within school. This is to embed wider opportunities for PP children.</p> <p>Timestables rockstars has been an engaging and thriving learning platform for children within Park Lane.</p> <p>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.</p>	<p>Pupil’s develop life long skills needed for them to be able to play a vital role within the community.</p> <p>P.E specialist will ensure that all PP children achieve the minimum targets set for basic swimming.</p> <p>Timestable rockstars to continue in order to ensure all PP children are engaging with online learning in a fun way.</p> <p>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.</p>	<p>Class teachers</p> <p>P.E Specialist/Lead</p> <p>Maths Co</p> <p>Class Teacher DHT</p>	<p><i>Although residentials were unable to take place due to COVID. The children were provide with a camping experience at PL. Consequently, this will become part of our ‘proud traditions’ as the children were able to experience something which they never would have experienced.</i></p> <p><i>Swimming lessons for those that missed during COVID were taken in 20/21 to ensure no swimming targets were missed. These children were able to attend the sessions and consequently, a number of children who could not swim left Y5 with the ability to swim.</i></p>
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	Evidence and Impact
<p>F. Embed Attitude to Learning with a focus on desired learning behaviours</p>	<p>Year 6 residential (£2400)</p>	<p>A new year 6 residential will be launched to increase motivation and attitude to learning during lessons.</p>	<p>Year 6 residential will incentivise attitude to learning through identified discounts and privileges for children meeting certain criteria.</p>	<p>DHT</p>	<p>N/A due to COVID</p>

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Total budgeted cost					£2,400